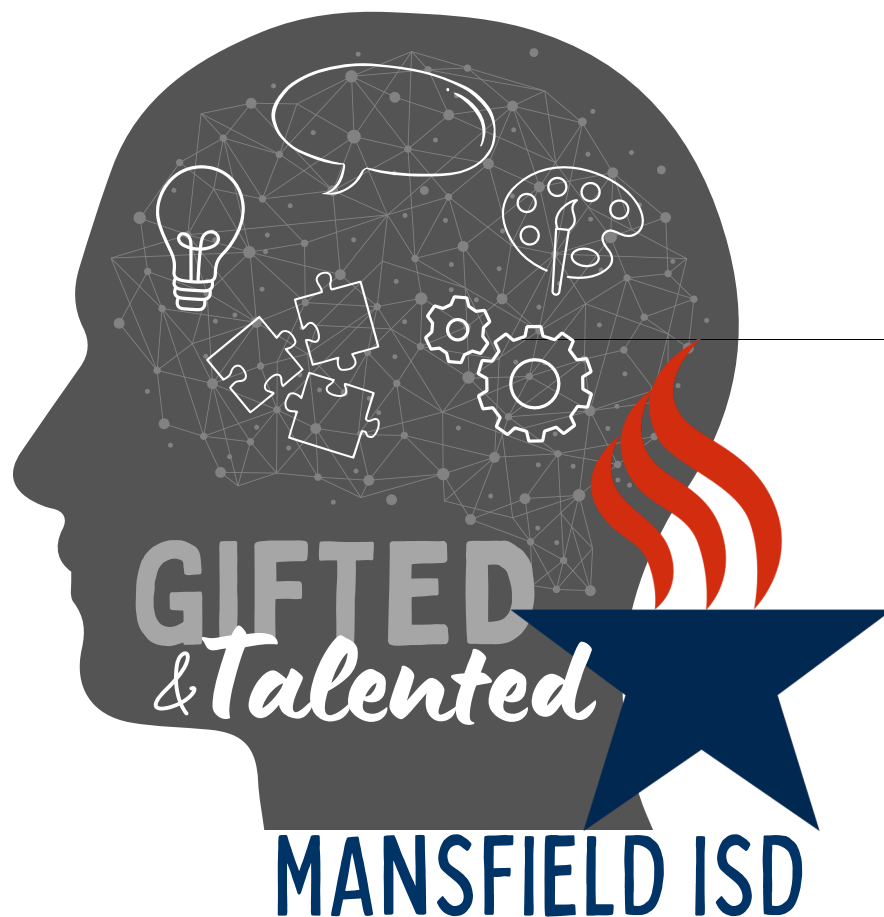


MANSFIELD INDEPENDENT SCHOOL DISTRICT
GIFTED AND TALENTED
Program Guide



Helping us to grow everyday!

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MANSFIELD INDEPENDENT SCHOOL DISTRICT



LIFE READY • CAREER READY
COLLEGE READY

Mission Statement

To inspire and educate students to be productive citizens.

Vision

A destination district committed to excellence.

MISD Gifted and Talented

Mission Statement

Our Mission is to provide educational opportunities so that each student has the prospect of reaching their maximum potential culminating in College Readiness.

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STATE GOAL AND DEFINITION FOR GIFTED EDUCATION AND SERVICES

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 the opportunity to produce products and performances of professional quality as part of their program services.

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 exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field. ([Texas Education Code §29.121](#))

IDENTIFICATION AND ASSESSMENT

Identification

In accordance with the Texas State Plan for the Education of Gifted/Talented Students, the District will use the guidelines for identifying MISD students for the Gifted and Talented Program.

MISD serves Gifted Students in the following areas:

- Four foundation curricular areas (ELAR, Math, Science, Social Studies)
- The Arts
- Music K-12
- Visual Art 5-12

Assessment opportunities for GT identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level. All referrals and identification will be done online.

Identification will consist of at least three (3) qualitative and quantitative assessments, including, but not limited to, achievement tests, ability tests, intelligence tests, academic behavior surveys completed by teacher and parents, teacher referrals based on classroom observations, student/parent conferences, student interview and student work products, if available [MISD Board Policy EHBB (LOCAL)]. Written parent consent shall be obtained before any special testing or assessment is conducted as part of the screening and identification process [MISD Board Policy EHBB (LOCAL)]. All screening and identification procedures for GT purposes are conducted in-district, during the school year, by school personnel.

