

2022-2023 GIFTED AND TALENTED SERVICES PLAN



- Dr. Lilia Nanez
Associate Superintendent of Curriculum and Instruction
- Jaime Miller
Executive Director of Curriculum and Instruction
- Dr. Kristen Vesely
Director of Advanced Academic Services



INFORMATION DRIVING GIFTED AND TALENTED SERVICE DESIGN

2022-2023

Advisory Committee



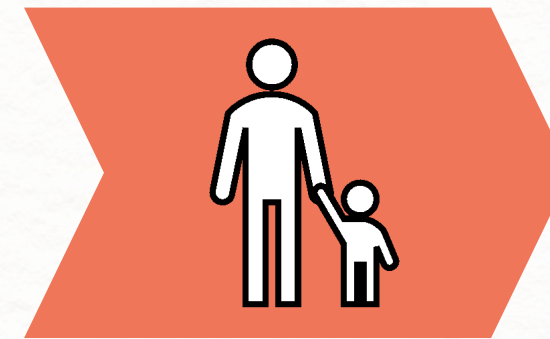
Principals,
Counselors, Parents,
Teachers, Gifted and
Talented teachers,
Administrators

State Services Survey



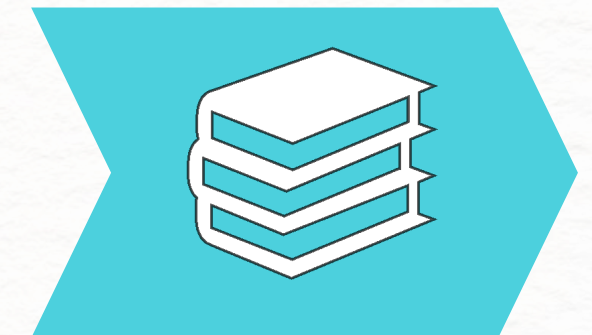
Survey of
districts around
the state
detailing services
in their district.

Parent Survey

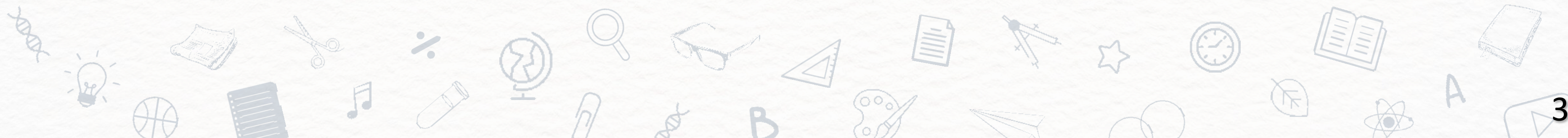


Evaluation via Google
Forms sent to parents
of High School, Middle
School, and Elementary
students.

Teacher Survey



Evaluation via Google
Forms sent to High
School, Middle School,
and Elementary
teachers.



ADVISORY COMMITTEE



Anthony Garcia

Secondary
Principal

Haley Olsen

Secondary
Counselor

Maria Costilla

Elementary
Cluster Teacher

Amy Russell

Elementary
Principal

Jaime Miller

Executive
Director of
Curriculum and
Instruction

Claudia Richards

Elementary
Gifted and
Talented
Program Teacher

**Angela Love-
Jackson**

Secondary Gifted
and Talented
Cluster Teacher

Luisana Mauricio Brandy Castillo

Elementary
Gifted and
Talented Parent

Secondary
Gifted and
Talented Parent



ADVISORY COMMITTEE FEEDBACK

High School parents are not a part of the Gifted and Talented process.

Not all Gifted and Talented services can be provided by classroom or cluster teacher.

Need better understanding of Gifted and Talented status for those students identified and opportunities for growth.

Ensure all teachers receive Gifted and Talented orientation and understand the program.

Support Principals, Counselors, and Teachers in understanding Gifted and Talented requirements and implementing services.

We need clearer and more frequent communication with parents and the community.

Implement plan with fidelity at all levels. Hold campuses accountable.

More Gifted and Talented specific opportunities at secondary.

Every Gifted and Talented student given access to a Schoology class monitored by district.

Provide interventions before exiting students.



STATE SERVICES SURVEY

	Kinder	First	Second	Third	Fourth	Fifth	Notes
Northwest ISD	1 hour	2 hours	2 hours	2 hours	2 hours	2 hours	
Prosper ISD	1 hour	1.5 hours	1.5 hours	1.5 hours	1.5 hours	1.5 hours	Specialist (8-15% identified at each campus)
Uvalde CISD	50 minutes	50 minutes	50 minutes	50 minutes	50 minutes	50 minutes	Services – not working
Santa Fe ISD	90 minutes	90 minutes	90 minutes	90 minutes	90 minutes	90 minutes	
Bridgeport ISD	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	
Katy ISD	1 hour	Full-day	Full-day	Full-day	Full-day	Full-day	Specialist at each campus to sustain this
Red Oak ISD	Push-in	Various	Various	Various	Various	Various	Bring time, campus-based specialist
Medina Valley ISD	Push-in	Inclusion	Inclusion	Inclusion	Inclusion	Inclusion	
Friendswood ISD	135 Min	135 Min	135 Min	135 Min	135 Min	135 Min	Day, campus-based specialists
Frisco ISD	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour	
Ft. Worth ISD	1.5-2 hours	1.5-2 hours	1.5-2 hours	1.5-2 hours	1.5-2 hours	1.5-2 hours	
Socorro ISD							– 30 -60 minutes/week
Round Rock ISD	90 minutes	90 minutes	90 minutes	90 minutes	90 minutes	90 minutes	
Ysleta ISD	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	

25 districts surveyed

24 districts provide services through inclusion and partial-day pull-outs.

