



Corsicana ISD

Plan for the Education of Gifted/Talented Students

Philosophy

The purpose of education as determined by Corsicana ISD is to provide each student with the opportunity to reach his or her individual potential to develop skills as a citizen of this country and member of a global society, and to develop attitudes which will inspire the student to contribute to society as a whole.

Gifted/ Talented Contacts

Kelly Harle

Executive Director of Secondary C & I
GT Coordinator

Kayla Simmington

Elementary GT Teacher
District Gifted and Talented Specialist
ksimmington@cisd.org –
903.874.3728

Kathy Ware

5th and 6th GT Teacher
District Gifted and Talented Specialist
kware@cisd.org - 903.872.3979

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CISD Gifted and Talented: Foreword

Information obtained from [TEA: Equity in Gifted/Talented Education, 2024](#)

In 1977, the Texas Legislature passed its first legislation concerning the education of gifted/talented (G/T) students. In 1979, state funds for providing services to G/T children were made available, but providing such services was optional for school districts. In 1987, the Texas Legislature mandated that all school districts must identify and serve G/T students at all grade levels. In 1990, the Texas State Plan for the Education of Gifted/Talented Students (State Plan) was adopted by the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for G/T learners expressed in the following goal:

STATE GOAL FOR SERVICES 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.*

[-Texas State Plan for the Education of Gifted/Talented Students](#)

In Corsicana ISD, our district values and prioritizes the education of gifted and talented students. Focusing on the needs of these students can lead to improved learning outcomes and provide them with opportunities to develop their skills and talents to their fullest potential.

Definition of Gifted/Talented

As defined by the Texas Education Agency, a gifted/talented student is 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. (Texas Education Code [§29.121](#))

Corsicana ISD's Definition of Gifted

Corsicana ISD 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

CISD District Goal for Gifted/Talented

Students who participate in services designed 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 are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity. High school graduates who have participated in services for gifted students will produce products and performances of professional quality as part of their program services.

CISD Program Goals for Gifted/Talented

1. **IDENTIFICATION** - Identify students in grades K-12 who demonstrated an academic need for gifted services using the criteria established by the district, approved by the board, and in compliance with the state mandates.
2. **SELF-DIRECTED LEARNERS** - 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. **COMPLEX THINKING SKILLS** - 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. **APPROPRIATE INSTRUCTIONAL STRATEGIES** - Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) 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.

SECTION ONE

Fidelity of Services

State Requirement

Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5)

GT Advisory Council: Review of Education Policies and Procedures

In Corsicana ISD, gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.

Funding

Corsicana ISD's funds used for GT programs and services shall address effective use and consistent with the standards set forth in *The Texas State Plan for the Education of Gifted/Talented Students*.

Corsicana ISD will report to the commissioner regarding the use of funds on the district's program for gifted and talented students as provided by State Board of Education rule.

GT Curriculum

Curriculum for gifted/talented students is modified based on annual evaluations. District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning. The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.

Alignment to State Plan

CISD will comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students according to the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5). If there is a time for any standard of service for which the district is out of compliance, CISD will develop a written plan specifying actions and timelines for achieving compliance.

SECTION TWO

Student Assessment

State Requirement

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.

Identification Procedures and Processes K-12

Corsicana Independent School District has board approval on the identification procedures and processes of students K-12 for the services of the Gifted/Talented Program. These procedures meet state requirements (§29.121 & 19 TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

A three-step process determines the identification and placement of students for participation in the CISD gifted program: (1) referral, (2) screening and assessment, and (3) identification and placement. Access to assessment and, if needed, gifted/talented services is available to all populations and grade levels of the district.

Dissemination of Information

School personnel, parents, community members, peers, or students may nominate a candidate for the G/T program during the period of annual referrals listed in table 1: Corsicana ISD Identification Timeline. Referral documents are provided for families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible. Referral forms may be submitted to the campus office only during the time period of referral acceptance. The screening instruments will match the program’s services.

Parents are informed of the identification policies in the district or campus handbook, the district website, and/or by request of the written policy and procedures for the Gifted/Talented program. In addition, the district offers families an in-person awareness session providing an overview of the assessment procedures and services for gifted/talented students prior to the referral period.

Step 1: Referral

Students may be nominated for the Gifted and Talented Program by school personnel, parents, community members, peers, or him/herself.

Student referral opportunities will be available during the designated referral windows each school year.

Table 1: Corsicana ISD Identification Timeline

Referral procedures published	<i>Prior to the end of the 2nd 9 weeks</i>
Referrals accepted from school personnel, parents, community members, peers, or him/herself	<i>January</i>
Screenings and assessments conducted after written parental permission obtained	<i>January- March</i>
Gifted/Talented committee meets on grade completed screenings	<i>May</i>
Written parental permission for services obtained for identified students	<i>Kinder:: March 1st All others: May</i>
Services begin for identified Kinder students	<i>March 1st</i>
Services begin for identified students in grades 1 st -11th	<i>Following School Year</i>

According to the Interstate Compact on Educational Opportunity for Military Children, a receiving school district in a member state agrees to "initially honor placement of a student based on the student's enrollment in the sending state as long as that school has a similar or equivalent program." Texas Education Code §162.002.