A review committee shall evaluate each referred student per the established criteria and shall determine if a preponderance of evidence exists of a GT learning need. Each campus review committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, and the identification and assessment of gifted students [MISD Board Policy EHBB (LOCAL)]. If a preponderance of evidence for a GT learning need presents itself, the profile document shall be signed by committee members and placed in the cumulative folder with all supporting documentation collected during the identification process.

Parents will be notified and must sign an Acceptance of Service form for services to begin. MISD does not assess students who are not currently enrolled in the district.

Kindergarten Pre-Screening

Per TEA State Plan, under Student Assessment 2.20, “all kindergarten students are automatically considered for gifted/talented and other advanced level services” through a series of planned experiences that demonstrate thinking skills without relying on explicit reading or math skills. The data collected is reviewed by teachers for consideration of referring a student for further testing. All kindergarten teachers are highly trained in the Basic 30 Hours of Gifted Education. Identification will not cause a schedule change.

2nd Grade Screening

All second-grade students are automatically referred and screened within the first semester of school unless a parent requests that no screening occur.

Referrals

Teachers, counselors, parents, students or other interested persons may refer students for screening for the Gifted and Talented Program. Assessment and identification of students in selected grades (K, 1, 3, 4, 5 and 6) occurs in the second semester, and if a GT learning need is identified services begin immediately. Assessment and identification of referred 7-12th grade students will be conducted once per semester, and if a GT learning need is identified services begin immediately. Per MISD Board Policy EHBB (LOCAL), criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, economically disadvantaged, and students with disabilities. Referrals are accepted throughout the year, with assessments and review meetings occurring during specific assessment windows.

GT IDENTIFICATION ANNUAL TIMELINE

FALL SEMESTER

October/November

- Grades 7-12 Referral Window 1 and Assessment

November/December

- Second grade screening
- 7-12 Referral parent notification; services begin for those identified
- K-6 GT Referral Window
- 2nd grade parent notifications sent home

SPRING SEMESTER

January

- K-6 GT Assessments
- 7-12 Referral Window 2 and assessment

February

- K-6 Parent notification; services begin for those identified
- 7-12 Referral Assessments continue

March

- 7-12 Parent notification; services begin for those identified

OPTIONAL PROGRAM PROCESSES

Transfer Students

When an identified gifted student transfers from another school district, the student's records shall be evaluated by the campus review committee to determine if placement into the Mansfield ISD Gifted and Talented Program is appropriate. The review committee shall make its determination within thirty (30) days of the student's first day of attendance in the District and shall base its decision on the transferred records, observation reports of MISD teachers who instruct the student, and student and parent conferences [MISD Board Policy EHBB (LOCAL)]. If needed, the committee may request additional data to make its determination. If the presented data does not match MISD criteria, the campus may request further assessment, which will be conducted on campus during the school day. *Must be initiated by the parent.*

Furlough/Leave of Absence

A furlough may be granted at the request of the review committee, teacher, student, parent or guardian. A student may be furloughed for a period of time up to one year deemed appropriate by the review committee. At the end of the furlough, the student's progress shall be reviewed, and the student may re-enter the gifted program, be removed from the program or be placed on another furlough [MISD Board Policy EHBB (LOCAL)]. Additional furloughs may be granted for special circumstances. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the review committee.

Exit Provisions

Student performance in the program shall be monitored. The campus review committee will review evidence if a recommendation is made for program removal. If a teacher, student or parent requests removal from the program, the review committee shall meet with the parent and student before honoring the request [MISD Board Policy EHBB (LOCAL)].

Appeals

Parents or students may appeal any final decision of the review committee regarding participation in or removal from gifted services. Appeals shall be made first to the campus review committee. Any subsequent appeals shall be made in accordance with FNG (Local) beginning at Level Two [MISD Board Policy EHBB (LOCAL)].

Reassessment

The District shall not perform routine reassessments [MISD Board Policy EHBB (LOCAL)].

