

2023-2024



Calallen Independent School District

Gifted and Talented Plan

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Superintendent of Schools

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**CALLEN ISD GIFTED AND TALENTED EDUCATION
DISTRICT COMMITTEE**

Teacher Representatives

East Elementary	Heather Emshoff
East Elementary	Sara Collins
Wood River Elementary	Marisa Young
Wood River Elementary	Courtney Denman
Magee Intermediate	Tiffany Galley
Magee Intermediate	Jennifer Vernon
West Intermediate	Katherine Cassidy
West Intermediate	Terri Konarik
Middle School	Kate Lopez
Middle School	Shelly Lamb
Middle School	Jessica Perez
High School	Amber Martinez
High School	Aliah Geyer
High School	Amelia Swanson

Counselor Representatives

East Elementary	Veronica Espinoza
Wood River Elementary	Harmony Salinas
Magee Intermediate	Lisa Naranjo
West Intermediate	Kellyn Wilmeth
Middle School	Tracy Hendley
High School	Wendy Batek

Building Administrator Representatives

Wood River Elementary	Melinda Barron, Principal
West Intermediate	Melissa Cardona, Principal
High School	Beverly Barker, Assistant Principal

District Administrator Representatives

Joanne Ferguson, Curriculum Director
Amanda Kirchoff, Curriculum Coordinator for Math/Science
Sheila Ochoa, Curriculum Coordinator for ELA/Social Studies/ESL

Community Representatives

Community Member	
Business Member	Avan Irani (NEC)

Parent Representatives

Elementary	Rachel Thompson
Middle School	Dr. Sonya Durrwachter
High School	Kimberly Rodriguez

Other

Leslee Schauer, Committee Chairperson
Emily Lorenz, Superintendent
Dr. Lana Carr, CISD School Board Representative



TEXAS STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

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 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 OF GIFTED AND TALENTED STUDENTS

“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.

CALLEN INDEPENDENT SCHOOL DISTRICT GIFTED AND TALENTED PROGRAM GOALS

The Calallen Independent School District recognizes the gifted student’s potential in the areas of academics, leadership, creativity, productive thinking, and service to others. The district will provide opportunities for gifted students to maximize their unique talents, gifts and abilities through an array of learning opportunities in the four core content areas. Creativity, leadership and innovative thinking are encouraged at all educational levels.

CALLEN ISD'S MISSION



PROMOTING EXCELLENCE • CREATING THE FUTURE

Mission:

We challenge and encourage each student to achieve academic excellence, interpersonal and technical skills, and responsible citizenship.

Beliefs:

In CISD, we believe that...

- *All students have the right to a well-rounded, high-quality education.*
- *It is important to adapt to the changing environment while maximizing the available resources.*
- *The purpose of public education is to develop life-long learners and productive citizens to sustain a strong economy and a democratic society.*
- *All students can learn in engaging, interactive environments through varied methodologies.*
- *Students need to be critical thinkers and problem solvers to function successfully in an ever-changing global society.*
- *All students deserve a safe, nurturing learning environment.*
- *Partnerships among school staff, parents/guardians and community are vital to a quality education.*
- *All students and staff function effectively in an environment of mutual respect and positive relationships.*

Vision:

All CISD graduates apply the knowledge, skills, and attitudes to be self-reliant and thrive as dynamic global citizens.

Goals:

1. We will develop a system where each child has a customized plan for challenging learning that facilitates his/her educational process and pursuits aligned to desired career pathways.
2. We will provide a nurturing, engaging, interactive learning environment using varied methodologies which will encourage mutual respect and positive relationships.
3. We will provide the most up-to-date training and technology for our students and teachers.
4. We will develop partnerships that will further our call to action.
5. We will hold all staff and students to the highest standards and expectations.
6. We will have a highly qualified staff and become completely student centered.
7. We will evaluate all existing programs and retain those aligned with our call to action.

POSITION STATEMENT

The Calallen Independent School District recognizes the gifted student's potential in the areas of academics, leadership, creativity, productive thinking, and service to others. Therefore, the district will provide opportunities for the gifted student to strengthen his or her unique abilities.

WILDCAT GIFTED AND TALENTED PROGRAM OVERVIEW

The Calallen Independent School District's Wildcat Gifted and Talented Program is designed to offer students curricular experiences that will develop and broaden their general intellectual ability, creative and productive thinking skills, leadership qualities, and willingness to be of service to others.

