



CAMERON INDEPENDENT SCHOOL DISTRICT

PROGRAM PLAN GIFTED & TALENTED

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PHILOSOPHY

Cameron ISD continuously strives to provide a system for students that encourages critical thinking skills and fosters advanced learning for students who qualify for the gifted and talented program. The district believes it is the obligation of the school to provide opportunities for students to maximize their learning capacity so they might become more responsible members of society in whatever career, profession, or job they choose. This will be in accordance with the policies of the Texas Education Agency and with the support and involvement of the community.

MISSION STATEMENT

The Cameron Independent School District MISSION is to motivate students and build skills that foster academic and social success. The school shall strive to develop students' higher level thinking skills; problem solving and coping behaviors; to help students define their values and goals; and to cause students to respect themselves and the rights of others.

DEFINITION OF GIFTED

The Texas Education Code defines “gifted and talented students” as 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 (TEC 29.121).

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

Gifted and talented students are found in all cultures, socio-economic groups, geographic locales, and environments.

STUDENT ASSESSMENT

PROCEDURE FOR NOMINATION

1. Teachers, counselors, or parents/guardians may nominate students for the gifted and talented program at any time. Some students may be automatically nominated based on scores from universal screeners administered each semester or state testing.
2. Students in grades 7-12 may nominate themselves or other students in grades 7-12.
3. The nomination procedure will begin by completing the CISD G/T Nomination Form and submitting it to the campus counselor or designee.
4. The principal or designee will solicit information from appropriate school personnel who have knowledge of the nominated student's characteristics.
5. The principal or designee will gather all data needed and complete the identification matrix.
6. Students new to the district will be eligible for nomination during the next regular screening period, if they miss the scheduled screening period for the newly enrolled school year.
7. Students who have participated in a G/T Program prior to entering the district will be placed provided their transfer records indicate they were admitted to a comparable program.
8. Nominations for grades K-12 must be submitted to the counselor or designee by the appointed date (usually before Christmas break).

PROCEDURE FOR SCREENING AND SELECTION

1. The screening / selection committee will be assembled by the campus administrator, counselor, and other appropriate personnel.
2. The identification criteria will include the following:
 - a. Creative assessment
 - b. Grade level math and reading screener
 - c. Student Interview
 - d. Parent Inventory
 - e. Teacher Inventory
 - f. Logical and spatial reasoning assessment
3. The screening/selection committee will review and evaluate appropriate data and will make the final decision for placement options in the G/T program, based on the screening matrix.
4. The counselor or designee will be responsible for notifying the student and the student's parents/guardians of the placement decision.
5. Screening will be conducted by May for grades 1 through 12 and by March 1st for Kindergarten.

FURLOUGHS

The selection committee may place students who are unable to maintain satisfactory performance within the structure of the gifted and talented program on furlough. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A furlough may also be granted at the request of the students and/or parent.

Students may be furloughed for a period of time deemed appropriate by the selection committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted and talented program, be removed from the program, or be placed on another furlough.

REASSESSMENT

Students in the G/T program shall be re-assessed via interview with the GT advisor after completing 5th and 8th grades.

EXITING FROM THE PROGRAM

1. The G/T student, the student's parents, or appropriate school personnel may initiate a request for withdrawal.
2. The request for withdrawal must be submitted to the building counselor or designee in writing.
3. The counselor or designee will schedule a conference with the parents, students, appropriate teachers and the campus screening/selection committee to evaluate the recommendation.
4. The screening/selection committee will review all data and make the final decision concerning withdrawals.
5. The counselor or designee will be responsible for notifying the student and the student's parents of the committee's action.

TRANSFER STUDENTS

Students who have participated in a G/T Program prior to entering the district will be placed, provided their transfer records indicate they were admitted to a comparable program.

APPEALS

Parents, students, and/or educators may appeal the assessment decision in writing to the building principal or designee within two weeks of being notified of the placement decision. At that time, the screening committee will consider any new data if appropriate. Any subsequent appeals shall be made in accordance with Board Policy FNG (Local) beginning at level two.

PROGRAM DESIGN

Cameron ISD provides a targeted educational program for students identified as gifted and talented in grades K-12. This “Pullout Plan” allows the student to participate in the following:

- Project based learning
- Community service
- Job shadowing
- College visits/academic field trips
- Hands on learning
- Presentation skills as part of the summative assessment

ADMINISTRATIVE RESPONSIBILITIES

1. The GT coordinator or designee will direct the Gifted/Talented Program for Cameron Independent School District.
2. The campus principals will share the day-to-day responsibilities and insure that the requirements for the program are being met..
3. A campus appointed GT advisor will assist in coordination and facilitating at each campus.

