



FORT STOCKTON INDEPENDENT SCHOOL DISTRICT

GIFTED AND TALENTED LONG RANGE PLAN

2008 – 2013

REVISED BY:

FORT STOCKTON ISD
ELEMENTARY AND SECONDARY
GIFTED AND TALENTED COORDINATORS

Approved by the Board of Education
November 24, 2008

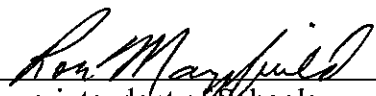
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CERTIFICATION

To Whom It May Concern:

A long-range plan for the education of the gifted and talented was approved by the Fort Stockton Independent School District Board of Trustees on November 24, 2008. The documentation is found in the Fort Stockton ISD official board minutes.



Superintendent of Schools
Fort Stockton ISD



Date

DEMOGRAPHIC OVERVIEW

The Fort Stockton Independent School District is a 2,995 square mile area containing 5 school campuses that are attended by 2,235 students (as of May 25, 2008) in Pre-K through grade 12.

These campuses are divided into three elementary campuses: Alamo (Pre-K – Grade3); Apache (K – Grade 3); Intermediate (Grades 4 – 5); Middle School (Grades 6 – 8); and High School (Grades 9 – 12).

The ethnic distribution of the Fort Stockton ISD is

Native American	.2
Asian or Pacific Islander	.3
African American	.3
Hispanic	84.0
White, Not of Hispanic Origin	15.2

POSITION STATEMENT

The Fort Stockton ISD is committed to providing educational experiences beyond the general curriculum to meet the special needs of gifted learners. The FSISD recognizes that there are students whose intellectual abilities are not sufficiently challenged in the general curriculum. Through a differentiated curriculum students can discover their potential.

The differentiated curriculum will provide for individual differences, challenging and stimulating the gifted learners. The curriculum will provide opportunities for the gifted learners to achieve their potential and make a lasting contribution to society.

The Fort Stockton ISD is committed to providing a program for gifted and talented students to develop their potential and to increase contributions they may make to the community, state and nation.

NEEDS ASSESSMENT STATEMENT

The law states that each Texas school district must identify gifted students and provide programs for them in Grades K – 12. However, the need for gifted education is more than just a response to legislation; it is a response to the needs of individual students with special needs.

Instructional programs are usually designed to accommodate the needs of students who do not deviate from the norms. Textbooks, state and local curricula, and teacher training programs focus on that 80 or 90 percent of the student population known as the “average student”. This is not to say that districts and state programs have not addressed the needs of certain special populations ordinarily excluded from the norm. Such special populations as bilingual students and handicapped students have been defined, identified, and served.

Accommodating and developing the special talents and abilities of gifted students is as critical as meeting the needs of other special populations. Gifted students who are above-average in intelligence and ability also require special provisions if the school program is to contribute to the achievement of their potential.

While gifted students may have high IQ scores, they have other needs that must be addressed in order to help them make productive use of their abilities. The greatest musicians, artists, scientists, and athletes have all had the need for teachers to help them achieve their potential. Many gifted learners become minimally productive because they do not have access to programs and services to help them develop their abilities. (Paul Slocumb)

STATE GOAL for SERVICES for GIFTED STUDENTS

Students who participate in services designated for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted students will have products and performances of professional quality as part of their program services.

FORT STOCKTON GIFTED/TALENTED STUDENT PROGRAM GOALS

The gifted students will effectively investigate teacher identified as well as self-selected broad-based themes/issues/concepts. This will be achieved through in-depth interdisciplinary units and independent study topics.

Students will demonstrate the ability to support and formulate new generalizations using more complex and/or abstract information.

Students will develop and apply logical, creative and productive thinking and research skills to generate alternative solutions to complex problems and issues.

Students will produce a variety of professional quality products and performances through skills and information gained from in-depth study.

Students will gain an understanding of themselves and their relationships to other persons, societal institutions, cultures, and nature.

STATE DEFINITION OF GIFTED AND TALENTED

As used in this subchapter, “gifted and talented students” means children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, and/or excel in specific academic fields.

Texas Education Code, 21.651 (Subchapter Q)

FORT STOCKTON ISD DEFINITION OF GIFTED AND TALENTED

The Fort Stockton ISD defines gifted and talented learners as those students who excel, or who have the potential to excel, in intellectual, creative and/or a specific academic field.

