

FORT STOCKTON INDEPENDENT SCHOOL DISTRICT

GIFTED AND TALENTED LONG RANGE

PLAN 2026 - 2027



REVISED BY:

FORT STOCKTON ISD GIFTED AND TALENTED
COMMITTEE

February 11, 2026

Approved by the FSISD School Board of Education – July 27, 2026

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CERTIFICATION PAGE

To Whom It May Concern:

A long-range plan for the education of the Gifted and Talented was approved by the Fort Stockton Independent School District Board of Trustees on July 27, 2026.

The documentation is found in the Fort Stockton ISD official Board Minutes.

A handwritten signature in blue ink, appearing to read "Hilary M. Mendenhall", is written over a horizontal line.

Superintendent

A handwritten date "07/27/2026" in blue ink is written over a horizontal line.

Date

DEMOGRAPHIC OVERVIEW

The Fort Stockton Independent School district is a 3,028 square mile area containing 6 school campuses attended by 2,129 students in Pre-K through grade 12.

These campuses are divided into three elementary campuses: Apache (Pre-K – Grade 1); Alamo (Grade 2-3); Intermediate (Grades 4-5); one Middle School (Grades 6-8), one High School (Grades 9-12) and Butz Preparatory Campus (3-12).

The ethnic distribution of Fort Stockton ISD is: African American 0.0%; Hispanic 88%; White 9%; American Indian 0.0%; Asian 0.01%; Two or More Races 0.01% (2024-25 District snapshot counts SAT2400).

POSITION STATEMENT

The Fort Stockton Independent School District is committed to providing educational experiences beyond the general curriculum to meet the special needs of gifted learners. The FSISD recognizes there are students whose intellectual abilities are not sufficiently challenged in the general curriculum. Through an appropriately differentiated curriculum, students can discover their potential.

The differentiated curriculum will provide for individual differences, helping to challenge and stimulate the gifted learner. The curriculum will provide opportunities for the gifted learner to achieve his/her potential and make a lasting contribution to society.

The Fort Stockton ISD is committed to providing a program for gifted and talented students to develop their potential and to increase contributions they may make to the community, state, and nation.

NEEDS ASSESSMENT STATEMENT

The law mandates that each Texas school district must identify gifted/talented students and provide programs for them in Grades K – 12. However, the need for gifted/talented education is more than just a response to legislation; it is a response to the needs of individual students with special needs.

Instructional programs are usually designed to accommodate the needs of students who do not deviate from the norms. Textbooks, state and local curricula, and teacher training programs focus on that 90-95% of the student population known as the “average student”. This is not to say that districts and state programs have not addressed the needs of certain special populations ordinarily excluded from the norm. Such special populations as bilingual students and handicapped students have been defined, identified, and served.

Accommodating and developing the special talents and abilities of gifted students is as critical as meeting the needs of other special populations. Gifted students who are above average in intelligence and ability also require special provisions if the school program is to contribute to the achievement of their potential.

While gifted students may have high IQ scores, they have other needs that must be addressed in order to help them make productive use of their abilities. The greatest musicians, artists, scientists, and athletes have all had the need for teachers to help them achieve their potential. Many gifted learners become minimally productive because they do not have access to programs and services to help them develop their abilities. (Paul Slocumb)

STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

Students who participate in services designated 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 students will have produced products and performances of professional quality as part of their program services.

FORT STOCKTON GIFTED & TALENTED STUDENT PROGRAM GOALS

The gifted students will effectively investigate teacher identified as well as self-selected broad-based themes/issues/concepts. This will be achieved through in-depth interdisciplinary units and independent study topics.

Students will demonstrate the ability to support and formulate new generalizations using more complex and/or abstract information.

Students will develop and apply logical, creative, and productive thinking and research skills to generate alternative solutions to complex problems and issues.

Students will produce a variety of high-quality products and/or performances through skills and information gained from in-depth study.

Students will gain an understanding of themselves and their relationships to other persons, societal institutions, cultures, and nature.

STATE DEFINITION OF GIFTED AND TALENTED

As used in this subchapter, "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.

TEC 29.121 (Subchapter D)

FORT STOCKTON ISD DEFINITION OF GIFTED AND TALENTED

The Fort Stockton ISD defines gifted and talented learners as those students who excel or have the potential to excel in an intellectual, creative, and/or specific academic field.

INTELLECTUAL

Definition: Possessing superior intelligence potential or has demonstrated accomplishment in several fields of study; ability to perform complex mental tasks

SPECIFIC ACADEMIC FIELDS

Definition: Possessing superior ability or potential in a specific course or study such as science, mathematics, language arts, or social studies

CREATIVE

Definition: Possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking

PROGRAM EVALUATION

On an annual basis, Fort Stockton ISD will evaluate effectiveness of program design and student performance. The results will be used to improve the Gifted and Talented Program and will be reflected in the District Improvement and Campus Improvement Plans.

Evaluation procedures are comprehensive and ongoing to measure the effectiveness of the Gifted and Talented Program. The data is used to modify and update district and campus improvement plans and program procedures. Program evaluation results and annual reviews of research in the field of gifted and talented education will be the basis for program improvement as reflected in the district and campus improvement plans.

The Gifted and Talented students' performance is assessed during designated timelines to determine that program services are sufficiently challenging and appropriately meet each student's potential. The students' performances will be evaluated on a continuum of learning experiences that leads to the development of advanced level products and performances.