Average pull-out time is 100 minutes per week.



TEACHER EVALUATION SURVEY

	Elementary			Middle School			High School		
	Yes	No	I don't know	Yes	No	I don't know	Yes	No	I don't know
I know how to select and place Gifted and Talented students.	Teachers at all levels need more opportunity to work with certified Gifted and Talented staff.			Teachers at all levels understand the importance of differentiating instruction for Gifted and Talented students.					
I have had a conference with Gifted and Talented staff.									
I know how identified students are enriched and challenged.									
More information is needed about recognizing and meeting the needs of gifted students.	53.16	39.24	7.59	77.27	13.64	9.09	70.37	14.81	14.81
I understand the importance of differentiation in the regular classroom to meet the needs of gifted students.	Teachers at all levels need more information on recognizing and meeting the needs of gifted students.						96.30	3.7	0
Information on gifted services is made available to all parents.							7.41	29.63	62.96
Gifted services blend in with the overall mission of our campus.	75.95	11.39	12.66	81.82	4.55	13.64	70.37	11.11	18.52

PARENT EVALUATION SURVEY

	Elementary			Middle School			High School		
	Gifted students are given opportunities to work with other gifted students.			Parents do not see that gifted students are provided learning experiences that are different from other students' experiences.					
I have been informed about the Gifted program?			Don't know						Don't know
Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas?	60.67	10.67	28.65	68.18	9.09	22.73	72.41	10.34	17.24
Do Gifted and Talented students have the opportunity to work with other gifted students?	90.45	Parents at all levels would like to attend parent meetings to learn more about giftedness.					86.21	6.9	6.9
Do teachers provide assignments based on Gifted and Talented students' learning needs that are <u>different from what the other students are learning?</u>	46.07						44.83	17.24	37.93
Are parents included in the annual gifted program evaluation?	43.82	20.22	35.96	36.36	27.27	36.36	27.59	37.93	34.48
I would like to attend parent meetings to learn more about giftedness.	84.83	7.87	7.30	59.09	18.18	22.73	58.62	17.24	24.14

FIDELITY OF SERVICES

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- Advanced Academic Services staff meets weekly in Professional Learning Communities/Trainings to build alignment across all grade-levels.
- Stipends for classroom and cluster teachers to join trainings.
- The School Board will review and approve the annual service plan to ensure program accountability based on the Texas State Plan for the Education of Gifted and Talented Students.



STUDENT ASSESSMENT IDENTIFICATION

IDENTIFICATION

- Community Nominations

Total To Test	2020-2021 (2 Rounds)	2021-2022
Elementary	1,093	1,374
Middle School	22	175
High School	2	45
Total	1,117	1,594

- Universal Screening for Kindergarten, Third, and Fifth
- Ensure Equity and Access for All Students

Grade	Number of Nominees	Number of Teacher Applications	Total Number
Kindergarten	14	385	399
1st	17	205	222
2nd	24	157	181
3rd	29	163	192
4th	51	165	216
5th	18	134	152
6th	6	64	70
7th	3	51	54
8th	9	54	63
9th	8	8	16
10th	6	6	12
11th	10	7	17

