



**THE DISTRICT**  
YSLETA INDEPENDENT SCHOOL DISTRICT

**GIFTED AND TALENTED PLAN  
2018-2021**

**YSLETA INDEPENDENT SCHOOL DISTRICT**  
**Department of Advanced Academics**  
**District plan for the Education of Gifted/Talented Students 2018-2021**

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## Ysleta ISD Board of Trustees



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The Ysleta Board of Trustees is a member of the Far West Texas School Boards Association and actively participates in this local group, which is associated with the Region19 Education Service Center. This network of local trustees works together to identify local school district concerns. It keeps members informed of those concerns, promotes the exchange of information and ideas to address problems in providing a quality education to local students. The Far West Texas School Board meets annually with state legislators and state school board members to receive information and share educational concerns.

### YISD Vision Statement

All students who enroll in our schools will graduate from high school, fluent in two or more languages, prepared and inspired to continue their education in a four year college, university or institution of higher education so that they become successful citizens in their community.

## Revision Committee Members

- Dolores Acosta – Principal, Lancaster ES
- Amanda Bellard – GT Coordinator, Scottsdale ES
- Judy Calderon – Principal, Vista Hills ES
- Rebecca Calderon – GT Coordinator, Lancaster ES
- Maria Cloud – GT Coordinator, Marion Manor ES
- Ana Delgado - Parent
- Norma Osuna – Principal, Ysleta ES
- Veronica Estrada – Assistant Principal, Riverside HS
- Israel Favela – Advanced Academics Instructional Specialist
- Diane Flores – Director of Elementary Schools
- Jonathon Flores – Assistant Principal, Glen Cove ES
- Jennifer Garcia – Assistant Principal, Camino Real MS
- Juan Guzman – Principal, Tierra Del Sol ES
- Shay Hulbert – GT Coordinator, Eastwood MS
- Heather Karns – Principal, Mesa Vista ES
- Michelle Kehrwald – Director of Advanced Academics
- Barbie Leggett – Elementary Instructional Specialist
- Cynthia Lozano – Elementary Instructional Specialist
- Lorraine Martinez – Principal, Dolphin Terrace ES
- Irene Medlin – Principal, Ramona ES
- Brenda Mendoza - Parent
- Raul Mendoza – Principal, Eastwood Heights ES
- Roberto Robledo – Assistant Principal, Bel Air HS
- Judith Solis – Elementary Instructional Specialist
- Monica Solis - Parent

# PHILOSOPHY

If we desire to educate each child to reach his/her potential, we must provide a program that will challenge our most capable students. The Ysleta Independent School District is committed to serving the unique needs of intellectually gifted students from diverse cultural and ethnic backgrounds through an array of qualitatively different learning opportunities. Identified gifted and talented students receive differentiated instruction in English, mathematics, science, and social studies at all elementary, middle and high school campuses. These differentiated and challenging learning experiences that foster higher level thinking skills, concepts and generalization in depth and complexity, creative problem solving, reasoning abilities, and the acceleration of flexible pacing of content. Identified students will demonstrate the ability to interpret and evaluate information; use the process of inquiry to solve problems and abstract concepts. Students function in a total learning environment, make choices based on data collection and interpretation, self-knowledge of needs and interests, assume responsibility for choices and decisions, and work effectively with others to solve problems

## **Objective 1: Student Assessment**

Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities.

## **Objective 2: Service Design**

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.

## **Objective 3: Curriculum and Instruction**

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.

## **Objective 4: Professional Development**

All personnel involved in the planning, creation, and delivery of services to Gifted and Talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.

## **Objective 5: Family and Community Involvement**

The district involves family and community members in services designed for gifted/talented students throughout the school year.

## Objective 1 - Student Assessment

Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities. Assessment procedures are reviewed and approved by the YISD Board of Trustees.

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1.1.1: Board-approved policies are reviewed at least once every three years and modified as needed.

1.1.2: An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the nomination/referral period.

1.1.3: All family meetings are offered in a language families can understand or a translator or interpreter is provided.