The screening process begins for kindergarten through fifth grade during the third quarter of school. All K-5 students will be screened prior to testing using a district created rubric to determine who should be referred for gifted and talented testing.

The rubric identifies student information concerning the first semester data, along with creative ability and skill aptitude. Students identified utilizing the rubric will be sent a letter requesting permission to test for the Wildcat Gifted and Talented Program.

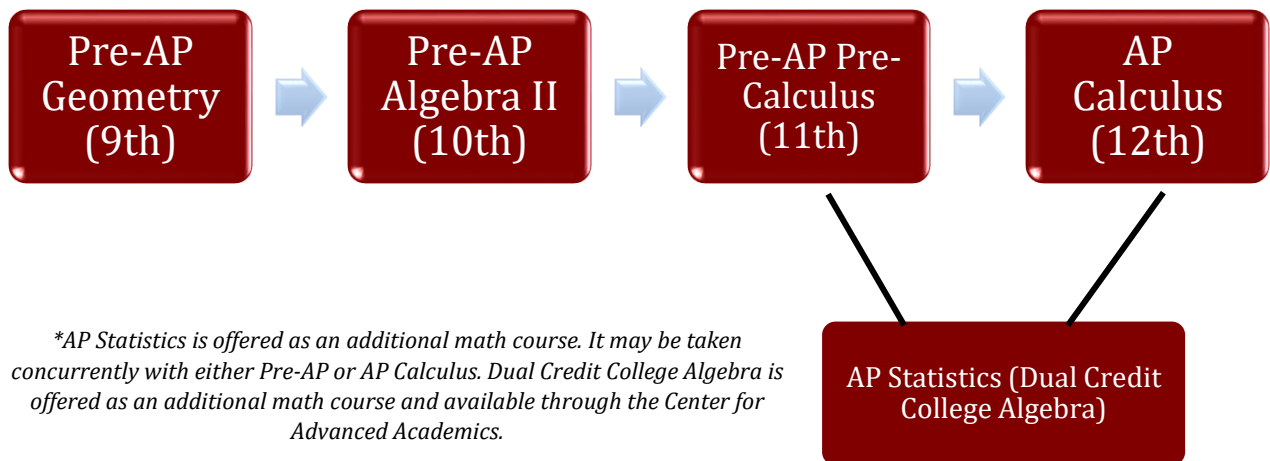
The Wildcat Gifted and Talented Program starts in kindergarten and runs through twelfth grade. The program in grades kinder through fifth grade encompass all four core areas – Mathematics, Science, Reading/Language Arts and Social Studies. Identified kindergarten students will be served by March 1st of their kindergarten year. All other identified students will be served at the beginning of the next school year.

For those students who are participating in the Wildcat Gifted and Talented Program in the sixth through twelfth grades, core courses are designed with depth and complexity to challenge students. Students are encouraged to select the gifted and talented courses that best align with their skills and interests. These courses incorporate advanced critical thinking skills to prepare for advanced level high school courses.

At high school, students identified are served through the College Board Pre-Advanced Placement and Advanced Placement courses.

Mathematics

Beginning at grade six, students will receive instruction in both the on-grade level and next grade level TEKS, in order to accelerate up to the next grade level in their math course in both six and seventh grade. At the eighth-grade level, students will take Pre-AP Algebra I and receive high school credit for this course. At the high school, students identified as participating in the Wildcat Gifted and Talented Program are served through enriched mathematics courses. The following chart shows the sequence of math courses offered to Wildcat Gifted & Talented students in grades nine through twelve.



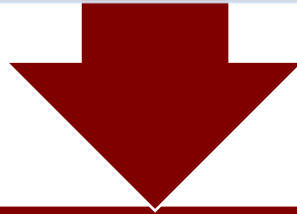
Teacher Qualifications

Students who are in the Wildcat Gifted and Talented Program are served by teachers who have been appropriately trained, according to state guidelines, in working with gifted students and in using teaching strategies to challenge these students in the regular classroom setting.