DISTRICT PROCEDURES FOR STUDENT REFERRAL

Campuses offer an awareness session prior to the referral period for families to receive an overview of the Gifted and Talented referral and identification process as well as program services for Gifted and Talented students.

A student may be referred for the Gifted and Talented Program in Fort Stockton ISD by a:

- ☐ Parent
- ☐ Teacher, counselor, or administrator
- ☐ Community member
- ☐ Student him/herself
- ☐ Student peer

Referral procedures and forms for identification of Gifted and Talented students are communicated to families in the language and form that families understand or an interpreter/translator is provided.

Once a student is officially referred for the Gifted and Talented program, the Fort Stockton ISD Gifted and Talented program Parental Permission for Special Assessment Form must be completed by the parent/guardian and returned to the campus counselor/designee.

The referral process for services provided as part of the Gifted and Talented Program follows the district timeline on page 30.

Grades K-2 will have one referral window per school year and may not be referred after March 1st. Grades 3-12 will have one referral window per school year and may not be referred after November 1st.

Grade K-2 students will follow the referral process on page 30. Grade 3 students will be screened with the NNAT assessment as the referral. Students in grades 4-12 will be referred based on a Masters score on the prior year's STAAR scores.

DISTRICT PROCEDURES FOR STUDENT IDENTIFICATION

Instruments and procedures used to assess students for program services measure diverse abilities and intelligences. Students are given opportunities to demonstrate their talents and strengths.

Kindergarten through Grade 2 students will be given an array of learning experiences in the four core areas (Math, Science, ELAR, and Social Studies) to be used in the identification process. For referral purposes, performance or work samples will be collected by the end of November using designated grade specific activities and anecdotal information. Performance or work samples will be stored in a Student G/T folder for use by the Gifted & Talented Committee.

Grade 3 students will be screened using the NNAT3 test between October 15 and December 5. Grades 4-12 students achieving at the Masters level on one or more of the prior year's State Assessment of Academic Readiness Skills (STAAR) will be assessed with the NNAT3 by December 5 of the fall semester, upon parent approval. Students performing at the designated level will proceed forward in the identification process.

Referred students, with parental approval, will be assessed using a variety of instruments that measure diverse abilities and intelligences.

Students will be identified in the area of General Intellectual Ability and offered services that emphasize content in all four core areas. All newly identified K-1 students will be served by March 1 of the year in which they are identified. Students identified in the first semester/term will be served by the first day of the second semester/term.

Students will be allowed to retest provided the testing instrument(s) used is/are at a different level than the initial/previous assessment. If the initial assessment was at a Grade K- 3 level, students may be retested in Grades 4-8 using a different level of NNAT and SAGES-2 assessment(s).

Beginning in Grade 6, students will be served in specific content areas (Math, Science, ELAR, and Social Studies) based on:

- Content specific data
- Teacher recommendation
- Individual counseling with students, as requested and/or needed

Board policies on student identification will be reviewed at least once every year and modified as needed.

DISTRICT PROCEDURES FOR IDENTIFICATION AND PLACEMENT

The Fort Stockton ISD Gifted and Talented Identification/Placement Committee will consist of at least three of the following:

- G/T Coordinators
- G/T Teachers
- Counselors (the campus counselor for referred students **will** be present)
- Campus principal(s)

Each Committee member will have the basic 30 hours of Gifted and Talented training and the 6 hour annual update required by 5.1 and 5.6 of the Texas State Plan.

The FSISD Gifted and Talented Program Profile will be completed by the campus counselor or designated person on each referred student, after parental permission for identification has been obtained.

The Gifted and Talented Identification/Placement Committee will review the collected and recorded data on the Gifted and Talented Program Profile. On the basis of that information, the Committee will then determine appropriate educational placement for each student.

Families/guardians and staff are informed of student placement and provided opportunities to schedule conferences to discuss identification data.

CONTINUANCE IN GIFTED AND TALENTED PROGRAM

Program teachers will monitor the performance of students enrolled in the Gifted and Talented Program. Students performing at acceptable levels will continue in the program.

STUDENTS NEW TO DISTRICT AND IDENTIFIED AS GIFTED AND TALENTED FROM PREVIOUS SCHOOL

Students who have documentation of being identified and placed in a Gifted and Talented Program in another school district qualify for entrance into the Fort Stockton ISD's Gifted and Talented Program. The incoming student and his/her parents will receive an explanation of Fort Stockton ISD's criteria for participation in the program.

If parents feel their child will be successful in making the transition into the District's Gifted and Talented Program, the student will participate in the program on a probationary status for six weeks. If a student has difficulty within this six-week period, the teacher, parents, and counselor/designee will hold a conference to discuss the student's progress and appropriate educational placement.

If no transitional problems occur within this six-week period, the student shall be designated as a gifted student in the Fort Stockton ISD.

STUDENTS NEW TO DISTRICT AND NOT IDENTIFIED AS GIFTED AND TALENTED FROM PREVIOUS SCHOOL

Students new to the Fort Stockton ISD may be referred for the Gifted and Talented Program after being in the regular program for at least four weeks. After four weeks, the student may be referred for the program by his/her classroom teacher, a parent, self, or other school personnel based on the FSISD timeline.

Once referred, the transferring student will be assessed and placed according to the Fort Stockton ISD's Gifted and Talented guidelines.

