

Learning The Randolph Way

Randolph Field
Independent School District



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Gifted and Talented

Randolph-Field Independent School District

Gifted and Talented Program



Five-Year Improvement Plan for Gifted Education Services

2008-2013

The purpose of education at Randolph-Field ISD is to prepare individuals to be continual learners who are successful, productive, responsible citizens. To achieve this purpose, students will access and process information, solve problems, and communicate, working as individuals and as team members, using technology to facilitate their learning.

State Goal for Services for Gifted Students:

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that are advanced in relation to students of similar age, experience, or environment, and reflect individuality and creativity. 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.

District Gifted and Talented Program Goal:

Students who participate in services designed for gifted students will develop autonomous learning behaviors, which will enable the design, execution, and assessment of their own learning. These independent, self-directed learners will demonstrate learning, thinking, research, and communication through the development of innovative and authentic products and performances that are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity. 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.

OBJECTIVE 1: STUDENT ASSESSMENT

To identify students in grades K-12 who are gifted using the criteria established by the district, approved by the board, and in compliance with the state mandate. The identified students will be serviced based on their needs.

ACTIONS	PERSON(S) RESPONSIBLE	STAFF DEVELOPMENT	RESOURCES	STATE PLAN	EVALUATIVE MEASURE	TARGET DATE	COMPLETION DATE
Parents are offered an awareness session prior to spring/fall referral periods.	District GT Coordinator	Not Needed	Not Needed	1.1 E	Data analysis of 2009-2010 referral data in comparison to 2008-2009 referral data.	Fall 2009 Spring 2010	Fall 2009 Ongoing
Refine/revise policy and procedures regarding reassessment, furlough, and exiting from services based on student performance in the program.	District GT Coordinator Campus GT Advisory Committee Classroom Teachers	Not Needed	Not Needed	1.2.2R 1.2.3R 1.2E	Teacher Input Advisory Committee Input	Spring 2011	
Include nonverbal ability test (NNAT2) as part of criteria to determine qualification for gifted services.	District GT Coordinator	Training for GT Coordinator and Administrative Aide (Provided by Testing Company)	Funds for Annual Purchases	1.5.2A	Assessment Results	2008-2009	August 2008 Ongoing
Make gains in having the population of the gifted program reflect the population of the district.	District GT Coordinator Classroom Teachers	Annual sessions on identification, nature, and needs of gifted students.	In-Service Day OR Release Time and Substitutes	1.6 R	GT Program Demographic Data	Fall 2010	Ongoing

OBJECTIVE 1: STUDENT ASSESSMENT (Continued)

To identify students in grades K-12 who are gifted using the criteria established by the district, approved by the board, and in compliance with the state mandate. The identified students will be serviced based on their needs.

ACTIONS	PERSON(S) RESPONSIBLE	STAFF DEVELOPMENT	RESOURCES	STATE PLAN	EVALUATIVE MEASURE	TARGET DATE	COMPLETION DATE
Develop a rubric for a student-submitted writing sample (Grades 3-5, 6-8, 9-12) to be included as additional qualitative criteria on the student profile.	District GT Coordinator Classroom Teachers	Not Needed	Stipend for Teachers	1.5.1A 1.5.4A	GT Program Population Data Student Assessment Data Teacher Input	Summer 2011	
Develop a rubric for a student-submitted science work sample (Grades 3-5, 6-8, 9-12) to be included as additional qualitative criteria on the student profile.	District GT Coordinator Classroom Teachers	Not Needed	Stipend for Teachers	1.5.1A 1.5.4A	GT Program Population Data Student Assessment Data Teacher Input	Summer 2011	
Develop a rubric for a work sample portfolio (Grades K-2) to be included as additional qualitative criteria on the student profile.	District GT Coordinator Classroom Teachers	Not Needed	Stipend for Teachers	1.5.1A 1.5.4A	GT Program Population Data Student Assessment Data Teacher Input	Summer 2010	Spring 2011

OBJECTIVE 2: SERVICE DESIGN

A flexible system of viable program options that provides a learning continuum is developed throughout the district and reinforces the strengths, needs, and interests of the gifted/talented students.

ACTIONS	PERSON(S) RESPONSIBLE	STAFF DEVELOPMENT	RESOURCES	STATE PLAN	EVALUATIVE MEASURE	TARGET DATE	COMPLETION DATE
Local board policies are developed that facilitate acceleration, such as dual/concurrent enrollment, correspondence courses, and/or accelerated summer programs.	District GT Coordinator District Office Staff Campus Principals	Not Needed	Review of Available Programs and Options	2.4A 2.3 R 2.4.2R 2.4E	Student Assessment Data Parent Input Student Input	2010-2011 School Year	
Elementary students have access to the GT Learning Lab to enhance/enrich the differentiation taking place within the regular classroom.	District GT Coordinator Classroom Teachers	Not Needed	Books, Supplies, Ancillary Materials, Access to Accelerated Curriculum	2.1A 2.2A 2.2R 2.4.1R 2.4E	Student Assessment Data Parent Input Teacher Input Student Input	2009-2010 School Year	<i>Piloted with 2 grades levels during 2008-2009 school year</i> Ongoing
Middle and high school students meet monthly to address social/emotional needs, career investigations, and higher education opportunities.	District GT Coordinator	Not Needed	Stipend for Consultant or Speaker	2.2A 2.1.1R 2.6.2R	Student Survey Results Parent Survey Results	2008-2009 School Year	2008-2009 Ongoing

OBJECTIVE 3: CURRICULUM AND INSTRUCTION

Curriculum and instruction meets the needs of gifted students by modifying the depth, complexity, and pacing of the general school program. Students develop the capacity to become autonomous, self-directed learners; abstract, complex and critical thinking skills are developed as students are given opportunities to reflect and refine their own thinking processes.

