



K-12 Advanced Academics Plan

Gifted & Talented (G/T Identification & Services)

Gifted and Talented Definition

Students who participate in services designed for Gifted and Talented Students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity.

State Definition of the Gifted and Talented Student

TEC §29.121. DEFINITION: A Gifted and Talented Student 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.

Local Definition of Gifted and Talented

International Leadership of Texas defines Gifted and Talented as any child or youth in grades K-12 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 general intellectual ability; or
2. Excels in one or more specific academic fields: math, science, language arts, and/or social studies

State Goal for G/T Services / How Does ILTexas Meet this Goal

Students who participate in services designed for Gifted and Talented Students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances (recorded in student portfolio) that are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity.

- 1) Identify students in grades K-12 who demonstrate an academic need for Gifted and Talented services using the criteria established by the district, approved by the board, and in compliance with the state mandates.

2) Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.

3) Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.

4) Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas, as well as fine arts) which are defensibly differentiated in depth, complexity, and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

Student assessment for gifted and talented services is collaborative and ongoing throughout the school year and cumulative through schooling experience (across the grade levels). Via our Multi-Tiered Systems of Support (MTSS), as tracked through the G/T committee, led by G/T Lead and counselors, all data will be collected and stored in Project Education-Project G/T, which houses the student's digital portfolio.

For the Gifted Student's Portfolio

Gifted Characteristics (only to be uploaded to Project G/T, NOT Seesaw)

- o Teacher and parent survey/Referral Form
- o G/T Individualized Education Plan (IEP)s once determination is made
- o G/T Committee Decision

Assessment Data (only to be uploaded Project G/T, NOT Seesaw)

- o Ability test

Student Pieces (these pieces can be uploaded to Seesaw for digital "work" portfolios)

- o Projects and performances
 - Pre-determined, grade level wide projects
 - Student selected pieces
 - Teacher selected pieces
 - Data (Reading Levels, Unit assessment data, MAP results, etc) that is open to be shared with parents

Transfer students seeking to be identified for needing G/T services will need to submit identification data from their previous school to the campus G/T committee for review. Additional information may be required. ILTexas may or may not accept previous G/T identification, as documented through PEIMS from their previous district.

Furlough of services, reassessment of needs, and the exiting students from receiving G/T services will be reviewed by the G/T committee on a case-by-case basis, as and if needed.

Appeal of non-qualifying G/T Services can be done yearly. Parents will fill out an appeals form and provide evidence of G/T abilities, then the G/T committee will meet to review the new evidence to make a decision if the new evidence would qualify the student. If the student still does not qualify for G/T Services, the student can be reassessed the following year.

Service Design/Curriculum & Instruction is based on the academic needs of those students with the largest capacities to learn in the four core content areas. Additionally International Leadership of Texas serves the needs of students with leadership, athletic, linguistic (through trilingual enrichment model), and artistic capacities to excel above grade level peers. These identified students will have opportunities to work together as well as individually. These opportunities for exploring a curriculum with advanced depth and complexity of content will be provided during school hours (i.e., enrichment time offerings, differentiated instruction, telescoping, curriculum modifications and accommodation, acceleration) and out of school as well (i.e., competitions, clubs, extracurricular activities, etc). As part of our campus master schedule, each grade level will have a designated enrichment period whereby G/T identified students shall be clustered with high achieving students and all will have an opportunity to be challenged on their level. Furthermore, part of the ILTexas G/T service design is offering opportunities for acceleration as students qualify based on credit by exam qualification.

Moreover, additional opportunities are offered in Middle School and High School as follows:

- Advanced and AP classes provide options, challenges, and appropriate depth and complexity of content.
- Students in high school have access to Dual Credit classes that are not currently offered as an AP course. Students can also take a Dual Credit elective class at the local community college.
- Leadership and Career assessment and training are provided in areas of strength (Xello)

Professional Development on the nature and needs of gifted students will be provided to all G/T Lead and G/T Enrichment teachers. These Teachers that have not previously completed the 30-hour G/T Foundations training will be required to do so through any regional ESC (via both online and face-to-face platforms) and those teachers that have already previously completed their 30 hours in prior years will be required to complete an 6-hour update annually.

As teachers receive their 30-hour G/T training and/or 6-hour update certificates, they will need to submit their certificates of completion to the campus AP over G/T, as well as upload the documents to Eduphoria/Project G/T. For any teacher, the above training is not a substitute for teachers having to take the state G/T exam and adding the G/T supplemental to their teaching certificate through TEA/SBEC, if desired (not required by ILTexas).