INTELLECTUAL

Definition: Possessing superior intelligence potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks

SPECIFIC ACADEMIC FIELDS

Definition: Possessing superior ability or potential in a specific course or study such as science, mathematics, language arts, or social studies

CREATIVE

Definition: Possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking

PROGRAM EVALUATION

On an annual basis, FSISD will evaluate effectiveness of program design and student performance. The results will be used to improve the Gifted/Talented program and will be reflected in the District Improvement and the Campus Improvement Plans.

Evaluation procedures are comprehensive and ongoing to measure the effectiveness of the Gifted and Talented program. The data is used to modify and update district and campus improvement plans and program procedures. Program evaluation results and annual reviews of research in the field of gifted and talented education will be the basis for program improvement as reflected in the district and campus improvement plans.

The Gifted and Talented students' performance is assessed during designated timelines to determine that program services are sufficiently challenging and appropriately meet each student's potential. The students' performances will be evaluated on a continuum of learning experiences that leads to the development of advanced level products and performances.

DISTRICT PROCEDURES for STUDENT NOMINATION

Campuses offer an awareness session prior to the nomination period for families to receive an overview of the Gifted/Talented nomination and identification process as well as program services for Gifted/Talented students.

A student may be nominated for the Gifted and Talented Program in the Fort Stockton ISD by a:

- Parent
- Teacher, counselor, or administrator
- Community member
- Student him/herself
- Student peer

Nomination procedures and forms for assessment of Gifted/Talented students are communicated to families in the language and form that the families understand or an interpreter or translator is provided.

Once a student is officially nominated for the Gifted and Talented Program, the Fort Stockton ISD Gifted and Talented Program Parental Permission for Special Assessment Form must be completed by the parent/guardian and returned to the campus counselor.

The nomination process for services provided as part of the gifted program follows the District timeline on page 30.

Students may not be nominated after March 1st.

DISTRICT PROCEDURES for STUDENT ASSESSMENT

Instruments and procedures used to assess students for program services measure diverse abilities and intelligences. Students are given opportunities to demonstrate their talents and strengths.

Kindergarten – Grade 5 students will be given an array of learning experiences in the four core areas (Math, Science, Language Arts, and Social Studies) to be used in the identification process. Performance data will be collected by the end of November using designated grade specific portfolio activities and anecdotal information. Data will be stored in the student's G/T portfolio for use by the identification committee.

Nominated students, with parental approval, will be assessed using a variety of instruments that measure diverse abilities and intelligences.

Students will be identified in the area of General Intellectual Ability and then be offered services that emphasize content in all four core areas. All newly identified students will be served by March 1.

Beginning in Grade 6, students will be served in specific content areas (Math, Science, Language Arts, and Social Studies) based on:

- Content specific data
- Student interest forms *
- Teacher recommendation
- Individual counseling with student, as requested and/or needed

**Student interest forms are used in Grades 4 and 5 in September and April. These are used to place the student in appropriate subjects to meet their educational and interest needs. The interest forms are included in the Gifted/Talented files and are reviewed at the end of Grade 5 for Middle School placement in specific academic fields.*

Board policies on student assessment will be reviewed at least once every three years and modified as needed.

DISTRICT PROCEDURES for IDENTIFICATION and PLACEMENT

The Fort Stockton ISD Gifted and Talented Identification/Placement Committee will consist of at least three of the following:

- G/T Coordinators
- G/T Teachers
- Counselors (The campus counselor for nominated students **will be** present.)
- Campus principal(s)

Each committee member will have the basic 30 hours of Gifted/Talented training and the 6 hour annual update required by 4.1A of the Texas State Plan.

The FSISD Gifted and Talented Program Profile will be completed by the campus counselor on each nominated student, after parental permission for assessment has been obtained.

The G/T Identification/Placement Committee will review the collected and recorded data on the G/T Program Profile. On the basis of that information, the Committee will then determine appropriate educational placement for each student.

Families/guardians and staff are informed of student placement and given opportunities to schedule conferences to discuss assessment data.

CONTINUANCE in G/T PROGRAM

Program teachers will monitor the performance of students enrolled in the Gifted and Talented Program. Students performing at acceptable levels will continue in the program.

