



# Gifted/Talented Plan and Comprehensive Program Guide

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## Nondiscrimination

*Vidor ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.*



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# *Vidor ISD Gifted/Talented Plan and Comprehensive Program Guide*

Vidor ISD has developed this comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication, which is accessible to parents, community, and students and includes district Gifted/Talented contact information. (1.10)

## **STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS**

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

## **VIDOR ISD DEFINITION OF GIFTED/ TALENTED**

Vidor ISD defines a Gifted/Talented Student as any child or youth in grades K-12 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, and environment and who exhibits high-performance capability in general intellectual ability. General intellectual ability students are gifted students who possess a superior intelligence with the potential or demonstrated accomplishments in several fields of study and who possess the ability to perform complex mental tasks.

# **VIDOR ISD GIFTED/TALENTED PHILOSOPHY, VISION, AND BELIEFS**

## **PHILOSOPHY**

The Vidor Independent School District is committed to honoring excellence in all students and believes the individual capabilities of every student should be recognized and cultivated. Vidor ISD acknowledges that gifted and talented students are a unique population, differing significantly from their peers in abilities, interests, and psychological maturity. They come from all walks of life and all socioeconomic levels with skills and talents ranging across a broad spectrum of human achievement. We believe that gifted and talented individuals have unique characteristics and learning styles and that their potential for accomplishment is such that they require special provisions, experiences, and services beyond the scope of the regular classroom curriculum. The philosophy of Vidor ISD is to provide gifted and talented students differentiated instruction that challenges the students. The social, emotional needs of the gifted and talented students will also be kept in mind so that the student develops an understanding of self and others as well as developing self-confidence. The district will establish and provide programs for gifted and talented students to work together, independently, as well as with other students under the guidance of trained teachers in an atmosphere that is intellectually and academically rigorous and which fosters 21st Century Learning Skills.

## **VISION**

### ***District Vision Statement***

Inspire. Educate. Prepare.

### ***Gifted/Talented Vision***

Inspire gifted/talented students to be their best selves. Educate gifted/talented students for present and future success. Prepare gifted/talented students to make a positive impact in the world.

## **BELIEFS**

The district believes:

- Gifted/talented learners learn best with appropriate rigor and relevance.
- Gifted/talented learners learn best when they are supported in the social/emotional domain to best develop and promote self-direction.
- Gifted/talented learners need opportunities to explore their skills, passions, talents, interests, and career pathways.

# VIDOR ISD GIFTED/TALENTED PROGRAM AND ACADEMIC GOALS

To ensure that each gifted/talented child has equal opportunity to receive a suitable program of educational experiences, the district commits to specific program and academic goals.

## PROGRAM GOALS

- ***Goal 1: Higher Levels of Thinking*** - The gifted/talented student will demonstrate critical thinking skills by analyzing, synthesizing, and evaluating problems and information.
- ***Goal 2: Self-Directed Learning*** - The gifted/talented student will demonstrate initiative in pursuing knowledge and exploring ideas.
- ***Goal 3: Positive Self Concept*** - The gifted/talented student will demonstrate confidence and risk-taking skills within themselves.
- ***Goal 4: Positive Interpersonal Relationships*** - The gifted/talented student will demonstrate how to communicate and cooperate effectively in group situations whether as a leader or part of the group.
- ***Goal 5: Creative Thinking and Expressions*** - The gifted/talented student will demonstrate effective creative thinking and expression in both oral and written communication.

## ACADEMIC GOALS

- All students participating in the Gifted/Talented program will achieve masters academic performance level on all assessments, including the STAAR/End of Course (EOC) state exams in grade 3-EOC.
- All students participating in the Gifted/Talented program in grades 9-12 will complete an Advanced Level, College Board Advanced Placement, and/or Dual Credit level course in one or more subjects per semester.
- All students participating in the Gifted/Talented program in grades K-10 will participate and make adequate progress in the Texas Performance Standard Project learning opportunities.