DISTRICT PROCEDURES FOR EXITING OR FURLOUGHING

Students may be exited or furloughed from program services by:

- Teacher recommendations based on observations of student performances and products
- Counselor/designee recommendations based on interviews with the student
- Parental request that his/her child be withdrawn or furloughed from the program

At any time that a parent, teacher, gifted coordinator, campus counselor, or principal believes that a gifted student is not profiting fully from his/her qualitatively differentiated educational program, a meeting for the purpose of reviewing the student's placement may be called before the student exits or is furloughed from the program. This meeting to discuss the student's overall performance involves the parent, teacher(s), counselor/designee, and principal.

At this time, it would be appropriate to ask:

- Is the program appropriate?
- What is the student's response to the program?
- If the student is not responding to the program, why?

If extenuating circumstances such as scheduling, health needs, and/or personal needs occur, the Gifted and Talented identification and Placement Committee may consider the furlough procedure.

The furloughed student will be invited back into the program the spring of the furlough school year or the following semester/term. If the student chooses not to re-enter at that time, he/she will be officially exited from the program. Once officially exited, in order to re-enter, the student must be assessed by the District's standards.

APPEAL PROVISION

A parent or staff member who wishes to appeal an identification decision made by the Gifted and Talented Identification and Placement Committee may do so by the following steps:

1. Submit a request by letter to the building principal within 15 days after the Committee has announced its placement decisions. The principal will immediately forward this to the Committee.
2. The Committee must respond by letter to the person making the appeal within 10 days from receipt of the letter-of-appeal. The Committee's letter must explain its actions and specify the date and time of a hearing before the Committee.
3. If the person making the appeal wishes to appeal the decision of the Committee following a formal hearing, the person must follow the District's local policies governing appeals.

PROGRAM DESIGN

Fort Stockton ISD will develop a flexible system of viable program options that provides a learning continuum and reinforces the strengths, needs, and interests of Gifted and Talented students.

Fort Stockton ISD assures an array of learning opportunities in a comprehensive, structured, sequenced, and appropriately challenging curriculum in the four core areas (Math, Science, Language Arts, and Social Studies) as well as creativity commensurate with the abilities of gifted and talented learners during the school day as well as the school year. Information will be disseminated about special opportunities such as contests, academic recognition, summer camps, and community programs to parents and community leaders. Fort Stockton ISD counselors/designees will maintain folders of referred and identified gifted and talented students and assure the appropriate transfer of intact folders from one level to another.

Fort Stockton ISD identified Kindergarten through Grade 5 gifted and talented students will be cluster-grouped within high-interest/mixed-ability/ability grouped classrooms. Grades 2-5 students will compete in UIL Academic Competition. Identified Grade 6 - 12 gifted and talented students will be served in their area of academic strength(s). Honors classes are available at Grades 6 - 12. UIL Competition in Academics and performance-based competition (Theater, Choir and Band) is also offered.

Fort Stockton ISD will employ flexible instructional patterns that allow students to work together as a group, work with other students, and work independently in all four core academic areas during the school day and the entire school year.

Gifted and talented students will be assessed for mastery of the general curriculum and provided appropriate curriculum and instruction based on the results. A student should not be placed in a situation of repeating what he/she already knows and can do.

Fort Stockton ISD will provide information regarding out-of-school options relevant to the student's area of strength(s) on a continuous basis.

Methods of acceleration may include dual/concurrent enrollments, correspondence courses, the Distinguished Achievement Program, and credit by examination. All students will be given options for flexible pacing appropriate for their abilities and skills.

Fort Stockton ISD will ensure that 100% of state funds allocated for gifted and talented education are spent on providing gifted/talented services or enhancing the district's gifted and talented program, establishing a strict accounting method in alignment with the Texas Education Agency's financial compliance guidance. These funds may be enhanced with local funding and possible funding from business partnerships, parent group fundraisers, etc.

The Committee will annually evaluate the Gifted and Talented Program to ensure that student identification and services comply with accountability standards included in the Texas State Plan for the education of Gifted and Talented students.

CURRICULUM AND INSTRUCTION

Curriculum and instruction will meet the needs of Gifted and Talented students by modifying the depth, complexity, and pacing of the general school program.

Fort Stockton ISD will provide services for Gifted and Talented students, Kindergarten through Grade 12, in the four core areas using an array of appropriately challenging learning experiences. Students will have opportunities to pursue areas of interest in selected disciplines through guided and independent research. Opportunities will also be provided for acceleration, flexible pacing, and/or implementation of scheduling modifications in order to meet the needs of individual students. Parents will be informed of these opportunities at the beginning of each school year through a comprehensive brochure of program services for Gifted and Talented Kindergarten through Grade 12 students.

Gifted and Talented student performance in the program will be periodically assessed by educators in Gifted Education and this information will be systematically communicated to parents/guardians.

Gifted and Talented curriculum will include content, process, classroom environment, teaching models, themes and generalizations. It will reflect elements of depth, complexity, and appropriate pacing. Appropriate pacing includes contingency plans for Gifted and Talented students who master benchmark assessments in their general education.

Resources are provided for curriculum development to enable teachers at all levels to coordinate advance level services in the district. The attainment and maintenance of essential resources to ensure a continuum of learning experiences will follow district guidelines.

Administrators will monitor the development and delivery of curriculum for Gifted and Talented students.

Based on annual evaluations, district and campus improvement plans will include provisions to improve/modify services and instruction to Gifted and Talented students.