SERVICE DESIGN

Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas, arts, leadership, and creativity. (Texas State Plan for Education of the Gifted 3.3) Identified Gifted and Talented students will be served on their home campus or district approved campus of choice. Mansfield ISD's Gifted and Talented Program has the ability to serve identified students in the core curricular areas and the arts at the secondary level.

Kindergarten and 2nd Grade

Newly identified students remain in assigned classes and are served by a teacher who is highly trained in Gifted Education. All Kindergarten and 2nd grade teachers are required to be highly trained in Gifted Education and receive annual updates through professional development.

Grades 1-4

Identified GT students will be grouped together for services in general education classes, which may result in heterogeneous grouping. Cluster classes will consist of identified GT students at each grade level and will contain at least five (5) GT students unless the grade level at that campus has fewer than five (5) identified students. Clustered students will be served in the 4 core areas using GT appropriate materials/strategies. The gifted student in a regular class will work both individually and in a group with other gifted students. Highly trained teachers work with the gifted students to provide more advanced, in-depth instruction, plan activities, develop independent study, and to determine student progress. The ALPHA Academy is available by application to rising 3rd grade GT students, and is a gifted program of choice for GT students in grades 3-5 at Glenn Harmon Elementary. For more information email: alpha@mismail.org.

Grades 5-6

The intermediate school will cluster identified GT students together in classes and assign them a GT trained teacher. Beginning in 6th grade, GT students must participate in at least one Advanced course annually. These students will be served within cluster groups in Advanced classes in the core subjects.

Grades 7-8

GT students are served in clusters through Advanced classes in the core content, accelerated course offerings. GT students must participate in at least one Advanced course annually.

Grades 9-12

GT students are served in core content through Advanced and Advanced Placement Courses (AP) as well as concurrent enrollment in area colleges, independent studies, acceleration through Credit by Exam, and fine arts. GT students must participate in at least one Advanced or AP course annually.

ACCELERATION

When appropriate, GT students may be provided accelerated materials for core content to ensure adequate challenge and engagement.

Credit by Exams | Elementary Grades K-5

Kindergarten:

A child who is at least four years of age, but younger than five years of age on September 1, may be enrolled if the child performs satisfactorily on a District-created assessment based on the assessment administered to students in grade 3. [See FD(LOCAL), TEC 42.003(d), and TEC 39.023(a)] If the student successfully earns an 80 percent or higher, a committee established by the principal, which includes a parent or guardian, shall meet to determine a plan for acceleration to kindergarten at age 4.

Written approval for acceleration from the student's parent or guardian shall be required. The parent or guardian shall contact the campus directly to make inquiry about acceleration and date of assessment. (MISD EHDC Local)

Grade 1:

A child who is at least five years of age on September 1 may be assigned initially to grade 1, rather than kindergarten, if all criterion are met. Criterion for Grade 1 acceleration shall include:

- Scores of 80 percent or higher on District-approved achievement tests administered by district personnel in Reading and Math.
- Observed social and emotional development of the student; and
- Recommendation for acceleration from a committee established by the principal.
- Written approval for acceleration from the student's parent or guardian shall be required.(MSID EHDC Local)

Grades 2-5

A district shall accelerate a student in grades 2-5 one grade level if the student meets the following requirements with parent or guardian written approval of the acceleration. (MISD EHDC Legal):

- The student scores 80 percent or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: language arts, math, science and social studies
- A district representative recommends that the students be accelerated; and
- The student's parent or guardian gives written approval of the acceleration. (MISD EHDC Legal)

Credit by Exams | Secondary Grades 6-12

A district shall give a student in grades 6-12 credit for an academic subject in which the student has received no prior instruction if the student scores:

- A three or higher on a College Board advanced placement examination that has been approved by the board for the applicable course;
- Eighty percent or above on any other criterion-referenced test [known as Credit by Exam] approved by the board for the application course.

If a student is given credit in a subject on the basis of an examination on which the student scored 80 percent or higher, a district shall enter the examination score on the student's transcript and the student is not required to take an end-of-course (EOC) assessment instrument under Education Code 39.023(c) for the course. (MISD EHDC Legal)

Concurrent Enrollment

High school students have the opportunity to enroll in a participating college or university to earn college or university credit.