# **1. 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.

## **PROGRAM DESIGN (3.1, 3.2, 3.3, 3.5, 3.6)**

Identified gifted/talented students in Vidor ISD are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)). Services for Gifted/Talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas. Flexible grouping patterns and independent investigations are provided throughout the program design/services.

Out-of-school options relevant to the student's areas of strength are provided in Vidor ISD whenever possible (19 TAC §89.3(3)). Information concerning special opportunities (i.e., contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members. In each Vidor ISD campus office, a list of special opportunities is available to parents and community members. The list is also posted on the district website.

## **PROGRAM OPTIONS (3.4, 4.3, 4.4, 4.5)**

In Vidor ISD, general education teachers will provide differentiated learning opportunities during class instruction. Students will participate in a variety of activities that promote creativity, leadership, science, technology, critical thinking, problem solving, and digital literacy. The Gifted/Talented curriculum adheres to the state guidelines and the Texas Performance Standards Project (TPSP). These research-based project-learning opportunities support student interests and strengths, provide flexible learning options, and support the development of advanced-level products and/or performances. Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)). Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)), thus, permitting students the prospect of learning at a pace and level appropriate to their abilities and skills. Gifted/talented services at Vidor ISD will begin during the first full week of school and will continue throughout the school year ending when school is dismissed for the year.

### ***Elementary, Middle School, and Junior High (Grades K-8)***

Identified gifted/talented students are homogeneously grouped in one class at each grade level with gifted/talented trained teachers. The primary gifted/talented curriculum used with the students will be the Texas Performance Standards Projects (TPSP) that result in the development of sophisticated products/performances that are targeted to an audience outside the classroom. This continuum of learning experiences will lead to the development of advanced-level products and/or performances that will be shared with the community each spring. Additionally, the students will participate in a variety of differentiated activities that will further develop their creative, critical, and higher-level thinking abilities. Teachers will also differentiate the regular curriculum ordinarily provided by the school using depth and complexity.

### ***High School (Grades 9-12)***

In Vidor High School, Gifted/Talented identified students are homogeneously grouped at each grade level. In each core area, Gifted/Talented courses are designated as *Honors* courses. These *Honors* courses provide differentiated learning opportunities during class instruction. These core teachers will differentiate the regular curriculum ordinarily provided by the school using depth and complexity. At each grade level, a designated Gifted/Talented teacher will facilitate the Texas Performance Standards Project in their core subject. This continuum of learning experiences will lead to the development of advanced-level products and/or performances that will be shared with the community each spring.

## **PROGRAM POLICY (3.7, 3.9)**

Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).

Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance-learning opportunities, and accelerated summer programs if available (see Vidor ISD Board Policy).

## **PROGRAM ACCOUNTABILITY (3.8)**

Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills and are actively facilitated by district administrators, counselors, and teachers. Once a month during the weekly administrative meetings with campus principals, each campus will give a brief report of their campus' gifted/talented program's progress. The campus principal will periodically meet with the gifted/talented teachers and counselors to facilitate the gifted/talented program.

## **2. IDENTIFICATION AND ASSESSMENT**

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.

### **IDENTIFICATION ACCOUNTABILITY (1.1, 2.1, 2.2, 2.3, 2.4, 2.24, 2.25)**

Vidor ISD student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5). Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1). Vidor ISD requires the gifted/talented plan and comprehensive program guide to be posted on its website, as well as disseminated upon request.

Vidor ISD referral procedures as well as referral forms for assessment of gifted/talented students are communicated to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible. Vidor ISD provides for the following languages: English, Spanish.

Vidor ISD families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data. Families are informed via US postal service within 10 business days of the District Gifted/Talented Selection Committee's decision. The Director for Curriculum will inform the campus principal who will notify appropriate staff.