Activities/Strategies	Person(s) Responsible	Timeline	Resources	Implementation Evidence
District Plan and Assessment Matrix presented to Board	GT District Personnel	Summer	Gifted and Talented State Plan, District Plan	Board Agenda and Minutes
Nomination and identification procedures will be shared with all teachers and staff members	GT Campus Coordinators, GT District Personnel	Twice a year, once in Fall, once in Spring	Gifted and Talented State Plan, District Plan	Gt Identification Process, Identification and Assessment Trainings, Flyers, Handouts, Agendas
PTA/PTO Meetings, Parent Nights, Open Houses, etc. will address nomination and assessment procedures	GT Campus Coordinators, GT District Personnel	Twice a year, once in Fall, once in Spring	District Plan, State Plan, Gifted and Talented State Funds	PTA/PTO Meeting, Parent Nights, Open Houses to Address Nomination Procedures, Flyers,

				Agendas, PEIMS records
Parent Advocacy Meetings will address definitions, assessment procedures, results and questions regarding assessment. Meetings will be offered in the language families can understand	GT District Personnel	Fall District GT Parent Night	District Plan, State Plan, Gifted and Talented State Funds	Parent Sign-in Sheets, Flyers, Handouts And Agendas

1.2.1: Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best-practice recommendations.

1.2.2: When gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.

1.2.3: Policy is adopted allowing student furlough the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited.

1.2.4: Policy related to reassessment of 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.

1.2.5: Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.

1.2.6: Policy related to appeals allows parents, students, and educators to appeal assessment decisions in a timely manner and to present new data, if appropriate.

Activities/Strategies	Person(s) Responsible	Timeline	Resources	Implementation Evidence May Include:
Out of district transfer students will be provided services within 3 weeks of enrollment in YISD based upon documentation provided by the sending campus or district.	GT Campus Coordinators, Campus Registrars	Throughout the academic school year	Eligibility documents from sending school. District Plan	YISD Permission to Participate form signed by parent. All eligibility documents placed in a red folder inside student Cumulative Folder. Student schedule, PEIMS reports
In-district transfer students will be provided services upon entry to the new campus	GT Campus Coordinators, Campus Registrars	Throughout the academic school year	Eligibility documents from sending school. District Plan	All eligibility documents placed in a red folder inside student Cumulative Folder. Student schedule, PEIMS reports
Provisions for furlough of students from the GT program are made available	GT Campus Coordinators, GT District Personnel	Throughout the academic school year as needed	GT State Plan, District Plan, Furlough form	Instruments provided to all campus coordinators regarding furlough of student, record /agenda of parent meeting, parent-signed furlough form in red folder
Prior to entering middle school and prior to entering high school, GT students will be evaluated through a survey to determine areas of strength. This information will be provided to the receiving school's GT Coordinator and Counselor in order to assist in placement that best reflects the strengths and interests of the student	GT Campus Coordinators, Counselors, GT District Personnel	End of academic school year, prior to leaving elementary school and prior to leaving middle school	District Plan, District-developed survey	Survey results included in red GT folder. File transfers no later than June 30. File transfer documentation form.
Provisions for exiting of students from the GT program are made available	GT Campus Coordinators, GT District Personnel	Throughout the academic school year as needed	GT State Plan, District Plan, District Handbook, District Exit form	Instruments provided to all campus coordinators regarding exiting of student, record/agenda of Campus GT



				Committee meeting, individual parent meeting, parent-signed exit form, PEIMS reports, Removal of red folder from student Cumulative folder (all GT records stapled together and remain in CUM folder)
A parent may appeal a Campus GT Committee decision by requesting a meeting with the campus principal within ten days of receiving eligibility form	GT Campus Coordinators, Principal	As needed	GT District Plan, Student testing results, District GT Appeal form	Record/agenda of Campus GT Committee meeting, individual parent meeting, parent-signed appeal form, record of meeting with principal, PEIMS records
SharePoint site will be developed for campuses to upload student information (strengths, furloughs, exits...) for receiving schools	GT District Personnel, GT Campus Coordinators, Counselors	Ongoing throughout the school year	GT District Plan, Handbook, Forms	SharePoint folders

1.3.1: The identification process for gifted/talented services is ongoing, and assessment of students occurs at any time the need arises.

1.4.1: Students in grades K-12 are assessed and served in all areas of giftedness included in TEC §29.121.

1.5.1: Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.

1.5.2: All kindergarten students are automatically considered for gifted/talented and other advanced level services.

1.5.3: At the kindergarten level, as many criteria as possible, and at least three, are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.

1.5.4: In grades 1-12, qualitative and quantitative data are collected through three or more measures and used to determine whether or not a student needs gifted/talented services.

1.5.5: If services are available in leadership, artistic areas, and creativity, a minimum of three criteria are used for assessment.

