



GIFTED AND TALENTED

DEPARTMENT OF LEARNING AND TEACHING | 2016

FIVE-YEAR PLAN

OUR VISION

All of our students enjoy thriving, productive lives in a future they create.

OUR MISSION

Students, staff, and community design and implement a learning organization that provides engaging, innovative experiences every day.



**LEWISVILLE INDEPENDENT
SCHOOL DISTRICT**

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Background

During the 2014-15 school, Curriculum Management Systems, Inc. conducted an audit of the Gifted/Talented Program within LISD. It was recommended by the audit that the district create a task force of staff, parents, students, and community members to review audit findings and recommendations with the goal of developing a comprehensive plan for district-wide G/T services. According to the audit, the program plan should specify the overall vision, mission, and goals in alignment with the LISD Strategic Design and the Texas State Plan for the Education of Gifted/Talented students. A 30 member task force worked throughout the 2015-16 school year to establish vision, mission, beliefs, and goals for a 5 year G/T plan. As a part of the plan development process focus groups were convened that provided feedback regarding the work of the task force.

Beliefs

According to the National Association for Gifted Children (NAGC), G/T students differ from general education students in terms of learning style, depth and complexity of understanding, and potential. This difference from the norm for their age group means that the education program for G/T students should be modified to meet their needs.

The following beliefs are designed in alignment with LISD Strategic Design in order to meet the needs of Gifted/Talented students.

WE believe that **Gifted/Talented Students**:

- Benefit from shared family, community, and school partnerships in developing individualized services. (Aligned to SD Goal 7)
- Possess unique social-emotional and educational needs that must be addressed for overall success. (Aligned to SD Goal 2)
- Deserve the opportunity to explore their unique passions and capabilities with like-minded peers. (Aligned to SD Goal 1)
- Need families, educators, and community members to have on-going learning equipping them to support the whole child. (Aligned to SD Goal 7)
- Value and need opportunities to work with like-minded peers. (Aligned to SD Goal 4)
- Are present in all populations and cultures. (Aligned to SD Goal 1)
- Require flexibility in systems and services. (Aligned to SD Goal 2)

Vision

Empowering Gifted/Talented students to explore their passions and potential, embrace their abilities and unique giftedness, and thrive in a future they create.

Mission

We inclusively identify, engage, build relationships and ignite a desire for learning through empowering Gifted/Talented students to explore their passions while meeting their unique social-emotional and educational needs every day.

State Goal for Gifted/Talented Students

Students who participate in services designed for gifted/talented 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/talented students will have produced products and performances of professional quality as part of their program services.

State Definition Gifted/Talented

“Gifted and talented students” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field.

GOALS

Staffing/Leadership Goal/Objective: The district provides G/T staffing that encompasses zone and campus needs by considering student demographics, barriers to identification, professional development, communication, coordination of services, etc.

- Elementary: The district develops staffing formulas to address individual campus needs
- Middle School: Expand GT leadership roles. (Campus liaison that teaches and coordinates, Zone facilitator)
- High School: The expansion of GT leadership roles could support district and campus needs at a greater depth (Campus Learning Liaisons or Zone Facilitators)
- Consider implementation of service plan impact to roles

Strategic Design Goal: Goals 4 and 5

Tx State Plan For Gifted Education: 4.2.1R, 4.2.2R, 4.2C, 4.2E, 4.4R, 5.1.2R, 5.2.1.R, 5.2.C, 5.2.2E, 5.1.1E, 5.2.3E

Budget Considerations	What type of resources are needed?	Evaluation Measures/Performance Metrics	Needs Assessment/Identified	People Responsible	Timeline for Reporting progress
For example: Possible Stipends if department head type position created Salaries for specified roles	Staffing Systems District Support staff Campus Support staff Professional Learning	Dedicated positions that support G/T services at the campus and zone level. Stipends for positions as necessary/appropriate Demographics of identified students more closely reflect demographics of campus and zone Service Plans Documented evidence of increased awareness through communication tools, nights, information sessions, etc. Job descriptions/identified responsibilities	TX State Plan for Gifted Education Equity in Gifted Education: A State Initiative sponsored by TEA District Ethnicity Report 14-15 GT Audit GT Task Force GT Focus Group	Human Resources Learning and Teaching Campus Administration Campus Counselors Campus GT Facilitators	Annually - at year end

Multi-facted Education/Curriculum Goal/Objective: G/T students will receive individualized services through multi-faceted programming and differentiated curriculum.