Access to assessment and, if needed, gifted/talented services are available to all populations of the district (19 TAC §89.1(3)). Annually, Vidor ISD administration will review the Vidor ISD Gifted/Talented Selection Committee's report on gifted/talented assessment data to ensure all populations have access to assessment and gifted/talented services. Additionally, Vidor ISD administration shall ensure the district is moving toward the population of the gifted/talented program being closely reflective of the population of the total district and/or campus.

### **ASSESSMENT PROCEDURES (2.14, 2.15, 2.5, 2.6, 6.7)**

#### ***Identification Timeline K-12***

Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board approved policy (19 TAC §89.1(1)). Assessment opportunities for gifted/talented identification are made available to students at least once per school year. The following Identification Timeline shall be used:

Referral procedures published in the local newspaper, campus newsletter, and on the district website for Kindergarten students. <i>Parent Awareness Session</i> is held as a district event.	September
Kindergarten referrals are accepted from parents, teachers, and community members for a two-week period. Assessments are conducted after written parental permission is obtained.	October - December
Gifted/Talented Selection Committee meets to review Kindergarten assessment data.	December
Written parental permission for services is obtained for Kindergarten identified students. Did-not-qualify letters will be sent. <i>Parent Orientation Session</i> is held. Services begin for newly identified Kindergarten students.	January
Referral procedures published in the local newspaper, campus newsletter, and on the district website for grades 1-11.	February
Grade 1-11 referrals are accepted from parents, teachers, and community members for a two-week period. Assessments are conducted after written parental permission is obtained.	March - April
Gifted/Talented Selection Committee meets to review grade 1-11 assessment data.	May
Written parental permission for services is obtained for grades 1-11 identified students. Did-not-qualify letters will be sent. <i>Parent Orientation Session</i> is held.	June - July
Services begin for newly identified students.	August

The district-wide Parent Awareness Session will be held each September by the Director of Curriculum outlining the gifted/talented assessment procedures as well as the gifted/talented services provided by the district. Additionally, a recording of the Parent Awareness Session will be posted yearly to the gifted/talented section of the district website (<http://www.vidorisd.org/specialprograms.php>). This meeting, as well as all other parent meetings, will be offered in a language families can understand, or a translator or interpreter is provided to the extent possible.

After students have been identified, a district Parent Orientation Meeting will be held by the Director of Curriculum outlining the gifted/talented program and services provided by the district.

***K-12 Assessment*** (2.16, 2.17, 2.19, 2.22)

Each fall, the Director of Curriculum shall verify assessments used are on the State Approved Test list for the current school year. During the 2-week referral window, referrals will be accepted at each campus office and the district office. No late referrals will be accepted for the current testing window. Parental permission will be required for all referrals. Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible. Any twice-exceptional students shall be assessed allowing for the exceptionalities; a twice-exceptional learner is 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, exhibits high performance capability in general intellectual ability, and who gives evidence of one or more disabilities as defined by federal or state eligibility criteria. Students are assessed in languages they understand or with nonverbal assessments.

In grades 1–12, qualitative and quantitative data is collected through three (3) or more measures and used to determine whether a student needs gifted/talented services. Assessments used at Vidor ISD are as follows: the Cognitive Abilities Test (CogAT), IOWA Achievement Test, the teacher Gifted and Talented Evaluation Scales (GATES), and a district-developed parent scale. The scores will be placed on a student profile. Each profile will be reviewed by the District Gifted/Talented Selection Committee. Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).

***Kindergarten Consideration*** (2.20, 2.21)

All Kindergarten students are automatically considered for gifted/talented and other advanced level services. Vidor ISD will assess all Kindergarten students using the Cognitive Abilities Test (CogAT). The top 10% of each campus will be put forward with parent permission for the complete battery of gifted/talented assessments for identification. A minimum of three assessments in Kindergarten will be used to assess students who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to students of the same age, experience, and environment.

The CogAT score will be used on the Kindergarten Profile, as well as the IOWA Achievement Test, the teacher Gifted And Talented Evaluation Scales (GATES), and a district-developed parent scale. Students identified by the District Gifted/Talented Selection Committee will be served at each campus following the Identification Timeline.