Activities/Strategies	Person(s) Responsible	Timeline	Resources	Implementation Evidence May Include:
Nomination/Identification procedures will be shared with all teachers and staff members	GT Campus Coordinators, GT District Personnel	Fall/Spring	Gifted and Talented State Plan, District Plan	Sign-in Sheets, Flyers Handouts, Agendas, KOI, Slocumb-Payne Teacher Perception Inventory and Online Announcements
Testing calendar with dates/deadlines of the GT identification process will be provided to all GT Coordinators.	GT District Personnel	Fall	District GT Plan	Meeting agenda, minutes, sign-in sheets, calendar on GT web page
Referral documents for parents will be available in English and Spanish	GT District Personnel, GT Campus Coordinators	Fall/Spring	Gifted and Talented State Plan, District Plan	Permission to Gather Information/Test signed by parents
Kinder teachers will be trained in use of Kingore Observation Inventory for identification of Kinder students	GT Campus Coordinator, GT District Personnel	Ongoing throughout the academic school year	Gifted and Talented State Plan, District Plan	Sign in Sheets, Training Documents, Kingore Observation Inventory.
Campus GT Committee evaluates all testing data to determine whether or not a student is placed in the program for services. Parents are provided with eligibility letters as to the status of the student's placement	GT Campus Coordinator, Campus GT Committee	Fall/Spring	Gifted and Talented State Plan, District Plan, Testing Matrix	Record/agenda of Campus GT Committee meetings, eligibility forms with parent signatures, PEIMS records
All kindergarten students are automatically screened for advanced level services	GT Campus Coordinators, Kindergarten teachers	Ongoing throughout first semester of school year	Kingore Observation Inventory	KOI documentation

Assessment instruments will measure abilities in student's language of instruction to include measure of creativity, abstract skills and academic areas of strength	GT Campus Coordinators, GT District Personnel	Fall/Spring	Torrance Test of Creativity (non-verbal), Naglieri 2 Exam, (nonverbal), Iowa Test of Basic Skills or Aprenda (Spanish)	Torrance Test of Creativity (non-verbal), Naglieri 2 Exam, (nonverbal), Iowa Test of Basic Skills or Aprenda (Spanish) documentation, PEIMS records
Subjective data that displays student performance or potential as being beyond other students of similar age and ability will be included as part of the Qualifying Matrix	GT Campus Coordinators, GT District Personnel	Fall/Spring	Gifted and Talented State Plan, District Plan, District-created rubric for evaluating subjective data	Student Work Samples/Portfolio, Interview, Questionnaires, PEIMS records
Opportunities to explore and develop areas of strength and interest in leadership, arts, and creativity may include participation in student council, campus/community leadership opportunities, participation in fine arts activities	GT Campus Coordinators, Counselors	Ongoing throughout the academic school year	Campus sponsors, College Board, Teachers	Clubs, organizations, Pre-AP/AP courses, specialty courses, competitions documentation, student schedules

1.6.1: The population of the total district is reflected in the population of the gifted/talented services program or has been for two of the past three years.

1.7.1: The selection committee is formed of a majority of members who have completed thirty hours of training and are current with the six-hour training update as required by TAC §89.2(2).

1.7.2: Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement.

Activities/Strategies	Person(s) Responsible	Timeline	Resources	Implementation Evidence May Include:
The population of the Gifted and Talented program strongly reflects the population of the campus and district	GT Campus Coordinator, Campus teachers, GT District Personnel	Ongoing throughout the academic school year	PEIMS records, Student Information System	Nomination Forms, GT Committee Recommendations, PEIMS records
Each campus will have an established GT committee made up of members who have the required thirty hours of GT training	GT Campus Coordinator, Campus teachers, GT District Personnel	Ongoing throughout the academic school year	GT State Plan, District Plan	GT Campus Plan, Campus Improvement Plan, Meeting Agendas and Sign-In sheets
Campus GT Committee will consist of at least: GT campus coordinator, campus principal or assistant principal, counselor, and a classroom teacher	GT Campus Coordinator, Campus administrators, Campus counselor, Campus teachers	Ongoing throughout the academic school year	GT State Plan, District Plan	GT Campus Plan, Meeting Agendas and Sign-In Sheets
Subjective data that displays student performance or potential as being beyond other students of similar age and ability will be included as part of the Qualifying Matrix	GT Campus Coordinators, GT District Personnel	Fall/Spring	Gifted and Talented State Plan, District Plan, Matrix	Student Work Samples/ Portfolio, Interview, Questionnaires, PEIMS records

## Objective 2 - Service Design

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.

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2.1.1: Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options.

2.1.2: Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.

2.2.1: Flexible grouping patterns and independent investigations are employed in the four foundation curricular areas.