New students to district identified as gifted/talented in sending school

Students who have documentation of being identified and placed in a gifted/talented program in another school district will qualify for entrance into the Fort Stockton ISD's Program for Gifted and Talented. The incoming student and his/her parents will receive an explanation of Fort Stockton ISD's criteria for participation in the program.

If parents feel their child will be successful in making the transition into the District's program for the gifted, the student will participate in the program on a probationary status for six weeks. If a student has difficulty within this six-week period, the teacher, parents, and counselor will hold a conference to discuss the student's progress and appropriate educational placement. If no transitional problems occur within this six-week period, the student shall be designated as a gifted student in the Fort Stockton ISD.

New students to district not identified as Gifted/Talented in sending school

Students new to the Fort Stockton ISD may be nominated for the Gifted and Talented Program after being in the regular program for at least four weeks. After four weeks, the student may be nominated for the program by his/her classroom teacher, a parent, self, or other school personnel.

Once nominated, the transferring student will be assessed and placed according to the Fort Stockton ISD's G/T guidelines.

DISTRICT PROCEDURES for EXITING or FURLOUGHING

Students may be exited or furloughed from program services by:

- Teacher recommendations based on observations of student performances and products
- Counselor recommendations based on interviews with the student
- Parental request that his/her child be withdrawn or furloughed from the program

At any time that a parent, teacher, gifted coordinator, campus counselor, or principal believes that a gifted student is not profiting fully from his/her qualitatively differentiated educational program, a meeting for the purpose of reviewing the student's placement may be called before the student exits or is furloughed from the program. The meeting to discuss the student's overall performance involves the parent, teacher(s), counselor, and principal.

At this time it would be appropriate to ask:

- Is the program appropriate?
- What is the student's response to the program?
- If the student is not responding to the program why?

If extenuating circumstances such as scheduling, health needs, and/or personal needs occur; the Gifted and Talented Identification/Placement Committee may consider the furlough procedure.

The furloughed student will be invited back into the program the spring of the furlough school year. If the student chooses not to re-enter at that time, he/she will be officially exited from the program. Once officially exited, in order to re-enter, the student must be assessed by the district's standards.

APPEAL PROVISION

A parent or staff member who wishes to appeal an identification decision made by the Gifted and Talented Identification/Placement Committee may do so by the following steps:

1. Submit a request by letter to the building principal within 15 days after the committee has announced its selection decisions. The principal will immediately forward this to the committee.
2. The committee must respond by letter to the person making the appeal within 10 days from receipt of the letter-of-appeal. The committee's letter must explain its action and specify the date and time of a hearing before the committee.
3. If the person making the appeal wishes to appeal the decision of the committee following a formal hearing, the person must follow the district's local policies governing appeals.

PROGRAM DESIGN

Fort Stockton ISD will develop a flexible system of viable program options that provide a learning continuum and reinforce the strengths, needs, and interests of Gifted/Talented students.

FSISD assures an array of learning opportunities in comprehensive, structured, sequenced, and appropriately challenging curriculum in the four core areas (Math, Science, Language Arts, and Social Studies) as well as creativity commensurate with the abilities of gifted/talented learners during the school day as well as the school year. Information will be disseminated about special opportunities such as contests, academic recognition, summer camps, and community programs to parents and community leaders. FSISD counselors will maintain folders of nominated and identified gifted/talented students and assure the appropriate transfer of intact folders from one level to another.

FSISD identified Kindergarten – Grade 5 gifted/talented students will be cluster-grouped within high -interest mixed-ability classrooms. Identified Grade 6 – 12 gifted/talented students will be served in their area of academic strength(s). Independent Study, Honors, AP, and Pre-AP classes in the four core areas will be available at Grades 9 – 12.

FSISD will employ flexible instructional patterns that allow students to work together as a group, work with other students, and work independently in all four core academic areas during the school day and the entire school year.

Gifted and talented students will be assessed for mastery of the general curriculum and provided appropriate curriculum and instruction based on the results. A student should not be placed in a situation of repeating what he/she already knows and can do.

FSISD will provide information regarding out-of-school options relevant to the student's area of strength(s) on a continuous basis.