Step 2: Screening and Assessment Process

The CISD Gifted/Talented Program assessment process includes the collection and evaluation of data to create a student profile. A student profile is used to identify those students who perform, or show the potential for performing, at remarkably

high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a minimum of three (3) criteria used in the assessment. The criteria used will be a combination of qualitative and quantitative instruments and may include:

Kindergarten:

- Naglieri General Ability Tests (NGAT)
- Slocumb/Payne Teacher Checklist of Gifted Characteristics
- Reading MAP / Math MAP Data
- Portfolio Activities

1st - 9th grades:

- Naglieri General Ability Tests (NGAT)
- Slocumb/Payne Teacher Checklist of Gifted Characteristics
- Reading MAP / Math Map Data
- STAAR data if available / applicable

10th – 12th grades:

- NNAT3
- Slocumb/Payne Teacher Checklist of Gifted Characteristics
- Reading MAP / Math Map Data
- STAAR data if available / applicable

Step 3: Qualification Process and Placement

Final determination of a student’s need for gifted/talented services is made by a district screening and identification committee that includes at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).

A balanced examination of all assessment data collection through the district’s gifted/talented assessment process is conducted and used by the screening and identification committee in making program placement decisions. It is a continued goal for the CISD gifted/talented services program to be closely reflective of the population of the total district and/or campus.

The qualification process will proceed in the following sequence:

- I. The G/T teachers will collect pertinent data which will be submitted to the G/T Coordinator prior to the Screening/Selection Committee

- meeting.
- II. The Screening/Selection Committee will review and evaluate all data. The committee may request additional data, if desired.
 - III. The Screening/Selection Committee will determine which students meet the established criteria and will make the final decision for placement in the G/T Programs.
 - IV. Students who do not qualify for the G/T Program can be rescreened the following school year. **
 - V. The G/T Coordinator will be responsible for notifying students, the student's parents, and /or the classroom teacher of placement or non-placement in the G/T program and for obtaining permission from the legal guardian of placement.
 - VI. The G/T Coordinator, when requested, will schedule conferences concerning placement or non-placement in the G/T Program.

Written parent or guardian permission is required to screen/assess a student unless students are administered the universal screener in first grade. If a parent does not want his/her child to be screened, this information will be documented. Students are assessed in languages they understand to the extent possible.

** Policy related to reassessment of gifted/ talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school. Universal screening does not apply to the rescreening process.

Corsicana ISD Appeals Process

A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the G/T Specialist beginning at Level One. Level one appeals must be filed in writing, within fifteen business days of the notification letter. Written appeals must be filed using the CISD G/T Level One Appeal Form obtained from the G/T Specialist and must include information supporting the appeal condition. Any subsequent appeals shall be made in accordance with EHBB(LOCAL) beginning at Level Two.

Condition for Appeal when Denied Program Placement

- The person filing the appeal (parents, students, or educators) has new evidence to introduce that, when added to the existing information, creates a compelling preponderance of evidence regarding the student's need for gifted/talented services.

Continuing Placement in the Gifted Program

Continuing Students

Once a student has been placed in Corsicana ISD's Gifted/Talented Program, the student will continue to receive services each year unless there is sufficient evidence that the program no longer meets the student's educational needs, and the student has been furloughed or exited from the program. Students identified for gifted/talented services in CISD will receive services at any CISD school they attend unless a furlough or exit has occurred.

Transfer of Students

All students who have participated in gifted and talented programs prior to coming to Corsicana ISD may be considered for the Gifted/Talented Program. Once screening records are received from the student's previous district, the records will be examined by the Screening/Selection Committee for correspondence to Corsicana ISD's criteria. A decision will be made regarding qualification within 30 school days of the receipt of the student's Gifted/Talented assessment results from the previous district.

New to CISD students who received gifted/talented services in another school district and are not placed into CISD's Gifted/Talented Program after records are received and reviewed by the Screening/Selection Committee, may be referred and assessed using CISD's Gifted/Talented Program criteria and timeline.

Returning Students

When Corsicana ISD G/T students withdraw from CISD and return, they will be

promptly reinstated into the gifted/talented program upon re-enrollment within a 10-day timeframe.

Furlough

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Requests for a furlough may be requested by the parent, student, teacher, or administrator. Requests for a furlough shall be made in writing and will be given to the GT Specialist and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. A furlough may be granted for a minimum of one week to a maximum of one academic year with at least one review conducted at the end of the school year.

A furlough does not indicate the permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over-commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student.

Furlough Procedures

- Review of student progress in the program.
- Conference with student, parent(s), G/T teacher, and/or other teachers/administrators.
- Completion of Furlough Form.