2.3.1: Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (Compliance level). Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day (Recommended level).

2.4.1: Flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills.

Activities/Strategies	Person(s) Responsible	Timeline	Resources	Implementation Evidence May Include:
<p>Identified GT students shall be provided gifted and talented services such as:</p> <ul style="list-style-type: none"> <li>• Differentiation in foundation courses</li> <li>• Pre-AP/AP courses</li> <li>• Advanced courses</li> <li>• Pull-outs during the school day</li> <li>• Participation in academic competitions</li> </ul>	GT Campus Coordinator, Campus teachers, GT District Personnel	Ongoing throughout the academic school year	College Board, text resources, web resources, Texas Performance Standards	Lesson Plans, Activities, Products, Performances
<p>Gifted and Talented students will have opportunities to explore areas of interest, such as:</p> <ul style="list-style-type: none"> <li>• Fine Arts</li> <li>• Robotics</li> <li>• STEM/STEAM activities</li> <li>• Journalism/Media</li> </ul>	GT Campus Coordinator, Campus Teachers, Campus Administrators	Ongoing throughout the academic school year	Text resources, web resources	Lesson Plans, Activities, Products, Performances. Agendas from meetings documenting that teachers and administrators have been provided resource information.
Teachers will provide differentiation in the foundation courses for GT students	GT District Personnel, GT Campus administrators, GT Campus Coordinators, GT trained teachers	Throughout the academic school year	Professional Development, Gifted and Talented State Funds	Lesson Plans, Campus GT Program Design, PD Agendas/sign-in sheets

Campuses will develop, implement, evaluate and revise individual GT Campus Program Design	GT Campus Administrator, GT Campus Committee, GT District Personnel	Throughout the academic school year	GT State Plan, District Plan, Parent/student surveys	Fall - Submit Program Design to GT District Personnel
District and campuses will provide information regarding special learning opportunities (contests, academic competitions, enrichment activities, community programs, volunteer opportunities, etc.) to students, parents and community	GT Campus Administrator, GT Campus Coordinator, GT District Personnel	Throughout the academic school year	Teachers, sponsors, organizations	Calendar of Events, Flyers, Invitations, Posters
Each campus responds to the individual academic needs of the GT students. Teachers differentiate lessons. When appropriate, students are placed in upper-level courses	GT Campus Administrator, GT Campus Coordinator, Counselor	Throughout the academic school year	GT State Plan, District Plan, Student testing results, Gifted and Talented State Funds	Lesson plans, student schedules, Campus Showcases, Engage Me Showcase, student surveys
Counselors shall provide sessions for GT students to assist in skills such as: <ul style="list-style-type: none"> <li>Understanding their giftedness</li> <li>Interacting with peers</li> <li>Coping with giftedness</li> </ul>	Counselors	Ongoing throughout the academic school year	GT District Personnel, Region 19, TEA, text and web resources, Grit Book study	Session presentations/information, log of sessions/interactions with GT students

<ul style="list-style-type: none"> <li>• Appropriate interactions with teachers and adults</li> <li>• Self-advocacy</li> <li>• Social/Emotional needs of gifted students</li> </ul>				
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2.4.2: Local board policies are developed that enable students to participate in dual/concurrent enrollment, correspondence courses, distance learning opportunities, accelerated summer programs, and/or the Distinguished Level of Achievement Program.

2.5.1: Local funding for gifted/talented education programs is used to supplement the state funding. Additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.

2.6.1: Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement.

2.6.2: Long-range evaluation of services is based on evidence obtained through gifted/talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP)

2.6.3: 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 which meets regularly for that purpose.

2.7.1R/E: A person who has thirty hours of professional development in gifted/talented education or a person with a gifted/talented endorsement, supplementary certification, or advanced degree in gifted/talented education are assigned to coordinate the district's K-12 gifted/talented education services.



Activities/Strategies	Person(s) Responsible	Timeline	Resources	Implementation Evidence May Include:
All Campus Educational Improvement Committees are informed of state guidelines for serving gifted students. Services for gifted students are included in campus plans	CEIC, GT Campus Committee, Campus Administration, GT Campus Coordinator	Throughout the academic school year	GT State Plan, District Plan	CEIC Meeting Agenda and Minutes, Campus GT Plan
Campus personnel will ensure that the scheduling of GT students follows the Texas State Plan for Gifted and Talented Students	Campus Administration, PEIMS Clerk, GT Campus Coordinator	Throughout the academic school year	GT State Plan, District Plan, Campus Plan	Class Schedules and Rosters, PEIMS Report
High Schools will offer students program options that may include: Advanced Placement (AP), Dual Credit, Dual Enrollment, Magnet Programs, differentiated curriculum and independent study options	GT Campus Coordinator, AP Teachers, Dual Credit/Dual Enrollment Teachers, and other GT Trained Teachers, Campus Administrators	Throughout the academic school year	GT State Plan, District Plan, Campus GT Plan, Gifted and Talented State Funds	Course Catalog, Lesson Plans, AP Exams, End-of-Course Exams, Dual Credit/Dual Enrollment schedules, GT Showcase, Texas Performance Standards Projects, Student-developed projects