***Determination of Need***(2.26, 2.28, 2.18)

A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the district Gifted/Talented Selection Committee in making identification decisions. Final determination of students' need for

gifted/talented services is made by a committee of at least three (3) district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data and the most effective educational placement based upon the identified needs of the student. 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. A student qualifies for gifted/talented services if the majority of the evidence on the profile falls within the Excellent and Superior ranges on the profile and/or it is determined that the gifted/talented program of services is the most effective educational placement based upon the identified need of the student.

## **VIDOR ISD GIFTED/TALENTED COMMITTEES**

### ***District Gifted/Talented Selection Committee*** (2.27)

Each campus at Vidor ISD has designated gifted/talented representatives to the District Gifted/Talented Selection Committee. The selection committee is formed of members who have completed gifted/talented training as required by 19 TAC §89.2. The Gifted/Talented Selection Committee is composed of the Director of Curriculum, the campus principal, the campus counselor, and one teacher representing the campus/grade level, all of whom have received professional development in, at the minimum, Nature and Needs of Gifted/Talented Students (Day 1 of the 30-Hour Gifted/Talented Training for Teachers). Additionally, all principals have completed Nature and Needs of Gifted/Talented Students for Administrators, and all counselors have completed Nature and Needs of Gifted/Talented Students for Counselors. Vidor ISD strives to ensure that all members of the district Gifted/Talented Selection Committee have completed 30 hours of the mandated gifted/talented training.

### ***District Gifted/Talented Planning Committee*** (5.12, 1.6)

The District Gifted/Talented Planning Committee is composed of a minimum of three trained gifted/talented teachers from each campus as well as the campus counselor. They will meet once a semester with the Director of Curriculum. Their major responsibility is to help lead in the improvement of gifted/talented services, assessment procedures, and programming. They will also be involved in the planning, reviewing, and/or conducting the district's gifted/talented professional learning. Additionally, the District Gifted/Talented Planning Committee shall be responsible for long-range evaluation of services based on evidence obtained through gifted/talented-appropriate performance measures, such as those provided through the Texas Performance Standards Project (TPSP). Rubrics will be used to assess not only student learning, but also program and teacher training needs.

### ***District Gifted/Talented Advisory Committee*** (1.2, 6.2)

The District Gifted/Talented Advisory Committee is responsible for annually reviewing gifted/talented education policies and procedures, making recommendations for improvement of services, providing input on identification procedures and policies, as well as making

recommendations on students who may need gifted/talented services. This advisory group consists of community members, parents of gifted/talented students, school staff, and gifted/talented education staff. The District Gifted/Talented Advisory Committee is comprised of the Director of Curriculum, each campus principal, one general education teacher and one gifted/talented teacher from each campus, two gifted/talented parents from each campus, and three to four community members with no family ties. The committee will meet at least once during the school year or as determined by the Superintendent or designee.

## **CAMPUS AND DISTRICT PROCEDURES (2.7)**

Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (19 TAC §89.1(5)).

### ***Reassessment* (2.11)**

Formal reassessment is not necessary as long as the student's most effective educational placement needs are being met within the services of the gifted/talented program of services. If there is any concern regarding the performance of the student, the gifted/talented teacher or Campus Counselor will contact the parent and confer about available options. Options available are counseling, requesting a furlough, or exiting the student from the program. If reassessment occurs at all in response to student performance in the Gifted/Talented program, it is no more than once in elementary grades, once in middle school, and once in high school.

### ***Furlough* (2.10)**

A furlough is a temporary "leave of absence" from the gifted/talented program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or an administrator. Requests for a furlough will be given to the campus counselor and members of the Gifted/Talented Selection Committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented Selection Committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted/talented program, be exited from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should never be used for an entire school year.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the gifted/talented program for various issues such as over commitment, family concerns, serious illness, or any other conditions which would inhibit or curtail the student's performance in the program. The furlough may also be used before a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the gifted/talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented

Selection Committee. A furlough is arranged to meet the individual needs of the student. The student will be removed from PEIMS gifted/talented identification during the furlough time.