- K12: The written, instructed and assessed curriculum is differentiated based on the needs of GT learner.
- MS: Offer MS G/T services in multiple content areas, that meet the social-emotional and educational needs of each G/T student.
- HS: To offer multi-facted programming to all GT students.
 - Program offerings across all core academic areas including career centers, mentorship/independent study, clubs, fine arts, and electives
 - Continuing education of teachers of G/T courses/students

Strategic Design Goal: 2, 3, and 5

TX State Plan for Gifted Education: 3.1C, 3.1.1R, 3.2C, 3.3C

Budget Considerations	What type of resources are needed?	Evaluation Measures/Evidence	Needs Assessment/Identified	People Responsible	Timeline for Reporting progress
Professional learning for best practice curriculum deveopment Curriculum writing teams	“Central Hub” for MS G/T services – consider taking advantage of current ELA classes and structure Curriculum writing time with other content areas (including world languages), Fine Arts and Career Center Courses Professional Learning	Written curriculum G/T extensions to the curriculum to support students in Non-GT designated classes Course offerings (core content and beyond) Service Plan Teacher observations/walkthroughs Refining current intentional walk through form with G/T Look fors Program handbook Classroom walk-thrus by Campus administration Classroom walk-thrus by district administration	TX State Plan for Gifted Education 14-15 GT Audit GT Task Force GT Focus Group	Learning and Teaching Personnel Fine Arts Personnel Career Tech Personnel Campus Administration Campus Teachers	Annually - at year end

Identification Goal/Objective: The district will utilize a systematic identification process which will be inclusive of all populations and cultures.

- Elementary: The district will identify GT students in a proportionate manner in relation to the demographics on each campus.
- Middle: Conduct district-wide universal GT screening for all students at the middle school level to identify candidates for further GT testing.
 - District provided universal screener for middle school, Given each year or 6th or 8th (beginning or end)
- High: A systemic high school identification process is developed and communicated to all stakeholders.
 - Developing criteria specific to the high school student population
 - Identification plan
 - Means of communication
 - Teacher training for identification process

Strategic Design Goal: 1 and 6

TX State Plan for Gifted Education: 1.1C, 1.1.1R, 1.3.1C, 1.3R, 1.3.2C, 1.5.4C, 1.6C

Budget Considerations	What type of resources are needed?	Evaluation Measures/Evidence	Needs Assessment/Identified	People Responsible	Timeline for Reporting progress
Screening Assessments Access to electronic administration of assessments	Screening Tools at K, 3, 6 and 9 Assessment Instruments Parent Input Teacher Input Campus Selection Committee District Selection Committee Professional Learning	Demographics report Students are identified K-12 Universal screening data Numbers of participants in identification and assessment training Documented evidence of increased awareness through communication tools, nights, information sessions, etc. Program handbook Student Showcase	TX State Plan for Gifted Education Equity in Gifted Education: A State Initiative sponsored by TEA LISD Board Policy 14-15 GT Audit GT Task Force GT Focus Group	Learning and Teaching Personnel Campus Facilitators/mentors Campus Administration/Counselors GT Support Staff (see Goal 1)	Annual BOY and EOY Demographic Reports

Professional Learning Design and implement a comprehensive GT professional development model that is research-based and provides systemic accountability.

- K12: Intentional design of professional development continuum. Create consistency of training by assigning responsibility of the 6 hour update to district staff. Training consistency and planning based on years of experience of serving GT students.

Strategic Design Goal: 4

TX State Plan for Gifted Education: 4.1.2C, 4.2C, 4.3C, 4.2.2R, 4.2.1R, 4.4R

Budget	What type of resources are needed?	Evaluation Measures/Evidence	Needs Assessment/Identified	People Responsible	Timeline for Reporting progress
Registration and travel fees for professional learning opportunities possible substitutes for teachers to attend	Release Time from Campus Responsibilities Staff to develop novice, advanced and expert level trainings specific to demographic being served Professional Learning for Training facilitators	Provide support for implementation of learning and opportunities for reflection on practices. Ability to measure professional knowledge and practice of GT-specific research and strategies and ensure professional accountability. Numbers of participants Elementary GT Trainings Numbers of Participants in Secondary GT Trainings Tracking of individual GT Trainings via Eduphoria/Eduphoria Reports Classroom walk-thrus by Campus administration Classroom walk-thrus by district administration	TX State Plan for Gifted Education Equity in Gifted Education: A State Initiative sponsored by TEA LISD Board Policy 14-15 GT Audit GT Task Force GT Focus Group Learning and Teaching Campus Administration	Learning and Teaching Personnel GT support Staff (See Staffing and Leadership Goal)	Annual -at year end

Service Plan Every GT student will have a service plan which address social emotional and educational needs determined by students, staff and family input as well as collective data.