Middle Schools will offer student program options which may include: Pullout, inclusion and Pre-AP courses	GT Campus Coordinator, Pre-AP Teachers, other GT Trained Teachers, Campus Administrators, Registrar	Throughout the academic school year	GT State Plan, District Plan, Campus GT Plan, Gifted and Talented State Funds	Lesson Plans, Master Schedule, End-of-Course Exams, GT Showcase, Performance Standards Projects
Elementary Schools will offer student program options that may include: Pullout, Inclusion, or before/after school opportunities	GT Campus Coordinator, GT Trained Teachers, Campus Administrators, Registrar	Throughout the academic school year	GT State Plan, District Plan, Campus GT Plan, Gifted and Talented State Funds	Campus Program Design, Lesson Plans, Texas Performance Standard Projects or Other Projects, GT Showcase
Enrichment opportunities will be available during the academic school year	Campus Administrators, GT Trained Teachers	Throughout the academic school year	Gifted and Talented State Funds	GT Showcase, competitions
TAGT Insights Scholarships and other outside learning opportunities such as Destination Imagination, UIL, Team Quest, Academic Decathlon will be shared with parents for student participation	Campus Administration, Campus GT Coordinator, GT District Personnel	Throughout the academic school year	Gifted and Talented State Funds	Participation in Outside Learning Opportunities Such as Team Quest, UIL, Destination Imagination, Academic Decathlon, TAGT Scholarships, GT Showcase

Campuses will submit individual campus plans designed to meet the needs of identified gifted students	Campus Administrators, GT Campus Coordinator, GT Campus Committee	Within one month from the beginning of the academic school year.	GT State Plan, District Plan, Campus GT Plan	Campus Plan, Campus Showcases, District GT Showcase, GT Campus Report, End of Year Campus Evaluation
Campuses will submit an end of year report to review effectiveness and implementation of year's GT program	GT Campus Coordinators	End of May each year	GT State Plan, District Plan, Campus GT Plan	Number of Students Tested, Variety of Projects Completed, Competition results, Master Schedule, PEIMS records
Services and materials for GT program are supplemented by campus local funds, district High School Allotment funds, local business donations	Campus administration, district GT personnel	Throughout the academic school year	Budget guidelines	Campus/district budget reports, Purchase Orders
District GT Committee reviews and evaluates Campus and District GT Plans. Recommendations are discussed and presented to the Board for approval	District GT personnel, District GT committee	One meeting per academic quarter and one in the summer	GT State Plan, District Plan, Campus GT Plan	Agendas, minutes, sign-in sheets, Board agenda and minutes
District-level personnel who coordinate and manage the GT program have GT endorsement and/or thirty hours of required GT training	District GT personnel	Yearly	GT State Plan, District Plan, Professional Development	Endorsement/PD records

## Objective 3 - Curriculum and Instruction

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

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- 3.1.1R/E: An array of appropriately challenging learning experiences in each of the four foundation curriculum areas is provided for gifted/talented students in grades K-12, and parents are informed of the opportunities.
- 3.1.2: A comprehensive manual or program guide is provided describing all programs and services for gifted/talented students in grades K-12
- 3.1.3: Opportunities are provided for career and leadership assessment and training in areas of student strength.
- 3.2.1: Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.
- 3.3.1R/E: Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities. Scheduling modifications are implemented in order to meet the needs of individual students.
- 3.4.1C: Provisions to improve services to gifted/talented students are included in district and campus improvement plans.
- 3.4.2R: Resources and release time for staff are provided for curriculum development for gifted/talented services.
- 3.4.3: 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.
- 3.5.1: Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.
- 3.6.1: Student progress/performance in response to gifted/talented services is periodically assessed and results are communicated to parents or guardians.