Methods of acceleration may include dual/concurrent enrollments, correspondence courses, accelerated summer programs, the Distinguished Achievement Program, credit by examination, and early high school graduation. All students will be given options for flexible pacing appropriate for their abilities and skills.

FSISD will ensure that no more than 15% of state funds allocated for gifted/talented education will be spent on indirect costs and that 85% will be allocated for assessment and services to gifted/talented students. These funds will be enhanced with local funding and funding from business partnerships, parent group fund raisers, etc.

FSISD will assign one elementary and one secondary person with a certification/endorsement or advanced degree in Gifted/Talented education to coordinate a district Kindergarten – Grade 12 Gifted/Talented Education Program.

The coordinator's will annually evaluate the Gifted and Talented Program to ensure that student assessment and services comply with accountability standards included in the Texas State Plan for the education of Gifted/Talented students.

CURRICULUM and INSTRUCTION

Curriculum and instruction will meet the needs of Gifted/Talented students by modifying the depth, complexity, and pacing of the general school program.

FSISD will provide services for Gifted/Talented Kindergarten – Grade 12 students in the four core areas using an array of appropriately challenging learning experiences. Students will have opportunities to pursue areas of interest in selected disciplines through guided and independent research. Opportunities will also be provided for acceleration, flexible pacing, and/or implementation of scheduling modifications in order to meet the needs of individual students. Parents will be informed of these opportunities at the beginning of each school year through a comprehensive brochure of program services for Gifted/Talented Kindergarten – Grade 12 students.

Identified students who have been served in the Gifted and Talented Program for one or more years will develop advanced products and/or performances which will be targeted to an audience outside the classroom. Gifted/Talented student performance in the program will be periodically assessed by educators in Gifted Education and this information will be systematically communicated to parents or guardians.

Gifted/Talented curriculum will include content, process, product, classroom environment, teaching models, and themes and generalizations. It will reflect elements of depth, complexity, and appropriate pacing. Appropriate pacing includes contingency plans for Gifted/Talented students who master benchmark assessments in their general education.

Resources are provided for curriculum development to enable teachers at all levels to coordinate advance level services in the district. The attainment and maintenance of essential resources to ensure a continuum of learning experiences will follow district guidelines.

Administrators will monitor the development and delivery of curriculum for Gifted/Talented students.

Based on annual evaluations, district and campus improvement plans will include provisions to improve/modify services and instruction to Gifted/Talented students.

PROFESSIONAL DEVELOPMENT

All personnel involved in the planning, development, and delivery of services to Gifted/Talented students will have knowledge to enable them to offer appropriate options and curricula for said students through professional development opportunities.

Fort Stockton ISD will provide professional development for educators in an ongoing basis, utilizing local, regional, and state resources.

Prior to assignment, teachers who provide instruction and services that are a part of the program for gifted students will be provided opportunities to gain a minimum of thirty clock hours of professional development that includes the nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction. If there are extenuating circumstances, assigned teachers may have one semester to obtain the required training. Teachers who provided instruction and services that are a part of the program for gifted students will be provided opportunities to receive a minimum of six additional hours annually of professional development in gifted education as determined by needs assessment results.

Administrators and counselors who have authority for program decisions will be provided opportunities to gain a minimum of six clock hours of professional development that includes the nature and needs of gifted/talented students, program options, and the district Gifted and Talented Program.

Professional development activities will include, but not be limited to, topics that include nature and needs of gifted learners, social and emotional needs, assessing student needs, program options, differentiation of curriculum techniques and strategies, content strategies for academic subject areas, independent study and research design mentorships, evaluation techniques, creative problem solving, and Socratic questioning.

Professional development records will be kept in a centrally located program file and will consist of copies of certificates of attendance at national, state, regional, and local workshops/conferences, sign-in documents and records of opportunities provided by the district. Submission of records will be the responsibility of the program teacher and will be maintained for the duration of employment in the district.

FAMILY-COMMUNITY INVOLVEMENT

Parents and community representatives will have opportunities to support and participate in services for gifted learners.

Fort Stockton ISD provides special programs for gifted/talented students. The Gifted and Talented Long Range Plan includes written policies on student identification that have been approved by the local board of trustees. This information is disseminated to parents through student handbooks and other appropriate means. The elementary/secondary coordinators or the campus counselor can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations. A student or parent with questions about this program should contact the principal's office.