PROFESSIONAL DEVELOPMENT

All personnel involved in the planning, development, and delivery of services to Gifted and Talented students will have knowledge to enable them to offer appropriate options and curricula for said students through professional development opportunities.

Fort Stockton ISD will provide professional development for educators on an ongoing basis, utilizing local, regional, and state resources.

Prior to assignment, teachers who provide instruction and services that are a part of the program for gifted students will be provided opportunities to gain a minimum of thirty clock hours of professional development that includes the nature and needs of gifted and talented students, identification and assessment of gifted and talented students, and curriculum and instruction for gifted and talented students. Teachers without the required training who are assigned to provide instruction and services have one semester to obtain the required training. Teachers who provided instruction and services that are a part of the program for gifted students will be provided opportunities to receive a minimum of six additional hours annually of professional development in gifted education as determined by needs assessment results.

Administrators and counselors who have authority for program decisions will be provided opportunities to gain a minimum of six clock hours of professional development that includes the nature and needs of gifted and talented students, program options, service options for gifted and talented students, social emotional learning and the District Gifted and Talented Program.

Professional development activities will include, but not be limited to, topics that include nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, and curriculum and instruction for gifted/talented students.

Professional development records will be kept in a centrally located program file and will consist of copies of certificates of attendance at national, state, regional, and local workshops/conferences, sign-in documents and records of opportunities provided by the District. Submission of records will be the responsibility of the program teacher and will be maintained for the duration of employment in the District.

FAMILY-COMMUNITY INVOLVEMENT

Parents and community representatives will have opportunities to support and participate in services for gifted learners.

Fort Stockton ISD provides special programs for gifted and talented students. The Gifted and Talented Long Range Plan includes written policies on student identification that have been approved by the local Board of Trustees. This information is disseminated to parents through student handbooks and other appropriate means. The Gifted and Talented Committee and campus counselors/designees can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations. A student or parent with questions about this program should contact the principal's office.

Parents will be informed of an array of learning opportunities for the gifted learner, Kindergarten through Grade 12, as well as educational opportunities for the parents themselves based on needs assessments. Campuses conducting general surveys will inform the Gifted and Talented Committee with relevant information so that program services can be modified and/or updated.

When possible, community mentors will be encouraged to work with gifted students on products of professional quality. Presentations of independent studies and/or other products may be shared with community groups and organizations to solicit support for mentorship. Community businesses and organizations may be involved in spotlighting products.

APPENDICES

Action Plans:

- Student Identification
- Program Design
- Curriculum and Instruction
- Professional Development
- Family-Community Involvement

Forms:

- Referral and Identification Calendar
- Parental Permission for Special Identification and Entry
- Parent Notification Letters
- Request for Furlough
- Request for Exit
- Placement Profile
- Principles of a Differentiated Curriculum

STUDENT IDENTIFICATION ACTION PLAN

Student Identification Goal: Instruments and procedures used to assess students for program services measure diverse abilities and intelligences. Students are given opportunities to demonstrate their talents and strengths.

Strategies & Activities	Responsibility	Start Date	Resources	Costs	Expected Outcome	Evaluation
1. Student Referral	Staff, parents, students, community	K-2: By first Week of December 3: Screener 4-12: By mid October	List of Names		Student Referral	Names submitted to counselors/designees, folders of referred students
2. Assessment	Campus Counselor/ Assistant Principal	November, January- March, April, May	Tests: STAAR NNAT3 SAGES-2 Interview (K-2) Parent/Staff Inventory	Tests	Student Identification	Appropriate educational placement
3. Identification/ Placement Procedures	G/T Identification Placement Committee	December/ February	Test Data, Student Profile		Student Identification	Students placed in appropriate educational setting, G/T population reflects District population
4. Exit/Furlough Procedures	Parents, Principal, Counselor/Designee, Teachers	Ongoing	Exit/Furlough Letters		Appropriate furlough or exit of students with personal needs or educational concerns	Appropriate identification of students
5. G/T Committee will collaborate with counselors/designees to ensure compliance for student identification	G/T Committee, Counselors, Assistant Principals	Ongoing	G/T State Plan, District Policy, District Timeline		District Compliance with State Plan	

PROGRAM DESIGN ACTION PLAN

Program Goal: Fort Stockton ISD will develop a flexible system of viable program options that provide a learning continuum and reinforce the strengths, needs, and interests of Gifted and Talented students

Strategies & Activities	Responsibility	Resources	Costs	Expected Outcome	Evaluation
1. Grades 1-5 are scheduled for cluster grouping to allow for flexible grouping patterns & independent activities and/or ability grouping in all core academic areas	Principals	PEIMS Report		G/T students cluster grouped	Student schedules
2. Grades 6-12 are scheduled in classes reflecting area of academic strength to allow for flexible grouping patterns & independent study	Principals, Counselors, G/T Teachers	Teacher Recommendations		G/T students scheduled in classes reflecting areas of academic strength	Student Schedules
3. Parents and students will be informed of accelerated options in Grades 6-12	Administrator, Counselors, Teachers	District Policy	Tests	Parents and students are aware of accelerated options	Student Handbook, Testing Schedule
4. The K-12 Gifted and Talented program will be coordinated at elementary and secondary levels by the G/T Committee whose members have each completed a requisite base of 30 identified hours of G/T training	Gifted & Talented Committee	Region 18/ Responsive Learning		Gifted & Talented Committee	

