

Anna Independent School District
Gifted & Talented Program

Presented to:

Mr. Michael Comeaux, Anna I.S.D.

&

Anna I.S.D. Board of Trustees

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Prepared by:

The Gifted/Talented District Committee

Committee Members: Tracy McBee, Paula McMillion, Cindy Lewis, Mary Garza,
Kim Shey and Kelsey Rader

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Anna Independent School District

Gifted/Talented Program

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Rationale

Contrary to widespread belief, gifted and talented students do not ordinarily excel to their potential without assistance. They also need the experience of working with and relating to both their chronological age group and their intellectual peer group. They are children, and they have all the normal needs of children. Their giftedness does not guarantee motivation, adjustment, achievement, or success of any variety. Thus, it is felt that gifted and talented students do need continued challenges and stimulation, association with others of similar ability, and a differentiated educational program.

Needs Assessment

In 1987, The Texas Legislature mandated that all school districts must identify and serve gifted students at all grade levels. Based on achievement scores, staff input, students' identified needs, expressed interest, and community concern, Anna Independent School District Board of Education recommended and approved that a Gifted/Talented program be implemented (Program Report 2001-2002). It can be assumed that in using recognized criteria, the identification of the gifted and talented will encompass approximately three to five

percent of the school population.

Texas Education Agency Definition

The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

G/T students develop innovative products and sophisticated performances that reflect individuality and creativity and are targeted to an audience outside the classroom.

Gifted and talented students in Anna Independent School District shall be defined as those students identified through a specific referral, screening, and selection process as having above average intelligence and academic aptitude. Gifted and talented students shall be those who meet the stated criteria for selection for their respective grade level component as outlined in this long-range plan. The Anna ISD GT program focuses on meeting the needs in the academic areas.

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Program Goals

I. To develop students' abilities to effectively use a variety of higher cognitive thinking processes suited to given situations.

II. To develop students' abilities to conduct advanced levels of research in areas of interest and to communicate the results in appropriate modes of expression.

III. To develop students' abilities to recognize and solve real, meaningful problems by planning and completing investigative studies that result in creative and appropriate solutions.

IV. To develop students' abilities to understand and to cope with their special talents and to successfully interact with other students both in and out of the program.

V. To develop students' understanding of their unique potentials as leaders and contributors to society.

VI. To implement Gifted/Talented curriculum to meet the needs of all students gifted in specific areas.

VII. To provide ongoing staff development for all teachers to ensure that Gifted/Talented students receive appropriate instruction in all subject areas.

Note: GT students are encouraged to participate in UIL Academic competitions and/or Robotics competitions in order to help meet these program objectives.

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Program Curriculum Objectives

The Gifted/Talented curriculum shall focus on the following:

1. Integration of multiple disciplines into the gifted/talented curriculum including, but not limited to, the four core areas.
2. Development of productive, creative, complex, abstract, and/or higher level thinking skills.
3. Development of independent or self-directed study skills.
4. Focus on open-ended tasks.
5. Presentation of content that is related to broad-based issues, themes, or problems.
6. Presentation of content that is differentiated with depth and complexity.
7. Presentation of comprehensive, related and mutually reinforcing experiences within an area of study.

8. Development of research skills and methods.
9. Encouragement of product development that challenges existing ideas and produces “new” ideas.
10. Encouragement in the development of leadership skills, self-understanding, recognition and utilization of one’s abilities, self-direction, and appreciation of the uniqueness of self and others.
11. Development of products that utilize new techniques, materials, and forms, including a focus on technology applications.
12. Evaluation of student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instruments.

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Program Evaluation Procedures

The Gifted/Talented program shall be evaluated by members of the Gifted/Talented core committee, Gifted/Talented teachers, Gifted/Talented students, and parents. The following shall be utilized in the evaluation of the Gifted/Talented program:

- Data is provided by G/T teachers during the year regarding opinions of the program's progress. (informal assessment)

Responsibility – Campus administrator & Campus coordinator

- G/T program evaluation survey will be distributed, collected, and analyzed at the end of the school year.