Parents will be informed of an array of learning opportunities for the gifted learner, Kindergarten – Grade 12, as well as educational opportunities for the parents themselves based on needs assessments. Parents will be surveyed annually to modify and update program services.

Community mentors will be encouraged to work with gifted students on products of professional quality. Presentations of independent studies and/or other products are shared with community groups and organizations to solicit support for mentorship. Community businesses and organizations will be involved in spotlighting products.

APPENDICES

Action Plans:

- Student Assessment
- Program Design
- Curriculum and Instruction
- Professional Development
- Family-Community Involvement
- Program Evaluation

Forms:

- Nomination and Identification Calendar
- Parental Permission for Special Assessment
- Parent Notification Letters
- Request for Furlough
- Request for Exit
- Selection Profile
- Principles of a Differentiated Curriculum

STUDENT ASSESSMENT ACTION PLAN

Student Assessment Goal: Instruments and procedures used to assess students for program services measure diverse abilities and intelligences. Students are given opportunities to demonstrate their talents and strengths.

Strategies & Activities	Responsibility	Start Date	Resources	Costs	Expected Outcome	Evaluation
1. Student nomination	Staff, parents, students, community	First week of December	List of names		Student nomination	Names submitted to counselors, folders of nominated students
2. Assessment	Campus counselor	December & January	Tests: SAGES NNAT SIGS	Tests	Student identification	Appropriate educational placement
3. Develop/modify content & grade specific portfolio activities	G/T teachers	Fall 2008	G/T Coordinators, Region 18		More appropriate student identification	Texas Student Portfolio Profile Descriptors
4. Identification/ Placement Procedures	G/T Identification Placement Committee	February	Portfolios, Test data, Student Profile		Student identification	Students placed in appropriate educational setting, G/T population reflects District pop.
5. Exit/Furlough Procedures	Parents, Principal Counselor, Teachers	Ongoing	Exit/Furlough Letters		Appropriate furlough or exit of students with personal needs or educational concerns	Appropriate placement of students
6. G/T coordinators will collaborate with counselors to ensure compliance for student assessment.	G/T Coordinators, Counselors	August 2008	G/T State Plan, District Policy, District Timeline		District compliance with state plan	Appropriate assessment of students

PROGRAM DESIGN ACTION PLAN

Program Goal: Fort Stockton ISD will develop a flexible system of viable program options that provide a learning continuum and reinforce the strengths, needs, and interests of gifted/talented students.

Strategies & Activities	Responsibility	Start Date	Resources	Costs	Expected Outcome	Evaluation
1. Kindergarten students will be offered opportunities to exhibit gifted behaviors through comprehensive planned activities	Kindergarten teachers Principals Counselors	August 2008	Planned learning experiences		Identified G/T population will reflect district population	Class rosters, Jot Downs, Portfolios, Teacher checklists
2. Grades 1-5 are scheduled for cluster grouping in all core academic areas to allow for flexible grouping patterns & independent study.	Principals	August 2008	PEIMS report		G/T students cluster grouped	Student schedules
3. Grades 6-12 are scheduled in classes reflecting areas of academic strength to allow for flexible grouping patterns & independent study.	Principals, Counselors, G/T teachers	August 2008	Teacher recommendations Student interest forms		G/T students scheduled in classes reflecting areas of academic strength	Student schedules
4. Parents & students will be informed of accelerated options.	Administrators Counselors Teachers	August 2008	District policy	Tests	Parents & students know of the accelerated options.	Advertisement of test dates, Student handbook, Testing schedule
5. The K-12 G/T program will be coordinated at elementary & secondary levels by 2 persons that have a certification and/or	G/T Coordinators	August 2008		\$4,000	Two G/T coordinators	

endorsement in gifted education.						
6. Counselors will maintain G/T student documentation & ensure the appropriate transfer of data.	Counselors	August 2008	Folders		Complete & accurate student folders will be maintained & transferred appropriately	Folder checklist will be complete.
7. Funds will be disseminated for student services as prescribe by law.	Business Manager	August 2008	Budget		85% of designated funds will be spent on student services	Audit
8. The G/T coordinators will annually evaluate program services and the data will be used for program improvement.	G/T Coordinators	August 2008	Surveys		Program data will be collected & Disaggregated to evaluate attainment of program goals.	Completed surveys, Campus & district improvement plans
9. G/T coordinators will collaborate with Administrators to ensure compliance for program services on each campus.	G/T Coordinators, Administrators	August 2008	State & District plans		District compliance with state plan	Appropriate program services for students

CURRICULUM AND INSTRUCTION ACTION PLAN

Curriculum and Instruction Goal: Curriculum and Instruction will meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the general school program.