CALLEN ISD WILDCAT GIFTED AND TALENTED PROGRAM SCOPE AND SEQUENCE

Kindergarten through 5th grade

In-Class Program - All Core Subject Areas (Reading/Language Arts, Social Studies, Science, Mathematics)

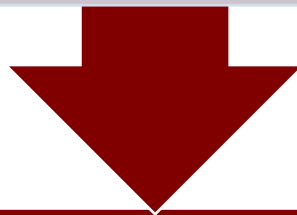


Grades 6th through 8th

**Social Studies and Science
Enriched Classes Offered**

Reading/ELA
Specific designated classes (*Advanced
Academic strategies taught in class*)

Math
Specific designated classes (*Students taught on
grade level and next grade level TEKS*)
**Pre-AP Algebra taught in 8th grade*



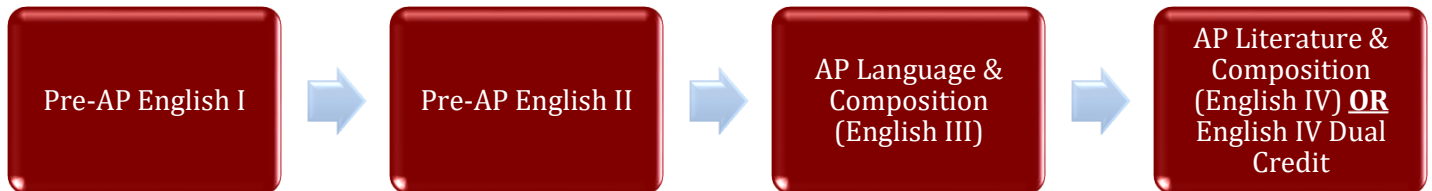
Grades 9th through 12th

Pre-AP and AP Programs - All Core Subject Areas

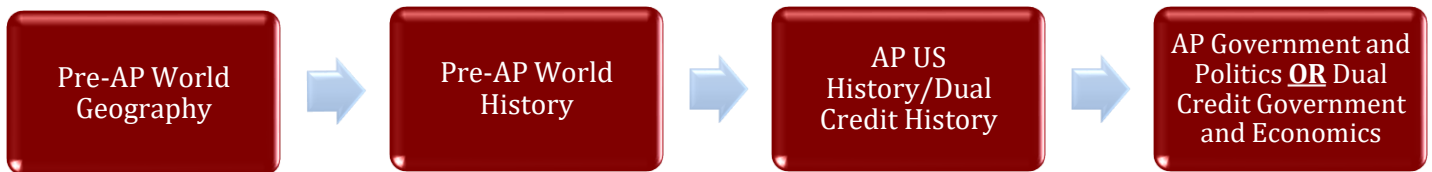
WILDCAT GIFTED AND TALENTED PROGRAM

HIGH SCHOOL SEQUENCES

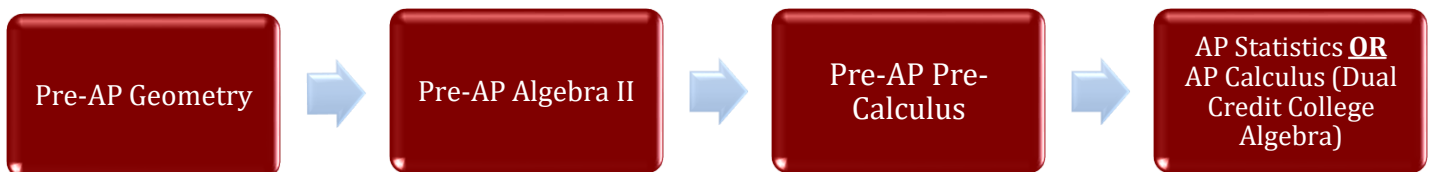
Reading/ELA



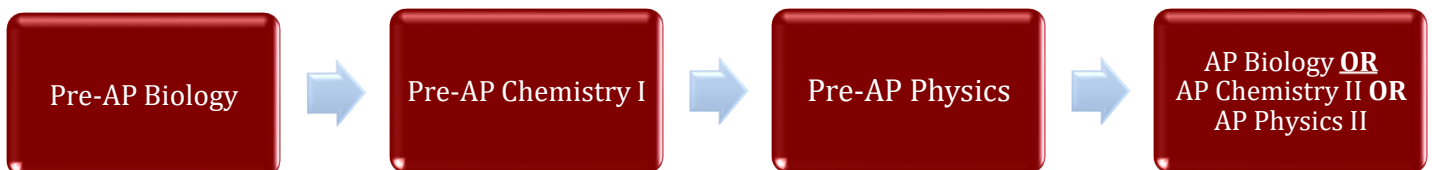
Social Studies



Mathematics



Science



STUDENT SELECTION – IDENTIFICATION

Kindergarten through 5th grade

The screening process begins for kindergarten through fifth grade students during the third quarter of school. All K-5 students will be screened prior to testing using a district created rubric to determine who should be referred for gifted and talented testing. A rubric that identifies student information concerning first quarter data will be utilized. Students identified utilizing the rubric will be sent a letter requesting permission to test for the program.

Students not identified on the rubric may be recommended to test by a teacher or parent/guardian after meeting to discuss criteria for qualifying to test. Standardized assessments will be administered to students qualifying for further testing after parent permission is received. Students will test beginning in January and be identified by April 1st of each year (Kinder by March 1st).

Students who meet the threshold within these criteria are recommended for participating in the testing process for the Wildcat Gifted and Talented Program. A parent notification letter asking for parental permission to test for the gifted and talented program is then sent home. Standardized assessments will be administered to students qualifying for further testing after parent permission is received.

Students who do not qualify to test during Spring testing can be considered in the following year.

Kindergarten Rubric	First through 5th grade
Math Fluency (20 problems)	Language Arts Semester Grade
Calallen ISD Sight Word Mastery List (50 words)	Social Studies Semester Grade
Guided Reading Level	Science Semester Grade
Perception Inventory	Math Semester Grade
	Perception Inventory

Perception Inventory

Teachers observe and document a student's behavior utilizing a rubric to indicate areas of strength such as analytical thinking, advanced language development, well-developed sense of perspective and sense of humor, sensitivity, and high motivation.

Selection Assessments

Kinder through 2 nd grade			
cogAT	NNAT	MAP - ELAR	MAP - MATH
3 rd grade through 12 th grade			