Activities/Strategies	Person(s) Responsible	Timeline	Resources	Implementation Evidence May Include:
Curriculum will be modified to incorporate differentiated instructional strategies to meet unique student needs	Teachers, GT District Personnel	Ongoing	Text resources, websites, Region 19, TEA, GT Instructional Strategy List	Lesson Plans, Student Grades, Progress Reports and Report Cards, Walk-through documentation
Use instructional techniques highlighting multiple-intelligence approaches in developing individual and group projects	Teachers, GT District Personnel	Ongoing	Text resources, websites, Region 19, TEA, TPSP	Lesson Plans, Student Grades, Progress Reports and Report Cards, Walk-through documentation
Promote the development of products that show creative and artistic approaches	Teachers GT District Personnel Campus Administrators	Ongoing	Text resources, websites, Region 19, TEA, TPSP	Student Work; Projects, GT Showcase
Promote school and community activities that allow individuals to show leadership skills.	Teachers, Campus Administrator, Counselors, GT District Personnel	Ongoing	Campus GT Plan	Student Participation in Leadership Activities and Competitions
Schedule field trips and guest speakers to promote depth and complexity	Teachers, Campus Administrators, Counselors, GT District	Ongoing	Gifted and Talented State Funds	Monthly calendar of events, presentation documentation (flyers, pictures...)

	Personnel			
Provide for non-traditional forms of learning, such as problem-based learning, and college-level instructional opportunities	Teachers, Campus Administrator, Counselors, GT District Personnel	Ongoing	Advanced Placement/ Dual Credit/Dual Enrollment Resources, Gifted and Talented State Funds	Lesson Plans, Availability of Independent Studies Courses, Dual Credit/Dual Enrollment Courses, College Credit
Implement advanced research strategies and projects that result in innovative products and performances.	Teachers, GT District Personnel	Ongoing	AP Capstone, TSPS, TEA, Gifted and Talented State Funds	Lesson Plans, Student Proposals, Performance Standards Projects, Student-developed projects
Host Campus and District GT Showcase, Parent Nights	GT District Personnel, GT Campus Coordinators, Campus Administrator, Counselors, Teachers	Spring	District Plan, Campus Plans	Flyers, calendar notices, agenda, sign-in sheets
Modify individual pacing of reading programs in elementary and middle schools to allow GT students to read at their advanced independent reading ability.	GT Campus Coordinator, Teachers, Library Media Specialists	Ongoing	Gifted and Talented State Funds	Lesson Plan, Documentation of Pacing Modifications

Modify for depth and complexity in math in elementary and middle school by allowing GT students to participate in Advanced Math	Campus Administrators, Counselors, GT Campus Coordinator, Math Teachers	Ongoing	Advanced Math YAG and Curriculum	Student Schedules, PEIMS records
Scheduling modifications made at middle school and high school based on individual student needs through Pre-Advanced Placement classes, Advanced Placement classes, Dual Credit and Dual Enrollment classes.	Campus Administrators, Counselors, GT Campus Coordinator, GT/AP/DC/DE Content Area Teachers	Ongoing	College Board, AP Central, EPCC, UT OnRamps, Gifted and Talented State Funds	Student Schedules, Enrollment Numbers In Pre-AP, AP, Dual Credit and Dual Enrollment Courses, College Credit earned, AP Qualifying scores
Facilitate time for planning and implementing programs on the campus and district level	GT District Personnel, Campus Administrators, GT Campus Coordinator	Ongoing	PLC's, PD	Calendars, Lesson Plans, In-service Agendas
Collaborate with state gifted organizations and area districts to share ideas about curriculum, resources, and instructional strategies	GT District Personnel, GT Campus Coordinators, GT Trained Teachers	Ongoing	Region 19, TEA	Meeting Agendas, Copies of Presentations and Handouts
When appropriate, campus GT coordinators will receive release time for GT identification activities, required record keeping and other GT related duties	District Personnel, Campus Administration	As funding, scheduling, and campus administration allow	Gifted and Talented State Funds	Signed GT Stipend Agreements

When appropriate, campus GT coordinators will receive release time for vertical teaming, and other on-going professional development	District Personnel, Campus Administration	As funding, scheduling, and campus administration allows	Gifted and Talented State Funds	Campus GT Budget
Campus GT coordinators will receive a stipend to compensate employee for extra GT related duties	District Personnel, Campus Administration	Ongoing, as funding allows	Gifted and Talented State Funds or Gifted and Talented Identified District Funds	Campus GT Budget
Review and modify existing campus programs on an annual basis	GT District Personnel, GT Campus Coordinators	Ongoing	District And Campus Gifted and Talented Plans	GT Campus Plans, agendas, Meeting minutes, sign-in sheets
Monthly Gifted and Talented Coordinators' meetings	GT District Personnel, GT Campus Coordinators	Ongoing	District And Campus Gifted and Talented State Funds	Agendas, Meeting Minutes, Sign-in Sheets
Training for new Gifted and Talented Coordinators will be provided at the beginning of the school year	GT District Personnel	Fall	State and District GT Plans	Agendas, Meeting Minutes, Sign-in Sheets