Strategies & Activities	Responsibility	Start Date	Resources	Costs	Expected Outcome	Evaluation
1. The general school program (TEKS) will be modified using depth, complexity & pacing as described in the Principles of Differentiation.	K-12 Teachers Administrators	August 2008	Principles of Differentiation		Appropriately challenging curriculum	Lesson plans, Unit plans, Principal observations
2. Opportunities for acceleration, flexible pacing, & scheduling modifications will be provided	Principals, Counselors, Teachers	August 2008	Documentation of mastery and/or modifications		Individual needs will be met.	Documentation of student mastery and/or modifications, Lesson plans, Student schedules
3. A continuum of appropriately challenging learning experiences will provide requisite skills & knowledge.	Teachers, Principals	August 2008	Principles of Differentiation, Texas Performance Standards Rubric, K-12 Research Scope & Sequence		Appropriately challenging curriculum	Lesson plans, Student work samples
4. Provide learning experiences that lead to the development of advanced level products or performances that are targeted to an audience outside the classroom.	Teachers Principals	August 2008	Principles of Differentiation, Texas Performance Standards Projects and Rubric, K-12 Research Scope & Sequence		Professional quality products	Successful assessment by experts in the field of study
5. Student progress is	Teachers, Principals	August 2008	Report cards, Progress		Parent aware of student	Signed parent forms and/or

periodically assessed & is communicated to parents or guardians.			reports, Parent conferences or letters		progress	copies of evaluations kept in files
6. G/T Coordinator's will provide resources for development of appropriate curriculum & instructional strategies.	G/T Coordinators	August 2008	Information from Professional meeting, Experts in the field, Current G/T publications	G/T travel	Appropriately challenging curriculum & instruction	Copies of resources provided
7. District & campus improvement plans will address needs of G/T students.	DEIC CIC	Annually	Data		G/T services will be modified as needed.	DIP & CIP documents

PROFESSIONAL DEVELOPMENT ACTION PLAN

Professional Development Goal: All personnel involved in the planning, development and delivery of services to gifted students will have knowledge to enable them to offer appropriate options and delivery of services to gifted students through professional development opportunities.

Strategies & Activities	Responsibility	Start Date	Resources	Costs	Expected Outcomes	Evaluation
1. Within the first school year semester, teachers providing services for gifted students will have 30 hours of professional development including nature & needs, assessing student needs, and curriculum & instruction for gifted students.	Teachers, Administrator's, Region 18, &/or other consultants	2008	Region 18, &/or other consultants	Workshop Fees	Teachers offering services for gifted students will have appropriate training.	Records &/or certificates on file
2. Teachers providing instruction for gifted learners will have a minimum of 6 hours annually of professional development in gifted education.	Teachers, Administrator's, Region 18, &/or other consultants, conferences	2008	Region 18, &/or other Consultants, conferences		Teachers offering instruction to gifted students will have a minimum of 6 hours training in gifted education annually.	Records &/or certificates on file
3. Administrators and counselors will have a minimum of 6 hours of training in nature and needs of gifted learners.	Administrator's, counselors, Region 18, other consultant services	2008	Region 18, &/or other Consultants, conferences		Administrators will have 6 hours training required in nature and needs of gifted learners.	Records &/or certificates on file
4. G/T coordinators will schedule & conduct informational/training session for G/T teachers & administrators.	G/T Coordinators	2008	Information from Professional meeting, Experts in the field, Current G/T publications		Teachers providing services for gifted learners will continue to update knowledge & strategies.	Meeting agendas and sign-in sheets

FAMILY-COMMUNITY INVOLVEMENT ACTION PLAN

Family-Community Involvement Goal: Parents and community representatives will have opportunities to support and participate in services for Gifted/Talented learners.