How to Request Furlough:

- Written permission must be obtained and submitted to the G/T Specialist if a furlough is requested.
- Written notification must be sent to the parent if the teacher or administrator requests the furlough. The parent/guardian may attend the placement conference.

At the end of the stated furlough period, the committee will decide if the student may re-enter the G/T Program, be removed from the program, or be placed on another furlough. If it is decided by the student or parent/guardian that it is in the student's best interest for him/her to exit the G/T Program, exit procedures will be followed.

Exit

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted/Talented committee determines it is in the student's best interest and a furlough has been ineffective. If a parent requests their child be removed from the program, the Gifted/Talented committee shall grant the request. The request must be submitted to the G/T Specialist in writing. Once a student has exited the program, he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

Exit Procedures

- Review of student progress in the program.
- Conference with student, parent(s), G/T teacher, and/or other teachers.
- Completion of Exit Form.
- If an identified student (or the student's parent/guardian) decides that it is in the best interest of the student to be exited from the G/T Program, the student or parent/guardian may submit a request for the exit.

SECTION THREE

Service Design

State Requirement

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

Learning Experiences

Elementary students are pulled out weekly for specialized G/T instruction. G/T teachers are teachers who have received the mandated 30 hours of G/T training and work with the G/T identified students in their grade level classroom. Campus G/T teachers work with the identified G/T students during their weekly pull-out instructional time. These teachers are G/T specialists on the campus. G/T teachers also provide campus G/T professional learning, and manage the G/T referral, screening, and testing process when needed.

Intermediate school students are pulled out Monday through Thursday for specialized G/T instruction. Intermediate students have the opportunity to participate in advanced math. Intermediate G/T teachers are G/T specialists on the campus, and they provide G/T professional learning for the campus if needed. They manage the G/T referral, screening, and testing process on an as needed basis.

Middle School and High School students will be provided with a continuum of learning experiences in the Gifted/Talented services which lead to the development of advanced-level products and/or performances. Such services will include use of depth and complexity elements, differentiation of content, process and/or product in the regular or Pre-AP/AP classroom, independent studies, participation in the Texas Performance Standards Project, concurrent or dual-enrollment classes, and other services as deemed appropriate for the student. Services are available in all four core academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities. Documentation of services will be maintained, and

parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of the gifted and talented students.

All G/T students have the opportunity to participate in Corsicana ISD's District Showcases in the Fall and/ or Spring where their gifts/talents may be highlighted.

Student Progress/Performance

Students identified for gifted/talented services will receive progress and performance reports each year. Elementary and intermediate students will have semester observation summary reports, and secondary students may have progress reports and final report cards for each grading period.

SECTION FOUR Curriculum and Instruction

State Requirement

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

District and Campus Improvement Plan

A goal to improve G/T services will be included in the district and campus improvement plans annually.

Gifted/Talented Pull-out Curriculum

Gifted/talented elementary and intermediate students attend weekly pull-out instruction designed to engage students through complex reasoning, complex questioning, challenge-based discovery, and multi-faceted projects. A variety of topics of study utilize research-based cognitive development strategies to introduce, develop, and apply four essential objectives: critical thinking, divergent thinking, inquiry/independent study, and metacognition. The skills-based curriculum supports the specific social-emotional needs of gifted/talented learners in an environment that encourages risk-taking, problem solving, and

intellectual collaboration, through the sharing and debating of ideas. A continuum of learning experiences guide students to the development of advanced-level products and/or performances, such as those provided by and/or adapted from the Texas Performance Standards Projects.

Opportunities are also provided for students to pursue areas of interest in selected disciplines through guided and independent research.

SECTION FIVE

Professional Learning

State Requirement

All personnel involved in the planning, creation, delivery administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.

CISD teachers who provide instruction and services that are part of the program for gifted students have a minimum of thirty (30) clock hours of professional learning that includes nature and needs of G/T students, identification and assessment of G/T students, and curriculum and instruction for G/T students. This should be completed prior to the first day of instruction. Teachers without the required training prior to instruction are required to complete thirty hours within one semester. Teachers who provide G/T instruction and services receive a minimum of six (6) hours annually in G/T education.

SECTION SIX

Family and Community Involvement

State Requirement

The district involves family and community members in services designed for gifted/talented students throughout the school year. The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §11.251-11.253).

Input from Stakeholders

Corsicana ISD will periodically evaluate, within a school calendar year, the Gifted/Talented program by surveying stakeholders including students, parents/guardians, and teachers. The evaluation data will be used as a needs assessment to be addressed in the district/campus improvement plan and shared with the Board of Trustees and parents.

Communication to Parents

Information regarding the identification process, service design, curriculum and instruction, and family/community involvement opportunities can be found through opportunities listed in “Dissemination of Information” (See section 1). Student products and evidence of learning are also routinely showcased via district and campus social media and / or in person showcases.

Parent/Guardian Information Meetings

Information nights are held throughout the year for various programs of interest for G/T students, including the Parent Information Meeting, Parent Meetings for Referrals, Fall and Spring Showcase, and Dual Credit Meetings.

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