cogAT	OLSAT	MAP - ELAR	MAP - MATH

CogAT - Cognitive Abilities Screening Form

This assessment measures students' verbal, quantitative, and nonverbal reasoning abilities and assists educators in determining instructional strategies.

NNAT - Naglieri Non-Verbal Ability Test

This assessment is used to measure non-verbal reasoning and general problem-solving abilities, regardless of educational or cultural background.

OLSAT - Otis-Lennon School Ability Test

This assessment measures reasoning skills with several different types of verbal, non-verbal, figural, and quantitative reasoning questions. It is designed to assess a child's performance across a wide variety of reasoning skillsets.

NWEA MAP - ELAR Universal Screener

This assessment measures reading/language arts achievement. The student completes an online assessment that adjusts to their level of achievement to identify growth over time.

NWEA MAP - MATH Universal Screener

This assessment measures math achievement. The student completes an online assessment that adjusts to their level of achievement to identify growth over time.

CALLEN ISD PROGRAM GUIDELINES

REFERRAL PROCEDURE

A parent/guardian, teacher, member of the community may make a student referral to the Wildcat Gifted and Talented Program. Referrals for kindergarten through grade 11 are taken in the spring. Services for identified kindergarten students begin on or before March 1st of their kindergarten year. Services for grades 1 – 11 begin the first day of the next school year.

Referral screeners will be conducted for kinder – 5th grade in January. Letters requesting permission to test for gifted and talented will be sent home to students qualifying based off the screener. Students in grades six through eleven can obtain a referral form from their campus counselor in January.

Students will be assessed using the criteria found in the identification section of this policy manual. Assessment will be completed prior to the end of the school year. Notification will be sent to the parent/guardian upon completion of the selection committee decision.

FURLOUGH

A student whose academic performance meets the criteria for the Wildcat Gifted and Talented Program may request a furlough from the program due to extenuating circumstances that would prohibit the student from fulfilling program requirements. In such case, the Calallen ISD Furlough Request Form shall be completed by the student's parent(s)/guardian and submitted to a campus counselor.

Upon submission of the Calallen ISD Furlough Request Form, the selection committee will need to decide if the furlough will be granted, as well as the duration of the furlough that would best suit the situation. No furlough shall last longer than one (1) year without retesting for reentry into the program using the most recent district qualifications and identification standards. The committee may reconvene to determine if the furlough should be extended, not to exceed the maximum furlough length.