Strategies & Activities (cont'd)	Responsibility (cont'd)	Resources (cont'd)	Costs (cont'd)	Expected Outcome (cont'd)	Evaluation (cont'd)
5. Counselors/ designees will maintain G/T student documentation and ensure the appropriate transfer of data	Counselors/Designees	Folders		Complete & accurate student folders will be maintained and transferred properly	Folder checklist will be complete
6. Funds will be disseminated for student services as prescribed by law	Business Manager	Budget		Designated funds will be spent on student services	Audit
7. The G/T Committee will annually evaluate program services and the data will be used for program improvement	Gifted and Talented Committee	Surveys		Program data will be collected and disaggregated to evaluate attainment of program goals	Completed surveys, Campus & District Improvement Plans
8. G/T Committee will be comprised of Teachers, and Administrators to ensure compliance for program services on each campus	Gifted and Talented Committee, Administrators	State & District Plans		District compliance with State Plan	Appropriate program services for students

CURRICULUM AND INSTRUCTION ACTION PLAN

Curriculum and Instruction Goal: Curriculum and Instruction will meet the needs of Gifted and Talented students by modifying the depth, complexity, and pacing of the general school program.

Strategies & Activities	Responsibility	Resources	Costs	Expected Outcome	Evaluation
1. The general school program (TEKS) will be modified using depth, complexity, & pacing as described in the Principles of Differentiation	K-12 Teachers, Administrators	Principles of Differentiation		Appropriately challenging curriculum	Lesson plans, Unit Plans, Principal observations
2. Opportunities for acceleration, flexible pacing, and scheduling modifications will be provided	Principals, Counselors, G/T Teachers	Documentation of mastery and/or modifications		Individual needs will be met	Documentation of student mastery and/or modifications, Lesson plans, Student Schedules
3. A continuum of appropriately challenging learning experiences will provide requisite skills and knowledge	Teachers, Principals	Principles of Differentiation, Texas Performance Standards Rubric, K-12 Research Scope & Sequence		Appropriately challenging curriculum	Lesson plans, student work samples
4. Provide learning experiences that lead to the development of advanced level products or performances and which may be targeted to an audience outside the classroom	Teachers, Principals	Principles of Differentiation, Texas Performance Standards Rubric, K-12 Research Scope & Sequence		High quality products	Successful identification, possibly by experts in the field of study
5. Student progress is periodically assessed and is communicated to parents or guardians	Teachers, Principals	Report Cards, Progress Reports, Parent Conferences or Letters		Parent aware of student progress	Signed parent forms and/or copies of evaluations kept in files

Strategies & Activities (cont'd)	Responsibility (cont'd)	Resources (cont'd)	Costs (cont'd)	Expected Outcome (cont'd)	Evaluation (cont'd)
6. Gifted and Talented Committee will stay abreast of current resources for development of appropriate curriculum and instructional strategies	G/T Committee	Information from professional conferences, experts in the field, current G/T publications	G/T travel	Appropriately challenging curriculum and instruction	Copies of resources provided
7. District and Campus Improvement Plans will address needs of gifted and talented students	DEIC, CEIC	Data		Gifted and talented services will be modified as needed	DIP and CIP documents

PROFESSIONAL DEVELOPMENT ACTION PLAN

Professional Development Goal: All personnel involved in the planning, development, and delivery of services to gifted students will have knowledge to enable them to offer appropriate options and delivery of services to gifted students through professional development opportunities.

Strategies & Activities	Responsibility	Resources	Costs	Expected Outcome	Evaluation
1. Within the first school year semester/term, teachers providing services for gifted students will have 30 hours of professional development including nature & needs, assessing student needs, and curriculum & instruction for gifted students	Teachers, Administrators, Region 18, and/or other consultants	Region 18 and/or other consultants; Responsive Learning	Workshop/ Training Fees	Teachers offering services for gifted students will have appropriate training	Records and/or certificates on file
2. Teachers providing instruction for gifted learners will have a minimum of 6 hours annually of professional development in gifted education	Teachers, Administrators, Region 18, and/or other consultants, Conferences	Region 18, and/or other consultants, Conferences; Responsive Learning		Teachers offering instruction to gifted students will have a minimum of 6 hours training in gifted education annually	Records and/or certificates on file
3. Administrators and counselors will have minimum of 6 hours of training in nature and needs of gifted learners	Administrators, counselors, Region 18, other consultant services	Region 18, and/or other consultants, conferences; Responsive Learning		Administrators will have 6 hours training required in nature and needs of gifted learners	Records and/or certificates on file
4. The District will schedule and conduct informational training sessions for G/T teachers and administrators	Central Office	Information from professional meetings, experts in the field, current G/T publications		Teachers providing services for gifted learners will continue to update knowledge and strategies	Meeting agendas and sign-in sheets

FAMILY–COMMUNITY INVOLVEMENT ACTION PLAN

Family–Community Involvement Goal: Parents and community representatives will have opportunities to support and participate in services for Gifted and Talented learners.