Advanced and Advanced Placement

GT students will receive differentiated instruction based on more rigorous coursework and have the opportunity to gain college credit by taking AP exams.

SCHOOL ENRICHMENT

GT students may participate in interest clubs and/or extra-curricular and co-curricular activities staffed by teachers, certified personnel and/or approved community volunteers inside or outside the school day. Below are some examples of enrichment opportunities that may be available.

K-4

Chess Club, Science Camp, Camp Invention, Robotics, Reflections Contest, Student Council, Interest Clubs, Math Pentathlon, Science Fair, Spelling Bee, Geography Bee, Field Experiences, Independent Study, Choir, Music, Art, Leadership, Destination Imagination, Academic UIL, Dual Language Program, GT Independent Study Fairs, Texas Performance Standards Project, Makerspace, Enrichment Experiences, Course Acceleration, Junior Great Books, Service Projects, Battle of the Books, GT WIN Time.

5-6

Chess Club, Science Camp, Camp Invention, Robotics, Reflections Contest, Student Council, Interest Clubs, Math Pentathlon, Science Fair, Spelling Bee, Geography Bee, Field Experiences, Independent Study, Choir, Music, Art, Destination Imagination, Academic UIL, GT Independent Study Fair, Texas Performance Standards Project, Makerspace, Enrichment Experiences, Course Acceleration, Junior Great Books, Service Projects, Whiz Quiz, STEM Academy, Battle of the Books, GT WIN Time, Orchestra, Band.

7-8

Chess Club, Science Camp, Camp Invention, Robotics, Reflections Contest, Student Council, Interest Clubs, Science Fair, Spelling Bee, Geography Bee, GT Field Experiences, Independent Study, Choir, Music, Art, Leadership, Destination Imagination, Academic UIL, GT Independent Study Fair, Texas Standards Performance Project, Makerspace, Enrichment Experiences, Course Acceleration, Junior Great Books, Service Projects, Whiz Quiz, National Junior Honor Society (NJHS), Theatre, STEM Academy, Battle of the Books, GT Advisory, Orchestra, Band, and Advanced courses in the core academic courses.

9-12

Chess Club, Robotics, Reflections Contest, Theatre, Interact Club, National Honor Society (NHS), Language and Interest Clubs, GT Field Experiences, Independent Study, Choir, Music, Art, Leadership, Academic Decathlon, Academic UIL, Makerspace, Enrichment Experiences, Course Acceleration, Service Projects, GT Independent Study Fair, Band, Journalism, Speech, Debate, SAT Classes, SAT/ACT Seminars, SuperSAC, Key Club, Dual Credit courses, AP Review Sessions Advanced and AP Courses. (See course guide for current offerings)

Independent Study

GT students shall and other students may participate in self-directed independent study where the teacher acts as guide or facilitator and the student develops sophisticated products or performances. There are campus, area and district level Independent Study Fairs for GT students to compete in and present their work. Texas State Plan of Education for the Gifted 4.4

Summer and Saturday Opportunities for the Gifted*

- Science Camp-Summer
 - This camp is provided for students entering grades 1-5. Expanding a student's love and knowledge for science is the primary focus of this week.
- Camp Invention-Summer
 - Students entering grades 1-6 are provided with an experience to utilize their problem-solving skills, creativity and innovation skills during the week culminating with a parent showcase.
- Dual Credit Summer School
 - High school students have the opportunity to take Dual Credit courses through participating universities and colleges during the summer.
- Summer School Acceleration
 - Students have the opportunity to take specific courses for acceleration through MISD summer school.

**Most of these sessions require a fee to attend. Program opportunities may vary annually. Please refer to the district website for additional opportunities and information.*

PROFESSIONAL DEVELOPMENT FOR TEACHERS

MISD shall ensure that all personnel involved in the planning, creation, delivery and administration of services to Gifted and Talented students possess the knowledge required to develop and provide differentiated programs and services:

1. prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
2. teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30- hour training requirement within one semester;
3. teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
4. administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

TAC 89.2 and MISD DMA Legal

Texas State Plan for Gifted Education

OTHER STATE PLAN REQUIREMENTS

Family/Community Involvement

The District shall insure that information about the District's gifted and talented program is available to parents and community members in that they have an opportunity to develop an understanding of and support for the program [MISD Board Policy EHBB (LOCAL)]. Information regarding the gifted and talented program is available on the district's Advanced Academics website. Additionally, parents may benefit from information provided by the GT Parent Advisory Council.