If the furlough is not granted, the student may remain in the program and fulfill the requirements of the Wildcat Gifted and Talented Program or request to exit the program altogether.

EXIT POLICY

Parental Request

Parents/guardians may request in writing (Parent Exit Request Form) at any time that their child be removed from the Wildcat Gifted and Talented Program. Prior to honoring this request, the Program Director or counselor will discuss with parents the reason for exiting and their options. Exiting students who voluntarily withdraw from the program will be required to retest and must qualify for the program using the most recent District qualification and identification standards to be readmitted to the program.

The Parent Exit Request Form will be filed in the student's gifted folder. This exit will have an effective date of when the parent/guardian signs the exit form and returns it to the counselor. The form is filed in the student's gifted folder.

Administrative Removal – Discipline/Behavior Removal

A student who is continually disruptive in class or is caught cheating may be removed from the Wildcat Gifted and Talented Program. The administrator will fill out the Administrative Exit Request. The campus selection committee will meet to determine whether the student should be exited from the program. If the committee decides the student should be exited, the exit will become effective when the parent/guardian signs the exit form and returns it to the counselor or within five (5) calendar days, whichever comes first. The committee may place the student on probation for a period of time not to exceed six weeks.

If the student fulfills the requirements of the probation, he/she will retain their G/T status within the class. If he/she does not fulfill the requirements, the student will be exited from the program. This exit will become effective when the parent/guardian signs the exit form and returns it to the counselor or within five (5) calendar days, whichever comes first. The form is filed in the student's gifted folder.

Administrative Removal – Academic Removal

If a student fails the first quarter, he/she will be removed from the Wildcat Gifted and Talented Program. If they fail any subsequent quarter, the class overall grade will be used to determine if the student remains in the class. If the overall grade is passing, the student remains in the class; however, if the overall grade is NOT passing, the student will be removed from the GT identified class. This exit will become effective when the parent/guardian signs the exit form and returns it to the counselor or within five (5) calendar days, whichever comes first. The form is filed in the student's gifted folder.

NEW STUDENTS TO THE DISTRICT OR TRANSFERS

Students new to the district, and who have been verified as being in a gifted program in the previous school district are *automatically enrolled* in the Wildcat Gifted and Talented Program at Calallen Independent School District, with proper documentation. If a student has official documentation from his/her previous school district that he/she was participating in a gifted program, Calallen ISD will honor placement within the Wildcat Gifted and Talented Program.

TRANSFERS WITHIN CALALLEN ISD

Students transferring from one campus in the district to another campus will retain their identification and are automatically placed in the appropriate Wildcat Gifted and Talented classes.

APPEAL PROCEDURE

An appeal can be made to the selection committee by a parent/guardian or student who did not qualify for the Wildcat Gifted and Talented Program. If a parent, who has looked at the student's testing information and had the test data explained, is still not satisfied with the student's status in the identification phase, he or she may bring a request in writing for further consideration to the child's principal within *ten school days* from the date on the non-acceptance letter.

A committee consisting of the selection committee, student's principal, counselor, and the student's recommending teacher will consider the request. After reviewing the data*, a decision will be made as to whether further testing is warranted. If the decision is made for further testing, arrangements will be made for the administration of an intelligence test (IQ). To be considered for placement in the Wildcat Gifted and Talented Program, the student must meet the full-scale IQ index, falling within or above the 95th percentile.

*** Data Review Procedure**

- *Check to see that all criteria instruments were completed.*
- *Discuss how the student performed and if there was evidence that the best information possible was gathered on the student.*
- *Utilize Appeal Rubric (Policy manual)*
- *Review available results from state mandated testing.*

SELECTION COMMITTEE

Final selection of students for services designed for gifted and talented students (identification, exit or re-entry) is made by a committee. The selection committee will consist of the district curriculum director, or their designee, campus principal, or their designee, gifted and talented committee chair, and at least two gifted and talented teachers with appropriate gifted and talented training.

(Completed the thirty (30) clock hours of training, and are current with the six (6) hours update training, or have the TEA Gifted & Talented endorsement and six (6) hour update.)