Strategies & Activities	Responsibility	Resources	Costs	Expected Outcome	Evaluation
1. Written policies on student identification are approved by the school board and disseminated to parents through an annual meeting	Gifted and Talented Committee, Principals, Teachers	School Board Policy		Parent awareness	Parent Sign-in Sheets
2. Parents will be informed of program options	Gifted and Talented Committee, Principals, Counselors	Gifted and Talented Brochure		Parent awareness	Brochures distributed
3. Gifted and Talented Committee will schedule and conduct annual parent meeting	Gifted and Talented Committee	Gifted and Talented Plan		Parent awareness and involvement	Parent Sign-in Sheets
4. Parents and/or community members may be audiences for any arranged Gifted and Talented products and/or performances	Teachers, Students	Student products and performances		Appropriate audiences	Attendance rosters and judges' evaluations

PROGRAM EVALUATION ACTION PLAN

Program Goal: On an annual basis, FSISD will evaluate effectiveness of program design and student performance. The results will be used to improve the Gifted and Talented Program and will be reflected in the District and Campus Improvement Plans.

Strategies & Activities	Responsibility	Resources	Costs	Expected Outcome	Evaluation
1. Teacher performance inventory	Teachers, Principals, School Board	Inventory Instrument		Advanced or higher level thinking/products	Document evidence of differentiated curriculum
2. Walk-throughs, Observations	Principals	Informal documentation		Adherence to Gifted and Talented standards	Formal documentation
3. Student products and/or performances	Teacher, Principals, School Board	Student work		Student products and/or performances reflect program goals	Student products and/or performances will show evidence of an advanced level of sophistication
4. Gifted and Talented Committee will compile data from all evaluations and report results to administrators	Gifted and Talented Committee	Evaluation data		Modify and update program services	Completed evaluations and reports

GIFTED AND TALENTED REFERRAL AND IDENTIFICATION PROCESS CALENDAR

September:

- ☐ Counselors/designees order identification materials (NNAT, SAGES-2)
- ☐ Gifted and Talented Committee, representing elementary and secondary, hosts a parent awareness session prior to the referral period for an overview of the Gifted and Talented program and services.

September – November:

- ☐ K-2 teachers do jot downs and collect performance/work samples
- ☐ Week 1 in October – Counselors/designees in grades 4-12 obtain parent permission to assess students achieving Masters on STAAR the prior year with NNAT3.

GRADES K-2

First Week in December:

- ☐ Referral period; Referrals can be made by teachers, staff, parents, students, and/or community members

Second and Third Weeks in December:

- ☐ Counselors/designees obtain parent permission to assess
- ☐ Teacher jot downs are completed

January:

- Counselors/designees complete testing, plot scores on profiles, and notify Gifted and Talented Committee of results
- Window for selected Gifted and Talented Committee members to complete interviews of qualifying students

First Two Weeks in February:

- ☐ Window for Identification Committee to review data and decide placement

Third Week in February:

- ☐ Counselors/designees send parent letters to explain results:
 - If a student is identified, parents must give permission to participate. Parents may also deny placement.
 - If student is not identified, parents may appeal the decision

Before March 1st:

- ☐ Services are in place for newly identified students

Grades 3-12

October- December:

- ☐ For Grade 3 students, the counselor/designee administers NNAT3 assessment screener beginning October 15.
- ☐ For Grade 3 qualifying students, the counselor/designee administers SAGES and coordinates interviews by December 5.
- ☐ For Grade 4-12 students, the counselor/designee administers NNAT3 to students achieving Masters on STAAR the prior year, who have not previously been identified, between October 15 and November 15.
- ☐ Teachers of grades 4-12 qualifying students, complete surveys by December 5.
- ☐ Counselors/designees complete testing, plot scores on profiles, and notify the Gifted and Talented Committee of results.
- ☐ Window for selected Gifted and Talented Committee members to complete interviews of qualifying students

December 5th -15th:

- ☐ GT Committee meets to review and identify students meeting criteria in Grades 3-12.
- ☐ Counselors/designees send parent letters to explain results.
 - If a student is identified, parents must give permission to participate. Parents may also deny placement.
 - If a student is not identified, parents may appeal the decision.

Beginning of Second Semester/Term:

- ☐ Services are in place for newly identified students.

**Fort Stockton Independent School District
Gifted and Talented Program**

Parental Permission for Special Assessment and Entry

As the legal parent/guardian of _____, I give my permission for him/her to be assessed as part of the process of being considered for the Gifted and Talented Program. The District defines gifted learners as those individuals possessing superior intelligence, with potential or demonstrated achievement, in several fields of study: Ability to perform complex mental tasks and possessing outstanding imagination, innovative or creative reasoning abilities, ability in problem solving, and/or high attainment in original or creating thinking.

I understand that this information is confidential and can only be shared with professional personnel of the Fort Stockton Independent School District and me.

____ Yes, I give permission for my student to be assessed for possible consideration for the Gifted and Talented Program. I will also allow my student to be placed in the program if identified.

____ No, I do not want my student considered for the Gifted and Talented Program at this time.

If you have any questions, please contact _____ at

(Phone #) at _____
(Campus)

(Parent/Guardian Signature)

(Date Signed)

**Fort Stockton Independent School District
Gifted and Talented Program**

Parental Notification Letter

Dear Parents/Guardians of _____ Date: _____

Your child has been identified as a gifted and talented learner according to State and District guidelines. Your child's placement in the Gifted and Talented Program was based on a profile of data established by the Fort Stockton Independent School District.

We will make every effort to meet your child's needs. If you have questions concerning the Gifted and Talented Program, please contact the counselor/designee at your child's school.