Family and Community Involvement will be encouraged. Information on G/T services will be available on the website and will be shared at informational meetings. Family and community members will also have an opportunity to join the TAGT parent association.

Parents will be informed of the array of learning opportunities, and products and achievements will be shared with the community.

Campus G/T Leads will meet at least twice per year with the Director of Advanced Academics and G/T (Ashley Neeper; aneeper@iltexas.org). G/T Leads will be charged with leading their campuses towards full implementation of the above components of our G/T program. G/T Leads will serve as Subject Matter Experts and will need to assist either in person or other communication with the G/T committee to help guide the committee in making the most instructionally sound decisions/ interventions for our G/T students.

Testing Proctors: each campus will need to designate two IAs and the Media Specialist will be trained as an emergency back-up proctor or to assist with testing complications. Our Campus AP over G/T will ensure effective execution/supervision of the program.

G/T Coding Within Student Information System (Skyward)

The gifted and talented indicator code must reflect the student's identification for gifted and talented services for each six-week reporting period.

- All students identified as Gifted and Talented and receiving Gifted and Talented services should be G/T PEIMS coded including the student's G/T program entry effective date.
- The gifted and talented indicator code is removed from the attendance accounting system by the clerical personnel only when directed by the G/T Campus Lead. The effective date of dismissal should be recorded.
- How To Code in Skyward Found [Here](#)

Acceleration (Compacting, Single-Subject, & Grade Level)

Content Acceleration

Acceleration may be used as appropriate for students in grades K-12. Decisions to accelerate should be made by the G/T committee, consisting of 3 trained administrators and/or teachers. Parents, the student, and others may also be included when applicable.

- Curriculum compacting
 - o Pre-assess at beginning of new academic area (MAP).
 - o Curriculum is "compacted", taught at a faster pace with time to incorporate advanced content and skills via differentiated instruction (of TEKS RS Units) and or via enrichment period/time.
- Single-subject acceleration into advanced classroom
 - o Student is identified as a candidate for content acceleration (can be based on data from HQ, GLA, teacher, GT Lead, parent)
 - o Within 10 days, G/T committee to meet and review the request and make recommendations to either test further or schedule change with a date set to reconvene and a communication plan to stakeholders
 - o Appropriate for a student who is advanced in a specific domain such as math (as evidenced by top 10th percentile on MAP and/or top 5th percentile on STAAR).

- o May (if applicable) use results from TTU Credit By Exam
- o The student leaves the regular classroom to attend the accelerated class in appropriate grade level (i.e., 1st grader receiving RLA instruction with 2nd grade teacher, 5th grade student taking 6th grade math, 7th grader taking Algebra I, 8th graders taking English I, Dual Credit and AP courses at the high school level, etc).

Grade Level Acceleration K-5

All students are eligible to be considered for grade level acceleration, if they meet all of the following criteria:

- score of 80% or higher on a district or state developed exam (CBE by Texas Tech) in **all** core areas: reading language arts, mathematics, science, and social studies *in English and/or Spanish for students participating in fully implemented 45%/45% DLI program while taking into account 10% Chinese language development, determined on case-by-case basis by G/T committee (L1 or both)*
- recommendation from G/T committee (with teacher input)
- student's parent/guardian's written approval
- Student must be enrolled in Kinder and be 5 years old by Sep.1 in order to take a CBE

The G/T committee (with teacher input) will determine the time frame of when qualifying students will be accelerated into advanced grade level.

Course Acceleration 6-12

Students are eligible to test for credit by exam through ILTexas. Course credit will be awarded for the following:

- score of 80% or higher on exam (CBE by Texas Tech) -or-
- score of 3 or higher on AP exam -or-
- score of 75 or higher on CLEP exam

CBE Exam Windows

The CBE exams will be administered 4 times annually upon referral by the G/T committee.

Testing Windows:

- July 1-September 30
- October 1-December 31
- January 1-March 31
- April 1-June 30

Students may attempt an exam up to two times per subject. Parents are responsible for the CBE exam fees unless the referral is made by the G/T committee based upon a recommendation by the student's teacher who observes that the student's academic needs are not being met in the current grade level. **Link to purchase CBE testing:**

<http://www.depts.ttu.edu/k12/programs/testing/institutional/>