Responsibility – Gifted/Talented core committee

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Program Format

Anna Independent School District has developed prototypes for elementary and secondary Gifted/Talented students that are compatible with the district’s philosophy, goals, and objectives. The prototypes selected propose to provide a setting that promotes differentiated learning experiences for the Gifted/Talented students.

Elementary School (Grade K): All students will be served throughout the year by a trained GT teacher weekly during library lessons.

Elementary School (Grade 1): All students will be served throughout the year by a trained GT teacher weekly during library lessons and through intervention lessons.

Elementary School (Grades 2-5): Identified students will be served by cluster grouping with a teacher who is GT trained. These students are taught differentiated lessons by the trained GT teacher. Students will be invited to participate in combined sessions with all elementary schools for extension and collaborative activities one time every 9 weeks.

Middle School (Grades 6-8): - Gifted and talented students will be served by cluster grouping with a GT certified teacher in pre-AP/honors ELAR classes. Other pre-AP/honors classes are also offered to each grade level. This design allows students to receive multiple options of advanced curriculum through differentiated teacher designed lesson plans; these lessons will include depth and complexity to assure higher level thinking. Gifted and talented students enrolled in these classes must abide by the teacher set guidelines to continue to be served at this

level. Advanced classes offered to the middle schools students include 6 th grade honors

reading;

7 th grade pre-AP reading and math; and 8 th grade pre-AP reading and science, and Algebra I. In

addition, students will be served in a pullout program once each semester for enrichment activities. GT club meetings are also held for students to attend throughout the year.

High School (Grades 9-12):

High School (Grades 9-12): Identified Gifted/Talented students in the high school grades are served through pre-AP and AP classes. This design allows students to receive multiple options of advanced curriculum through differentiated teacher designed lesson plans; these lessons will include depth and complexity to assure higher level thinking. Gifted and talented students enrolled in these classes must abide by the teacher set guidelines to continue to be served at this

level. Advanced classes offered at the pre-AP, AP level include English, Math, Science, History, Computer Science, Studio Drawing, and Spanish. Junior and Senior level students will also have

the opportunity to enroll in a Career Investigations Independent Study course. This course will provide GT students with an opportunity to conduct a self-directed, in-depth study of a topic of their choice while gaining real-world experience under the tutelage of a mentor in the community. The program is coordinated by a trained Gifted/Talented teacher and may be supported by a variety of teachers from math, social studies, science, and English areas. UIL participation in Academics, band, theater, art and Robotics is highly encouraged, as well. GT club meetings are also held for students to attend throughout the year.

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Referral Process

Deadlines for referring students:

January through the first Friday of February each year for Grades 1-11.

Students may be referred by any of the following:

Teachers, administrators, community members, peers, parents, counselors, or self-referral.

Considerations for referral can be any of the following:

- Achievement test scores at the 90 th percentile or higher in one or more areas.
- Advanced Academic Performance OR mastered all objectives in one or more areas of state testing.
- Student records or performance show exceptional abilities in other academic areas not tested in one of the above mentioned tests.
- Student shows exceptional talent in leadership, the fine arts, research or creative thinking that is difficult to measure by the above methods.

Steps in the referral process:

1. Complete a referral form online. Once a referral has been submitted a parent consent form to screen student will be sent home.
2. All students that have a completed referral form completed by the first Friday in February and a parent consent form that is turned in by the Friday before spring break will be screened for placement in the G/T program. Screening will be the first step in

determining if the student shows need for gifted services.

3. When the screening is complete, results will be presented to the G/T selection committee for final decisions regarding placement of students into the program.

4. The candidate will be notified, in any case, as to the decision of the selection committee. If placement in the program is recommended, a permission slip will be sent to the parent to be filled out and returned BEFORE that student will be allowed to participate in the program.

5. An elementary student who has been assessed and not placed in the program may not be referred for the program the year immediately following the screening. Screening scores of elementary students not placed in the program shall be valid for two years.

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Transfer Students

Records of new students who have been identified as gifted by a former school district shall be reviewed by the selection committee to determine if placement in the Anna ISD Gifted/Talented Program is appropriate. Prior participation in a GT program does not guarantee inclusion in Anna's program. Each student will be screened on that student's individual merit as compared to

Anna I.S.D. selection criteria. Parents need to contact the school's campus GT coordinator within two weeks of enrollment in order to be placed into a GT classroom on "monitored" status. Those students will be assessed in the spring along with other GT candidates, and admission into

Anna ISD's GT program will be determined at that time.