Strategies & Activities	Responsibility	Start Date	Resources	Costs	Expected Outcomes	Evaluation
1. Written policies on student identification are approved by the school board and disseminated to parents through an annual meeting	Principal, G/T Coordinators, Teachers	2008	School board policy		Parent awareness	Parent sign-in sheets
2. Parents will be informed of program options	Principal, Counselors, G/T Coordinators	2008	G/T Brochure		Parent awareness	Brochures distributed
3. Parents & students will annually evaluate G/T program	G/T Coordinators, parents & students	2008	Evaluation form		Modify & update program services	Completed surveys & results reflected in updates
4. G/T Coordinators will schedule & conduct annual parent meeting	G/T Coordinators	2008	G/T Plan		Parent awareness & involvement	Parent sign-in sheets
5. Parents and/or community members may be audiences for G/T products and/or performances	Teachers, Students	2008	Student products & performances		Appropriate audiences	Attendance rosters and judges' evaluations

PROGRAM EVALUATION ACTION PLAN

Program Goal: On an annual basis, FSISD will evaluate effectiveness of program design and student performance. The results will be used to improve the G/T Program and will be reflected in the District and Campus Improvement Plans.

Strategies & Activities	Responsibility	Start Date	Resources	Costs	Expected Outcome	Evaluation
1. Teacher performance inventory	Teachers, Principals, School Board	2008	Inventory instrument		Advanced or higher level thinking/products	Document evidence of differentiated curriculum
2. Walk-throughs, Observations	Principals	2008	Informal Documentation		Adherence to G/T standards	Formal documentation
3. Student products and/or performances	Teacher, Principals, School Board	2008	Portfolio		Student products and/or performances reflect program goals	Student products and/or performances will show evidence of an advanced level of sophistication
4. Teacher program evaluation	Teachers	2008	Evaluation		Indicates strengths & weaknesses in gifted program	Data will be used to improve & modify program and be addressed in DIP & CIP
5. G/T Coordinators will compile data from all evaluations and report results to administrators & Region 18	G/T Coordinators	2008	Evaluation data		Modify & update program services	Completed evaluations and reports

G/T Nomination and Identification Process Calendar

September:

- Elementary and Secondary G/T Coordinators hold parent awareness sessions prior to the nomination period for an overview of G/T program and services.

October:

- Counselors order assessment materials (Sages-2, NNAT, SIGS).

September – November:

- All teachers do portfolio activities and jot downs.

First week in December:

- Nomination period; Nominations can be made by teachers, staff, parents, students, and/or community members.

Second & Third weeks in December:

- Counselors obtain parent permission to assess.
- Teacher and parent checklists are completed.

By January 16, 2009:

- Counselors complete testing, plot scores on profiles and notify coordinators of results.

Last week of January:

- Window for Coordinators to do interviews of nominated students.

First two weeks in February:

- Window for Identification committee to review data and decide placement.

Third week in February:

- Counselors send parent letters to explain results:
 1. If student is identified, parents must give permission to participate. Parents can also deny placement.
 2. If student is not identified, parents may appeal the decision.

March 1:

- Services are in place for newly identified students.

**Fort Stockton Independent School District
Gifted and Talented Program**

Parental Permission for Special Assessment

As the legal parent/guardian of _____ I give my permission for him/her to be assessed as part of the process of being considered for the Gifted/Talented Program. The district defines gifted learners as those individuals possessing superior intelligence, with potential or demonstrated achievements, in several fields of study: Ability to perform complex mental tasks and possessing outstanding imagination, innovative or creative reasoning abilities, ability in problem solving, and/or high attainment in original or creative thinking.

I understand that this information is confidential and can only be shared with professional personnel of the Fort Stockton Independent School District and me.

_____ Yes, I give permission for my student to be assessed for possible consideration for the Gifted/Talented Program.

_____ No, I do not want my student considered for the Gifted/Talented Program at this time.

Parent/Guardian Signature

Date

**Fort Stockton Independent School District
Gifted and Talented Program**

Parent Notification Letter

Dear Parents of: _____

Date: _____

Your child has been identified as a gifted and talented student according to the state and district guidelines. Your child's placement in the Gifted and Talented Program was based on a profile of data established by the Fort Stockton Independent School District. We will make every effort to meet your child's needs. If you have any questions concerning the Gifted and Talented Program, please contact the counselor at your child's school.