(Counselor/Designee)

(Phone #)

(Campus)

**Fort Stockton Independent School District
Gifted and Talented Program**

Parent Notification Letter

Dear Parents/Guardians of _____ Date: _____

After careful review of all the identification data, your child does not meet the District criteria at this time for the Gifted and Talented Program. The fact that your child was referred indicates that he/she possesses a great deal of ability and talent. Working together, we will continue to develop those abilities.

If you have any questions concerning the Gifted and Talented Program, please contact the counselor/designee at your child's school.

(Counselor/Designee)

(Phone #)

(Campus)

Sincerely,

**Fort Stockton Independent School District
Gifted and Talented Program**

Request for Furlough Form

Date _____

Campus: _____ Grade: _____

I/We request that _____ be furloughed from the Fort Stockton Independent School District's Gifted and Talented Program for the _____ - _____ school year.

I/We understand that a meeting with the parent/guardian, the counselor/designee, the principal, and the Gifted/Talented teacher must be held before a student furloughs from the program.

(Signature of Parent/Guardian)

(Date)

Signatures of Identification/Placement Committee

(Date)

**Fort Stockton Independent School District
Gifted and Talented Program**

Request for Exit Form

Date _____

Campus: _____ Grade: _____

I/We request that _____ be exited from the Fort Stockton Independent School District's Gifted and Talented Program based on comprehensive observations of student performance and evidence of student products.

I/We understand that a meeting with the parent/guardian, the counselor/designee, the principal, and the Gifted/Talented teacher must be held before a student exits from the program.

(Signature of Parent/Guardian)

(Date)

Signatures of Identification/Placement Committee

(Date)

**FORT STOCKTON INDEPENDENT SCHOOL DISTRICT
GIFTED AND TALENTED PLACEMENT PROFILE FOR GRADES K-3**

STUDENT NAME: _____ **STUDENT ID:** _____

GRADE: _____ **BIRTHDAY:** _____ **AGE:** _____

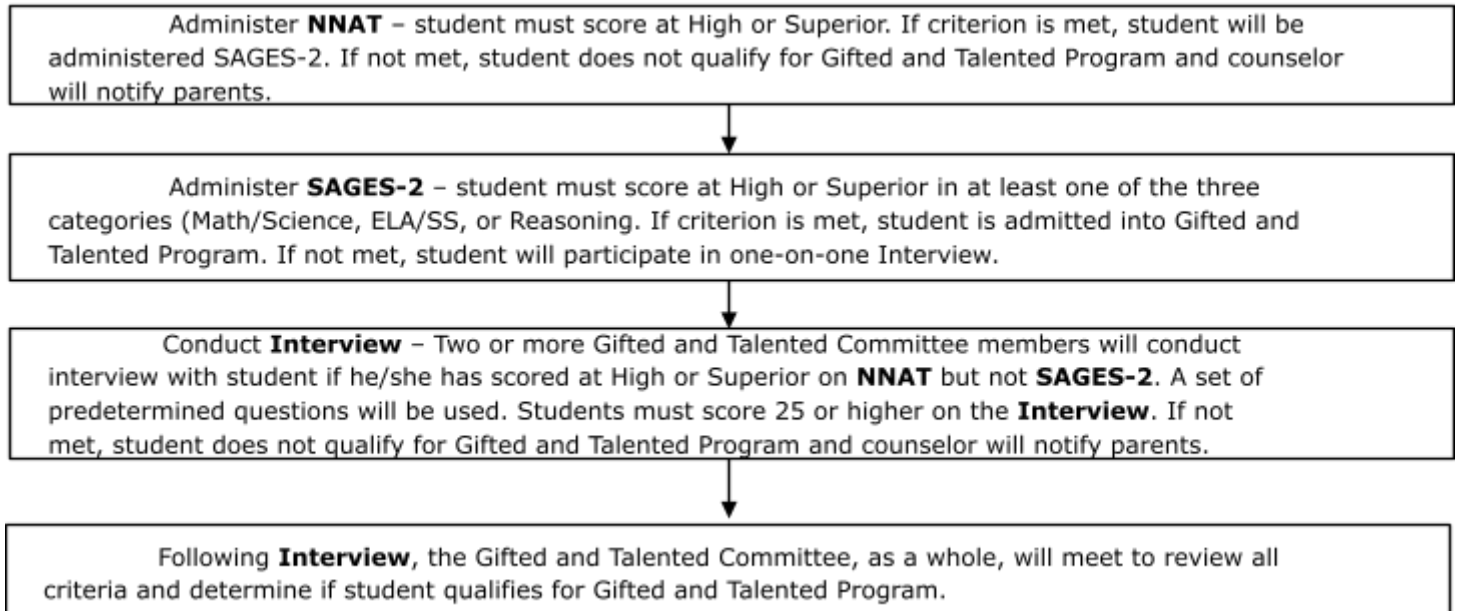
Type of Program: General Intellectual Ability (K-5): _____ Specific Subject (6-12): _____

Enrolled in: _____ Bilingual _____ ESL _____ Migrant _____ Special Ed _____ General Ed

Directions: Plot an individual's scores in the appropriate column. Include actual scores in the Percentile Ranking column.