Furlough Procedure

Upon request from a parent or student the campus G/T committee may grant a furlough to remove the student from the program temporarily. A furlough, if granted, is for a specified time period only, up to one academic year. This will be noted in the student's GT records, and the student will not be exited from the G/T program. (While not receiving G/T services, the student will not be counted as G/T on the PEIMS report for TEA accounting.) The campus committee will review the student's placement status at the end of the furlough period, at which time the student will be returned to the G/T program or be formally exited. If the student exits, an exit form will be completed and signed by all parties with copies filed appropriately. Furloughs may be granted for academic or personal reasons, and they will be considered on a case by case basis.

Seniors requesting furloughs will follow exit procedures.

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Exit Procedures

Recommendation to consider exiting a student from the G/T program may be made by teachers, counselors, administrators, parents or the student. Students in elementary may be placed on probation if they fail a class at the conclusion of the semester marking period, unless there are extenuating circumstances. Any such request must be supported by data such as observed behavior changes, changes in performance, indication of stress, or for other reasons in the best interest of the students. Parents will be involved and informed if a student is considered for exiting. The G/T committee will convene to determine if a student's placement is appropriate

and in the best interest of the student.

Probation Procedure

Students are expected to adhere to the expectations, rules, and regulations as listed below within

the G/T Classroom and the regular classroom. Possible reasons for probation may include the following:

- Failing to pass state testing
- Failure to comply with the required GT assignments within the assignment due date
- Failure to follow district code of conduct during GT event.

Probation periods are to last until the end of the nine week grading period.

***The Gifted and Talented class is not subject to University Interscholastic League extracurricular activity participation and grade expectations as it is an enrichment pull-out program.

Reassessment Procedure

Students in the program will be informally reassessed upon entering the middle school and high school programs. Any elementary student who has not undergone the evaluation process in the past two years will need to be reevaluated. The evaluation process will include, but not be limited to academic performance, core classroom teacher evaluation, the Gifted and Talented teacher evaluation, and an optional formal testing, if needed. If a middle school student has been

evaluated within the last two years, a recommendation from their current Gifted and Talented teacher is required to continue to receive services. The campus G/T committee evaluates the reassessment data for placement in the program.

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Appeal Process

The following procedures shall be followed in appeals concerning student identification in the Anna Independent School District Gifted/Talented Program:

1. Parent shall request an Appeal Form from a campus administrator or campus GT coordinator.
2. Parent shall complete the form and return it to the campus principal or campus GT coordinator. (In cases of student non-selection or dismissal from the gifted/talented program, appeal must be submitted within seven days.)
3. Within seven days of submission of the appeals form, a date shall be set for parent(s)/guardian to meet with the G/T Committee, which shall consist of the G/T teacher and the administrator/District GT Coordinator.
4. During the scheduled meeting with parent(s)/guardian, a further review of the selection criteria and the data collected regarding the student in question shall be conducted by the Gifted/Talented Committee.
5. Within seven days following the meeting with parent(s)/guardian, the G/T Committee shall make a majority decision regarding the appeal and notify the appellant.
6. A higher appeal may be made to the Superintendent of Anna schools if the above

decision is not satisfactory.

7. Final appeal within the school system may be made to the Anna School Board.

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Staff Development

The Anna I.S.D. requires the 30 hour training for teachers of Gifted/Talented. Those who do not already have training are in the process of receiving training. G/T teachers are encouraged to attend workshops and training to enhance the current program.

Teachers must have a minimum of six hours annual GT updates in order to be recognized as a GT trained teacher.

Parent and Community Involvement

Parents are encouraged to participate or give support to the current program. Parents are allowed/invited to attend field trips and programs, as well as invited to speak or mentor. Open house activities will be offered for parents to see a showcase of enrichment activities where parent feedback will be gathered.

Disseminating Information

Information is given on the Anna I.S.D. website. Information is listed in the school handbook and can also be picked up from the school office.

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