DIFFERENTIATED SCHEDULING PATTERNS

1. G/T students in grades K-5 will be offered approximately 90 minutes a week of pullout program time in the areas of language arts, reading, math, science, and social studies and have opportunities to include leadership and fine arts.
2. G/T students in grades 6-8 will be offered approximately 90 minutes a week of pullout program time in the areas of language arts, math, science, and social studies and have opportunities to include leadership and fine arts.
3. G/T students in grades 9-12 will be offered approximately 52 minutes a week of pullout program time and additional time of differentiated instruction in advanced courses.

CURRICULUM & INSTRUCTION

The curriculum for gifted/talented students will focus on higher level thinking abilities and problem solving using a multi-discipline approach. The program will allow for independent study and in-depth research on the part of the student. Emphasis and opportunities will vary with the achievement levels, previous experiences, and interest of the students.

PROGRAM GOALS

1. To provide educational experiences which involve a higher degree of complexity in content, process, and product.
2. To provide opportunities for students to become independent self-directed learners.
3. To provide opportunities for students to develop skills in self-evaluation.
4. To provide experiences for students that promote the development of higher level thinking skills.

STUDENT OBJECTIVES

- The student will develop skills in locating information by collecting data on a given topic.
- The student will develop research skills by investigating a real life problem.
- The student will apply a given process to complete a product or project (i.e. the scientific method).
- The student will complete a work plan, which reflects organization, planning, creativity, and leadership qualities.
- The student will demonstrate responsibility by selecting and completing given assignments.
- The student will identify his/her own strengths, weaknesses, and limitations by selecting appropriate projects and realistic timelines.
- The student will identify personal preferences when given a choice of activities, assignments, projects, etc.
- The student will apply research and problem-solving skills in completing a self-selected activity or project.
- The student will demonstrate higher level thinking skills according to Bloom's Taxonomy:

Knowledge:	recall information or details
Comprehension:	understand, relate, interpret in own words
Application:	utilize, apply information or process
Analysis:	compare, contrast, examine in detail
Synthesis:	create a solution or product
Evaluation:	judge critically, justifying answers

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PROFESSIONAL DEVELOPMENT

Cameron Independent School District will provide a continuous all level program of orientation and staff development aimed at providing the necessary information and training for implementing and supporting a special program for gifted/talented students. Staff development will concentrate on local needs.

1. Teachers who provide instruction and services that are part of the program for gifted and talented students will have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.
2. Teachers who provide instruction and services that are part of a program for gifted students will receive a minimum of 6 hours annually of professional development in gifted education.
3. Continuing training sessions for G/T teachers will stress development of differentiated curriculum materials, identification and utilization of appropriate teaching strategies, and criteria for the selection of curriculum materials.
4. Principals and counselors who have authority for program decisions will have a minimum of 6 hours of professional development that includes nature and needs of gifted/talented students and program options.

FAMILY-COMMUNITY INVOLVEMENT

Cameron Independent School District will implement a program of parent-community awareness to inform the parents and community of the goals, objectives, and activities of the Gifted/Talented Program.

OPTIONAL ACTIVITIES INVOLVING PARENTS/COMMUNITY

1. Meeting at each open house to provide information about the program.
2. Share the products and achievements of gifted students with the community.
3. Provide parents with access to program information via the GT page on the district website.
4. Encourage parents to schedule visits to classes.
5. Encourage parents to participate in organizations dedicated to supporting gifted/talented education.
6. Encourage parent and community nominations for program services.

EVALUATION

Data will be gathered from students, parents, teachers, and principals to evaluate success in achieving the program goals and objectives.

1. The following testing and opinion instruments may be utilized at various times during the year to supply data for program evaluation:
 - A. teacher observation
 - B. test scores
 - C. student survey
 - D. classroom teacher survey
 - E. administrator survey
 - F. parent survey
 - G. portfolios
3. The following elements of the program will be reviewed at least once a year:
 - A. student objectives
 - B. student progress
 - C. identification procedures
 - D. program organization
 - E. parent-community support
 - F. staff development
 - G. evaluation procedures
4. An evaluation committee composed of administrators, counselors, and teachers will review data and suggest needed modifications.