PERCENTILE RANKING	AVERAGE (or 50–68%ILE)	ABOVE AVERAGE (or 69–79%ILE)	HIGH (or 80–92%ILE)	SUPERIOR (or 93–99%ILE)
NNAT Non-Verbal Ability Index _____ ____ %ile rank _____ ability index				
SAGES-2 (Grades K-8) Math/Science Q %iles ELA/SS Q %iles Reasoning Q %iles				
Interview (score)				

Admissions Protocol Flowchart



Committee Decision: _____ Accepted _____ Did Not Qualify **Date of Meeting:** _____
Committee Members: (3 Signatures)

**FORT STOCKTON INDEPENDENT SCHOOL DISTRICT
GIFTED AND TALENTED PLACEMENT PROFILE FOR GRADES 4-12**

STUDENT NAME: _____ **STUDENT ID:** _____

GRADE: _____ **BIRTHDAY:** _____ **AGE:** _____

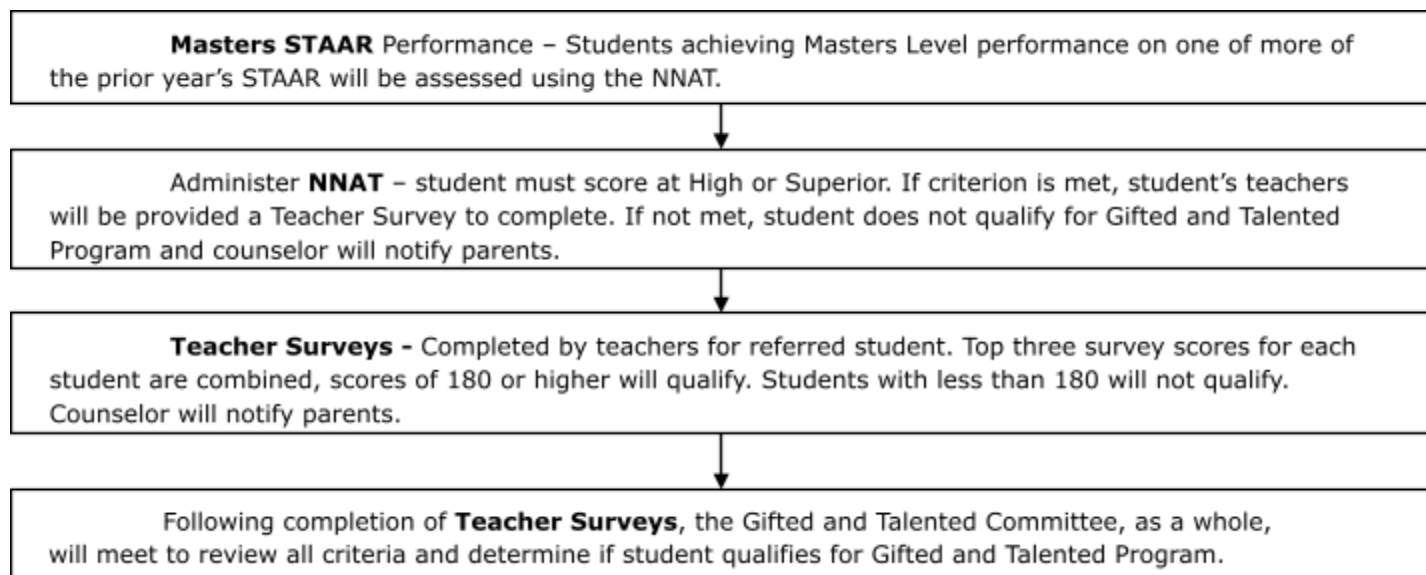
Type of Program: General Intellectual Ability (K-5): _____ Specific Subject (6-12): _____

Enrolled in: _____ Bilingual _____ ESL _____ Migrant _____ Special Ed _____ General Ed

Directions: Plot an individual's scores in the appropriate column. Include actual scores in the Percentile Ranking column.

Masters STAAR Performance	Math/Algebra I	Reading / ENG I/ ENG II	Science/ Biology	Social Studies/ US History
PERCENTILE RANKING	AVERAGE (or 50-68%ILE)	ABOVE AVERAG E (or 69-79%ILE)	HIGH (or 80-92%ILE)	SUPERIOR (or 93-99%ILE)
NNAT Non-Verbal Ability Index ____%ile rank _____ability index				
Teacher Surveys (3 surveys scores combined)				

Admissions Protocol Flowchart



Committee Decision: _____ Accepted _____ Did Not Qualify **Date of Meeting:** _____

Committee Members: (3 Signatures)

PRINCIPLES OF A DIFFERENTIATED CURRICULUM FOR THE GIFTED AND TALENTED

CONTENT	☐ Present content that is related to broad-based issues, themes, or problems ☐ Integrate multiple disciplines into the area of study ☐ Present comprehensive, related, and mutually reinforcing experiences within an area of study ☐ Allow for in-depth learning of a self-selected topic within the area of study
PROCESS	☐ Develop independent or self-directed study skills ☐ Develop productive, complex, abstract, and/or higher-level thinking skills ☐ Focus on open-ended tasks ☐ Develop research skills and methods ☐ Integrate basic skills and higher-level thinking skills into the curriculum
PRODUCT	☐ Encourage the development of products that challenge existing ideas and produce "new" ideas ☐ Encourage the development of products that use new techniques, materials, and forms
AFFECT	☐ Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between one's self and others ☐ Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced, and/or standardized instruments

Source: *National/State Leadership Training Institute on the Gifted and Talented*, developed by the Curriculum Council (James J. Gallagher, Sandra N. Kaplan, A. Harry Passow, Joseph S. Renzulli, Irving S. Sato, Dorothy Sisk, Janice Wickless)