Gifted and Talented Handbook will be developed to highlight district/campus programs and options for GT students	GT District Personnel, GT Campus Coordinators	Dec. 2018	District and Campus Plans	Handbook uploaded to GT web page
Report progress in academics and other activities of GT students to parents.	GT Campus Coordinators, Teachers, Counselors	Fall and Spring	District-developed progress form	Record of parent contact

## Objective 4 - Professional Development

All personnel involved in the planning, creation, and delivery of services to gifted and talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.

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4.1.1: A minimum of thirty hours of professional development that includes Nature/Needs of gifted and talented students; Identification/Assessment; Curriculum/Instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers have completed the thirty hours prior to their assignment to the district's gifted/talented services.

4.1.2C/R: Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty hour training within one semester. Release time is provided for teachers and administrators to visit campuses or district that have model services for gifted/talented students.

4.1.3: A written plan for professional development in the area of gifted/talented education that is based on identified needs is implemented and updated annually.

4.2.1: All staff receive an orientation to the district's gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/talented.

4.2.2: Annually, each teacher new to the district receives an orientation to the district's services for gifted/talented identification processes and the district's services for gifted/talented students.

4.3.1: Administrators and counselors who have authority for gifted/talented service decisions receive a minimum of six hours annually of professional development in gifted/talented education.

4.4.1: Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.

4.4.2: Gifted/talented services staff are involved in planning and conducting the district's gifted/talented training.

Activities/Strategies	Person(s) Responsible	Timeline	Resources	Implementation Evidence May Include:
A minimum of thirty hours (30) of training to include Nature and Needs of GT students, Identification and Assessment of GT student, and Curriculum and Instruction for GT students will be offered to all district teachers	GT Campus Coordinators GT District Personnel	Throughout the academic school year	Region 19, Online Courses, Gifted And Talented State Funds	GT Training Materials, GT District Website, Eduphoria, Agendas, Sign-In Sheets
Teachers without required training who are assigned to provide instruction to GT students, are required to complete the 30 hour training within one semester	GT District Personnel, GT Campus Coordinators, Campus Administrators	Fall	Region 19, Online Courses, Gifted And Talented State Funds	GT Training Materials, GT District Website, Eduphoria, Agendas, Sign-In Sheets
Additional six hour annual update training will be offered districtwide	GT Campus Coordinators, GT District Personnel, Curriculum and Instruction Departments	Throughout the academic school year	Contracted trainers, Region 19, Gifted and Talented State Funds	GT Training Materials, GT District Website, Eduphoria, Agendas, Sign-in Sheets
Campus principals may determine the focus of the 6-hour update based upon needs of campus	Campus Administrators, Campus instructional coaches, GT Campus Coordinators	Throughout the academic school year	GT District Personnel, Region 19, Contracted trainers	GT Training Materials, GT District Website, Eduphoria, Agendas, Sign-in Sheets

Counselors and Campus Administrators responsible for program decisions will receive an annual 6-hour update training to include opportunity for campus principals to work with their GT coordinators to develop their GT services framework and plan	GT District Personnel	Throughout the academic school year	Region 19, TOT's, Gifted and Talented State Funds	GT Training Materials, GT District Website, Eduphoria, Agendas, Sign-in Sheets
Other training opportunities may be offered such as: <ul style="list-style-type: none"> <li>• book studies</li> <li>• technology based training/Blended Learning</li> <li>• Differentiation strategies</li> </ul>	GT Campus Coordinators, Campus Administrators, GT District Personnel, Curriculum and Instruction Departments	Throughout the academic school year	Region 19, Trainers, Gifted and Talented State Funds	GT Training Materials, GT District Website, Eduphoria, Agendas, Sign-in Sheets
New teachers to the district will receive an orientation to the district's GT identification process and all GT services	GT District Personnel, Employee Quality Coordinator	New Teacher Induction and throughout the academic school year	State Plan, District Plan, District Handbook	Agendas, Sign-in Sheets
All campus staff will receive an orientation to the district's GT identification process and all GT services	GT District Personnel, GT Campus Coordinators	August/September	State Plan, District Plan, District Handbook	Agendas, Sign-in Sheets