ACTIONS	PERSON(S) RESPONSIBLE	STAFF DEVELOPMENT	RESOURCES	STATE PLAN	EVALUATIVE MEASURE	TARGET DATE	COMPLETION DATE
Elementary GT cluster teachers meet to obtain their 6-hour GT update, while focusing on nature/needs of gifted learners and allowing time for collaboration and creation of relevant and authentic tasks.	District GT Coordinator Classroom Teachers Curriculum Facilitator	1 Full Day (Fall)	Subs Supplies Materials	3.3R 3.4.1R 3.4.2R 3.4.1E 3.5R	Student Assessment Data Teacher Input Parent Input Documentation Folders	2009-2010 School Year	2008-2009 Ongoing
Secondary GT teachers (Grades 6-12) meet by department to obtain their 6-hour update, while focusing on nature/needs of gifted learners and allowing time for collaboration, the creation of relevant tasks, and development of advanced level products and performances.	District GT Coordinator Classroom Teachers Curriculum Facilitator	1 Full Day (Fall)	Subs Supplies Materials	3.2A 3.2R 3.3R 3.4.1R 3.4.2R 3.4.1E 3.5R	Student Assessment Data Teacher Input Parent Input Documentation Folders	2009-2010 School Year	2008-2009 Ongoing
In grades 1-12, scheduling modifications are implemented to allow individual student's needs to be met.	District GT Coordinator Principal Counselor	Not Needed	Not Needed	3.3E	Student Assessment Data	2009-2010 School Year	2008-2009 Ongoing

OBJECTIVE 3: CURRICULUM AND INSTRUCTION (Continued)

Curriculum and instruction meets the needs of gifted students by modifying the depth, complexity, and pacing of the general school program. Students develop the capacity to become autonomous, self-directed learners; abstract, complex and critical thinking skills are developed as students are given opportunities to reflect and refine their own thinking processes.

ACTIONS	PERSON(S) RESPONSIBLE	STAFF DEVELOPMENT	RESOURCES	STATE PLAN	EVALUATIVE MEASURE	TARGET DATE	COMPLETION DATE
A "Best Practices in Gifted Education" manual is developed for teachers of the gifted that includes instructional strategies and exemplars to be used as a reference guide.	District GT Coordinator GT Teachers Curriculum Facilitator	Not Needed	Stipend for Teachers	3.1-3.3A 3.1.1-3.1.2R 3.2-3.5R 3.4.1E	Assessment Data Teacher, Parent, Student Feedback Documentation Folders	Summer 2010	
Implement the Autonomous Learner Model (ALM) as the basis for gifted and talented program services.	District GT Coordinator GT Teachers Administrators Curriculum Facilitator	ALM Training for GT Coordinator Training for Teachers and Administrators	Funds for Training Materials	3.1-3.3A 3.1.1-3.1.2R 3.2-3.5R 3.4.1E	Assessment Data Teacher, Parent, Student Feedback Documentation Folders Teacher, Parent, Student Evaluations of Products and Performances	2010-2011 School Year	

OBJECTIVE 4: PROFESSIONAL DEVELOPMENT

All personnel involved in the planning, development, and delivery of services to gifted students have the knowledge and skills to offer appropriate options and curricula for gifted/talented students.

ACTIONS	PERSON(S) RESPONSIBLE	STAFF DEVELOPMENT	RESOURCES	STATE PLAN	EVALUATIVE MEASURE	TARGET DATE	COMPLETION DATE
<u>All</u> staff receives an annual orientation to the district GT program and training on nature/needs of the gifted.	District GT Coordinator	½ Day District Staff Development Day in August	Not Needed	4.2.1R 4.2.2R 4.4R 4.4.2E	Teacher Input Needs Assessment Feedback	2009-2010 School Year	

OBJECTIVE 5: FAMILY/COMMUNITY INVOLVEMENT

The district regularly encourages community and family participation in services designed for gifted/talented students.

ACTIONS	PERSON(S) RESPONSIBLE	STAFF DEVELOPMENT	RESOURCES	STATE PLAN	EVALUATIVE MEASURE	TARGET DATE	COMPLETION DATE
Program overview orientation sessions are offered <i>prior</i> to referral periods for parents.	District GT Coordinator	Not Needed	Not Needed	5.1.2R 5.1.1E	Parent Input Teacher Input Program Data	2009-2010 School Year	
Investigate the formation of a GT Parent Advocacy group to organize volunteers, mentors, and community resources available to gifted students and their families.	District GT Coordinator GT Advisory Committee Parents	Training for Coordinator and Parent Chair on Facilitation Techniques	Consultant Fee Materials Supplies	5.2.2R 5.1.2E 5.2.1E 5.2.2E 5.2.3E 5.2.4E	Parent Input and Feedback Student Input and Feedback	2009-2010 School Year	