SERVICE DESIGN

GIFTED AND TALENTED SERVICER ROLES

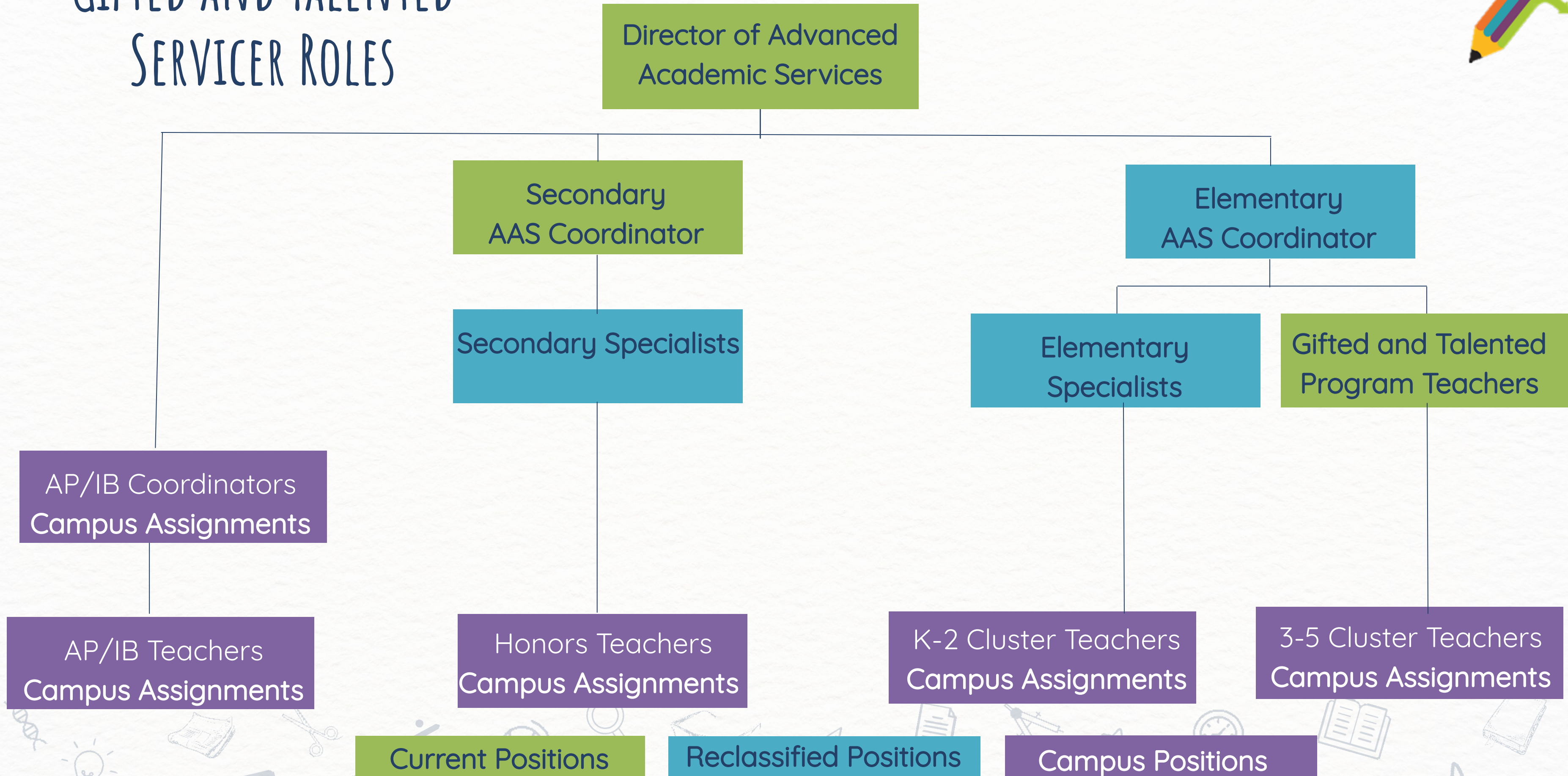
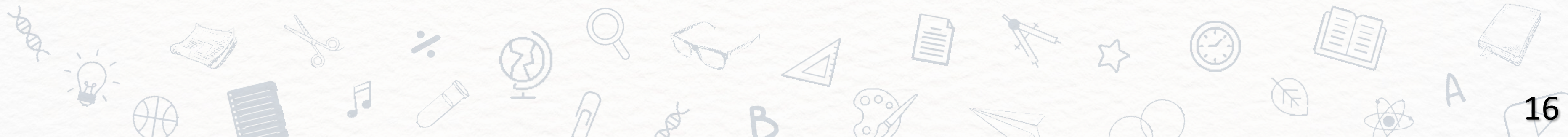


CHART OF SERVICES

Kindergarten, First, & Second	Third, Fourth, & Fifth	Middle School	High School
Inclusion	Pull-Out	Honors Classes	Honors, AP, Choice - IB, & CTE Classes
Other Services: Camp SIP Campus and City Chess Tournaments		Other Services: Camp SIP	



CURRICULUM & INSTRUCTION

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- Improving curriculum to ensure an array of appropriately challenging learning experiences for Gifted and Talented students
- Inclusion lessons written in collaboration with the Social Studies Curriculum and Instruction Team
- High quality innovative programs and resources to enrich and enhance student learning



PROFESSIONAL LEARNING

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Gifted and Talented Program Teachers and Specialists

- Weekly Professional Learning Community
- Texas Association for the Gifted and Talented On-Demand

Cluster & Classroom Teachers

- After the Bells
- New Teacher Orientation
- Texas Association for the Gifted and Talented On-Demand

Administrators

- Principal training sessions
- Texas Association for the Gifted and Talented On-Demand

Counselors

- Lunch and Learn
- Texas Association for the Gifted and Talented On-Demand

FAMILY AND COMMUNITY INVOLVEMENT

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- Advisory Committee
- Campus-Based Parent Meetings
- Parent Evaluation Survey
- Parent Newsletters
- Gifted and Talented Showcase
- Community Collaboration to bring authentic experiences to gifted students





THANK YOU!

Questions?