Sincerely,

**Fort Stockton Independent School District
Gifted and Talented Program**

Parent Notification Letter

Dear Parents of: _____

Date: _____

After careful review of all the assessment data, your child does not meet the district criteria at this time for the Gifted/Talented Program. The fact that your child was nominated indicates that he/she possesses a great deal of ability and talent. Working together we will continue to develop those abilities. If you have any questions concerning the Gifted and Talented Program, please contact the counselor at your child's school.

Sincerely,

**Fort Stockton Independent School District
Gifted and Talented Program**

Request for Furlough Form

Date: _____
School: _____ Grade: _____

(I) (We) request that _____ be furloughed from the Fort Stockton ISD's Gifted/Talented Program for the _____ - _____ school year.

(I) (We) understand that a meeting with the parent/guardian, the counselor, the principal, and the gifted/talented teacher must be held before a student furloughs from the program.

Signature of Parent/Guardian Date: _____

Signatures of Identification/Placement Committee Date: _____

**Fort Stockton Independent School District
Gifted and Talented Program**

Request for Exit Form

Date: _____
School: _____ Grade: _____

(I) (We) request that _____ be exited from the Fort Stockton ISD's Gifted/Talented Program based on comprehensive observations of student performance and evidence of student products.

(I) (We) understand that a meeting with the parent/guardian, the counselor, the principal, and the gifted/talented teacher must be held before a student exits from the program.

Signature of Parent/Guardian Date: _____

Signatures of Identification/Placement Committee Date: _____

FSISD GIFTED AND TALENTED SELECTION PROFILE for K-12

STUDENT NAME: _____ STUDENT ID: _____
 GRADE: _____ BIRTHDAY: _____ AGE: _____
 Type of Program: ___ General Intellectual Ability (K-5) ___ Specific Subject (6-12)
 Enrolled in: Bilingual ESL Migrant Spec. Ed. General Ed.

Directions: Plot an individual's scores in the appropriate column. Include actual scores in the Percentile Ranking column and place a dot under the score. Connect the dots from column to column.

PERCENTILE RANKING	AVERAGE or 50-68%ile	ABOVE AVE. or 69-83%ile	HIGH or 84-92%ile	SUPERIOR or 93-99%ile
SAGES-2 (Grades K-8) Math/Science _____ Q _____ %iles LA/SS _____ Q _____ %iles Reasoning _____ Q _____ %iles				
NNAT Non-Verbal Ability Index _____ %ile rank _____ ability index				
SLOCUMB-PAYNE Teacher Perception Inventory	38-47	48-57	58-67	68-76
SIGS – School Rating Scale				
SIGS – Home Rating Scale				
Interview Score	0-20	21-29	30-35	36-40
Portfolio				
Other testing data: (Name and date)				

COMMITTEE DECISION:

- Accepted
- Did not qualify

COMMITTEE MEMBERS: (3 Signatures)

Date of Meeting: _____

Principles of a Differentiated Curriculum for the Gifted and Talented

CONTENT	<ul style="list-style-type: none"> • Present content that is related to broad-based issues, themes, or problems • Integrate multiple disciplines into the area of study • Present comprehensive, related, and mutually reinforcing experiences within an area of study • Allow for in-depth learning of a self- selected topic within the area of study
PROCESS	<ul style="list-style-type: none"> • Develop independent or self-directed study skills • Develop productive, complex, abstract, and/or higher- level thinking skills • Focus on open-ended tasks • Develop research skills and methods • Integrate basic skills and higher-level thinking skills into the curriculum
PRODUCT	<ul style="list-style-type: none"> • Encourage the development of products that challenge existing ideas and produce “new” ideas • Encourage the development of products that use new techniques, materials, and forms
AFFECT	<ul style="list-style-type: none"> • Encourage the development of self- understanding, i.e., recognizing and using one’s abilities, becoming self-directed, appreciating likenesses and differences between oneself and others • Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced, and/or standardized instruments

Source: *National/State Leadership Training Institute on the Gifted and Talented*, developed by the Curriculum Council (James J. Gallagher, Sandra N. Kaplan, A. Harry Passow, Joseph S. Renzulli, Irving S. Sato, Dorothy Sisk, Janice Wickless)