FAMILY AND COMMUNITY INVOLVEMENT

Parents are invited to special meetings during each school's fall open house for orientation sessions that are conducted on the campuses each year for parents and community members. The principal, counselor, gifted and talented committee chair, and teachers of identified gifted students are available to discuss the program, characteristics of the gifted, and expectations.

In January, a family orientation is scheduled for all parents wishing to have their child tested for the Wildcat Gifted and Talented Program.

A parent from each of the academic levels – elementary school, middle school and high school, serve on the district committee for Calallen Independent School District gifted and talented program. Community and business members also serve on the Calallen Independent School District gifted and talented committee.

Selections for parent, community and business vacancies are held every September for new members to the committee. New members serve a maximum three-year term.

TEACHER SELECTION AND STAFF DEVELOPMENT

Teacher Selection

Teachers who desire to teach the gifted students may nominate themselves and/or are assigned by the campus principal. Campus principals, in consultation with the gifted and talented committee chair and District Curriculum Director, will assign nominees.

Professional Development

Teachers without required training who provide instruction and services that are part of the gifted and talented program must complete the thirty (30) clock hour training within the first semester of their teaching assignment.

Teachers who provide instruction and services that are a part of the program for gifted and talented students receive a minimum of six (6) clock hours annually of professional development in gifted education.

Administrators and counselors who have authority for program decisions have a minimum of six (6) clock hours of professional development that includes nature and needs of gifted and talented students and program options for gifted and talented students.

Opportunities for professional development in the area of gifted education are provided on a regular basis and information on them is disseminated to professionals in the district. Evaluation of professional development activities for gifted and talented education is conducted yearly, and the results of the evaluation are used in making decisions regarding future staff development plans.

APPENDICES



Wildcat Gifted & Talented Program

Teacher Referral Form

Kindergarten

Student: _____ Teacher: _____ Date: _____

	4	3	2	1
Math Fluency (20 problems)	19-20	17-18	15-16	14 or less
Sight Word Mastery List (50 words)	45 +	40-44	35-39	34 or less
Guided Reading Level	F +	E	C or D	A or B

Check the column that best describes the student

	Almost Always 4	Often 3	Sometimes 2	Seldom 1
Learns rapidly and easily. Follows directions independently.				
Shows much knowledge in several areas beyond the usual interest of age peers.				
Has an advanced vocabulary for age or grade.				
Thirst for knowledge; seeks answers to questions; motivated to do research to find answers to questions; likes rhetorical questions; curious about ideas				
Comprehends and retains what he/she has read or heard without appearing to need much rote or drill.				
Is able to approach ideas and problems from a number of perspectives; able to find alternative ways of solving problems.				
Loves ambiguity and dislikes being given specific directions and/or parameters; comes across as highly creative/inventive				
Able to comprehend complex ideas and thoughts; able to learn advanced and more complex content.				
Shows clever, unique responses to questions and problems; often responds with humor or offers "silly" responses to questions.				
Uninhibited in expressions of opinion; sometimes radical and spirited in disagreement; tenacious				

Total Checks in Each Column				
<i>Multiply the total checks in each column by the number at the top of the column</i>				

GRAND TOTAL (add 4 totals above)	
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Teacher Recommendation	Yes	No	Other Comments
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49-56 Recommend 42-48 Recommend (with reservations) 41 or below Do not Recommend

CAMPUS: _____



Wildcat Gifted & Talented Program

Teacher Referral Form

1st - 5th grade

Student: _____ Teacher: _____ Date: _____

	4	3	2	1
ELAR Semester Grade	98+	96-97	94-95	93 or less
Social Studies Semester Grade	8	5	3	1
Science Semester Grade	8	5	3	1
Math Semester Grade	98+	96-97	94-95	93 or less

Check the column that best describes the student

	Almost Always 4	Often 3	Sometimes 2	Seldom 1
Learns rapidly and easily. Follows directions independently.				
Shows much knowledge in several areas beyond the usual interest of age peers.				
Has an advanced vocabulary for age or grade.				
Thirst for knowledge; seeks answers to questions; motivated to do research to find answers to questions; likes rhetorical questions; curious about ideas				
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GRAND TOTAL (add 4 totals above)	
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Teacher Recommendation	Yes	No	Other Comments
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CAMPUS: _____