- K12: The plan will incorporate the various options for G/T services (G/T classes, CTE courses, fine arts, mentorships, etc) and will be used to communicate and partner with students and families on services provided to students.

Strategic Design Goal: 1 and 5

TX State Plan for Education of Gifted Students: 5.1.1R, 5.1.2R, 5.2.3R, 5.1.1E, 5.2.1R, 5.3C

Budget	What type of resources are needed?	Evaluation Measures/Evidence	Needs Assessment/Identified	People Responsible	Timeline for Reporting progress
release time for professional learning and collaboration to develop	<p>Consider how to make service plan accessible to parents</p> <p>Professional training on how to use, communicate and interpret information included on transition plans</p> <p>Established time for GT Parent/Teachers conferences/in-take and Exit meetings (if applicable)</p>	<p>GT Students will have service plans with the documented annual meeting.</p> <p>GT Service Plans will be in the student's cumulative file as part of the educational record.</p> <p>District forms will be developed to ensure continuity of evaluation and development.</p> <p>*Student input should be part of every meeting</p> <p>Eportfolios will house evidence of student learning over time.</p> <p>Classroom walk-thrus by Campus administration</p> <p>Classroom walk-thrus by district administration</p> <p>Inclusion of data such as: Reading inventories, PSAT, SAT, grades, ePortfolio work, self-awareness inventories</p>	<p>TX State Plan for Gifted Education</p> <p>Equity in Gifted Education: A State Initiative sponsored by TEA</p> <p>LISD Board Policy</p> <p>14-15 GT Audit</p> <p>GT Task Force</p> <p>GT Focus Group</p> <p>Learning and Teaching</p> <p>Campus Administration</p>	<p>Learning and Teaching Personnel</p> <p>Campus Administration</p> <p>Campus Facilitators</p> <p>Cluster Teachers at Elementary</p> <p>G/T Teachers at MS and HS</p> <p>G/T Support Staff (see Goal 1)</p>	<p>Annual Review at years end</p> <p>As requested by parents and/or recommended by educational team</p>

Family and Community Engagement Families and community members will engage in the education of Gifted/Talented students through learning and supporting their unique needs and passions.

- Connect with communications to find community members willing to serve as possible student mentors, panelists, judges, etc.
- Regularly scheduled G/T conferences between teachers, parents and students
- Provide multiple opportunities for systematic communication with parents
- Provide system for seamless transition between elementary to middle and middle to high
- ePortfolios to document student work and progress

Strategic Design Goal: 5

TX State Plan for Education of Gifted Students: 5.1.1E, 5.2.4R, 5.2.5R, 5.2.4E, 5.2.2E, 5.2.2R

Budget	What type of resources are needed?	Evaluation Measures/Evidence	Needs Assessment/Identified	People Responsible	Timeline for Reporting progress
<p>Training of volunteers re: nature and needs of gifted students and district policies/procedures</p> <p>Release time or staffing reallocation to ensure protected allotted time for parent service plan conferences</p> <p>Professional learning for trainers</p>	<p>Parent survey to obtain further information regarding this goal</p> <p>Established time for GT Parent/Teachers conferences/in-take, Exit meetings (if applicable) and transition meetings when students transitioning between buildings</p> <p>Collaboration with Community Parent Association</p> <p>Volunteers for GT classrooms</p> <p>Liaisons with businesses and community organizations, universities, etc..</p> <p>Support for mentorship and independent study programs</p> <p>ePortfolio training</p>	<p>Eportfolio additions and reflections over time</p> <p>Documented evidence of increased awareness through communication tools, nights, information sessions, etc.</p> <p>Program handbook</p> <p>Student Showcase</p> <p>Number of student mentorships</p>	<p>TX State Plan for Gifted Education</p> <p>Equity in Gifted Education: A State Initiative sponsored by TEA</p> <p>14-15 GT Audit</p> <p>GT Task Force</p> <p>GT Focus Group</p> <p>Learning and Teaching</p> <p>Campus Administration</p>	<p>Collaboration between Communications Department establishing community partnerships and Learning and Teaching</p> <p>Learning and Teaching Personnel</p> <p>Fine Arts Personnel</p> <p>Career Tech Personnel</p> <p>Virtual Learning Liaison</p> <p>Campus Administration/Counselors</p> <p>Campus GT Facilitators/Mentors</p> <p>G/T Support Staff (see Goal 1)</p>	<p>Annual Review at years end</p>