Program Evaluation

Annual evaluation activities are conducted for the purpose of continued service with development. The summary of the evaluation with program highlights is provided to the school board upon completion. The evaluation information shall be shared with Board members, administrator, teacher, counselors, students in the gifted and talented program and the community [MISD Board Policy EHBB (LOCAL)].

ALPHA ACADEMY

ALPHA, Advanced Learning Program for High Achievers, is Mansfield ISD's first GT school and is located within the Glenn Harmon Elementary building. It aims to serve the needs of students in grades 3-5 with identified gifted learning needs. The campus enrollment includes 2 sections per grade level and admission is based on gifted identification (and/or demonstration of high achievement on district approved assessments if seats are not first filled with identified gifted students) and a random lottery selection process. <https://tinyurl.com/ALPHAMISD>

Guiding Statements (in addition to the MISD adopted statements):

- Learners will have voice and choice in their learning.
- Learners will learn to think and problem-solve creatively.
- Learners will collaborate and use a variety of communication approaches when solving problems and creating products.
- Learners will embrace productive leadership skills.

Portrait of a ALPHA Academy Learner

An ALPHA Academy learner is a curious, courageous thinker who embraces challenges, ask meaningful questions, and seeks creative solutions. Grounded in a growth mindset, they persevere through complex tasks, reflect on their thinking, and adapt with flexibility. They take ownership of their learning, value collaboration, and express ideas with originality. With a strong sense of responsibility and empathy, they are prepared to lead with purpose and thrive as innovative problem-solvers in an ever-changing world.

Academics and Curriculum

The ALPHA Academy curriculum is designed to meet the unique needs of gifted, high-achieving, and high-ability 3rd-5th grade students by providing an enriched, and/or accelerated, learning experience. Rooted in the Texas state standards and Mansfield ISD's core curriculum, instruction is delivered through advanced methodologies that promote critical thinking, creativity, and deep understanding. Math will be accelerated allowing ALPHA students to complete Advanced Geometry in 8th Grade.

ALPHA Middle School to open Fall 2027.

GLOSSARY

ACCELERATION strategy of mastering knowledge and skills at rates faster or ages younger than the norm

AREA OF GIFTEDNESS the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment

ARRAY OF LEARNING EXPERIENCES a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students

ARTISTICALLY GIFTED possessing outstanding ability in the visual and/or performing arts

COMPLEXITY extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view

CONCURRENT ENROLLMENT the practice of enrolling in a college or university to earn college or university credit while in high school

CONTINUUM OF LEARNING EXPERIENCES articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school

CREATIVELY GIFTED possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking

CREDIT BY EXAM (CBE) method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams

DEPTH exploration of content within a discipline to include analyzing from the concrete to the abstract, the familiar to the unfamiliar, the known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations

DIFFERENTIATION modification of curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom

DIVERSITY the presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, culture, and religious beliefs

DUAL CREDIT an opportunity for a student to earn high school credit for successful completion of a college course

FLEXIBLE PACING Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination

FOUNDATION CURRICULAR AREAS English language arts/reading, mathematics, science, and social studies

FURLOUGH a leave of absence from program services

GIFTED IN LEADERSHIP possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government

GIFTED IN SPECIFIC ACADEMIC FIELDS possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies

GIFTED/TALENTED SERVICES services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity

INDEPENDENT STUDY self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning

INTELLECTUALLY GIFTED possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks

MENTOR an individual who shares his or her expertise with a student of similar career or field-of- study aspirations

QUALITATIVE MEASURES performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.

QUANTITATIVE MEASURES performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests

TEXAS PERFORMANCE STANDARDS PROJECT (TPSP) statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at <http://www.texaspsp.org/>)

TWICE-EXCEPTIONAL A “twice-exceptional learner” 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 (TEC 29.121) and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.