All YISD School Board Trustees will be invited to attend training offered by the Gifted and Talented Department	GT District Personnel	Throughout the academic school year	Region 19, TOTs	GT Training Materials, GT District Website, Eduphoria, Agendas, Sign-In Sheets
Evaluation of all GT professional development activities will be conducted and results will be used in making decisions regarding future staff development	GT District Personnel	Throughout the academic school year	Gifted and Talented State Funds	Eduphoria Surveys
Professional Development Plan will be created with input from district and campus personnel	GT District Personnel, GT Campus Coordinators, Campus Administrators, District GT Committee	Spring/Summer	GT District Plan, GT Campus Plans, TEA, Region 19	Agendas, Sign-In Sheets, PD Plan

## **Objective 5 - Family and Community Involvement**

The district involves family and community members in services designed for identified gifted and talented students throughout the school year.

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5.1.1C/E: Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents. Information is shared and meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.

5.1.2: The opportunity to participate in a parent association for the gifted/talented is provided to parents.

5.2.1: Orientation and periodic updates are provided for parents of students identified for and provided gifted/talented services.

5.2.2: Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/talented students.

5.2.3R: Products and achievements of gifted/talented students are shared with the community.

5.2.3E: Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.

5.2.4: Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.

5.2.5: A data bank of community resources is compiled for use by gifted/talented students, their teachers, and their parents.

5.3.1: The effectiveness of gifted/talented services is evaluated annually, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process.

Activities/Strategies	Person(s) Responsible	Timeline	Resources	Implementation Evidence May Include:
Disseminate developed written policies on GT student identification to parents	GT Campus Coordinators, GT District Personnel	Fall/Spring	GT State Plan, District Plan, Campus Plans	Flyers, Monthly Calendars; Sign-in Sheets, Information on GT web page
Provide trainings to help parents work with their gifted child and inform parents of service and opportunities available to all GT students	GT Campus Coordinators, GT District Personnel	Fall/Spring	GT State Plan, District Plan, Campus Plan, Local business such as: Barnes and Noble, Adventures in Learning	Flyers; Monthly Calendars; Sign-in Sheets, Information on GT web page, Webinars
Local civic associations will be invited to participate and sponsor community activities involving gifted children	GT Campus Coordinators, GT District Personnel, Civic Association Members, Parents	Throughout the academic school year	Various, Partners in Education/PIE Coordinator	Organization Newsletters, Photographs, Invitations, Flyers; Monthly Calendars; Sign-in Sheets, Information on GT web page
Liaisons with business and community organizations are established in the service options available to gifted/ talented students. Information on partnerships and services is included in the District GT Handbook	Community Members, GT District Personnel, Campus Administrators, Campus GT Coordinators Partners in Education	Throughout the academic school year	Various, Partners in Education/PIE Coordinator	Organization Newsletters, Photographs, Invitations, Flyers; Monthly Calendars; Sign-in Sheets, Information on GT web page, District GT Handbook

Facilitate activities and programs outside the classroom environment for gifted educational enrichment	GT Campus Coordinators, GT District Personnel, Campus Administrators	Throughout the academic school year	Adventures in Learning, Barnes and Noble, STEM/STEAM organizations, Gifted and Talented State Funds	Flyers, Monthly Calendars, Sign-in Sheets, Flyers; Monthly Calendars; Sign-in Sheets, Information on GT web page
Provide parents information on associations they can join for Gifted and Talented information, support, and services	GT Campus Coordinators, GT District Personnel	Fall/Spring	TEA, Texas Association of Gifted and Talented, National Association of Gifted Children	Flyers, Agendas, Sign-in Sheets, Information on GT web page
District GT Committee (made up of district and campus personnel as well as parents) will evaluate GT program and services to modify/update plan as needed	GT District Personnel, District GT Committee	Spring	GT State Plan, District Plan, Campus Plans	Agendas, Sign-in Sheets, Documentation of updates
Utilize communication resources such as: <ul style="list-style-type: none"> <li>• District web site</li> <li>• Twitter</li> <li>• FaceBook</li> <li>• Call-outs</li> <li>• E-mail</li> <li>• Newsletter</li> </ul> to communicate with parents and community about district events as well as community event opportunities for families	GT District Personnel, GT Campus Coordinators, Campus Administrators	Ongoing throughout the academic school year	GT State Plan, District Plan, Campus Plans, Calendar of events	Calendar of events, feedback surveys