***Transfer*** (2.8, 2.9)

Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy (EHBB). Transfers from campus to campus within the district are also addressed in board-approved policy.

***In-District Transfer:***

When a student transfers from one elementary to another in Vidor ISD, the gifted/talented student profile and other pertinent records/materials shall go with the student. The student will immediately be placed and services will continue in the gifted/talented program at the receiving school.

***Out-of-District/State:***

When a 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. The student profile in the student's permanent records shall be copied and sent to the receiving school. Any other records or material that are pertinent may also accompany the student.

Identified students who transfer in and have previously participated in gifted/talented services, shall be placed in the gifted/talented program at their respective campus. During the first six weeks of the student participating in the program, the student's assessment records shall be reviewed by the District Gifted/Talented Selection Committee. If the student is performing well in the program, and the assessments provided match well with Vidor ISD gifted/talented assessments, then no further action will take place. If the student is not responding well to programming options, and the District Gifted/Talented Selection Committee determines that the Vidor ISD gifted/talented program is NOT the most effective program placement for the student, then the District Gifted/Talented Selection Committee shall consider furlough, exiting, or reassessment. Their recommendation shall be communicated to the parent and student.

***Exiting*** (2.12)

Students placed in the Vidor ISD gifted/talented program may be exited when it is determined that it would be in the most effective placement of the student to discontinue the student's participation in the program. **One or more of the following conditions must be met:**

1. The student may, with parental permission, request to be removed from the program. In such cases, a conference between the parent, Gifted/Talented Selection Committee, and the student must be held before the student is exited. Appropriate

documentation, signed by the parent and principal, is placed on file with the Director of Curriculum as well as in the student's permanent file. The student must remain out of the program for one school year and must go through the gifted/talented referral, assessment, and placement process and requalify before re-entry into the program.

2. The parent may request that the student be removed from the program. In such a case, the procedure outlined above is followed.
3. The gifted/talented teacher, principal, or counselor may recommend the exiting of a student who, in his/her professional opinion, the gifted/talented program is not the most effective placement for the student. In such cases, a conference between the parent and appropriate school personnel will be held, and before exiting is deemed appropriate, a written plan for improvement is developed. If a student's work does not improve, a conference is held with the student, parent, classroom teacher, principal, and other staff as appropriate. This is done at the end of a grading period or sooner, as needed. The teacher, student, and parent work together to develop an Educational Improvement Plan to ensure that the optimum situation is created for student improvement. The plan specifies what the student must do to improve and what school personnel and parents will do to help. At a time designated in the written plan, a re-evaluation of student progress is made relative to the expectations established for the student in cooperation with the parent and teacher(s). If the student has shown improvement, but not fully achieved expectations, another Educational Improvement Plan is completed with a new timeline. If the student fails to make a reasonable amount of progress toward the goals and objectives of the plan, the Gifted/Talented Selection Committee after review will follow the furlough or exit procedures as needed. If exiting from the program is recommended, the principal will notify the parent who may request a conference and re-evaluation of the student's progress through the reconsideration process, and the student may be exited upon the recommendation of the majority of the members of the Gifted/Talented Selection Committee.

### ***Appeals Process*** (2.13)

After an initial review of the data collected on each referred student and notification of parents, a formal reconsideration may be filed. Parents, teachers, or students may appeal any final decision of the District Gifted/Talented Selection Committee regarding selection for or removal from the gifted/talented program within 10 days of the parent notification. The following steps will be followed:

1. Parent/student/teachers meet with the campus counselor &/or principal and discuss placement decision. If no satisfactory decision is made then, proceed to Step 2.
2. Appeals will then be made to the District Gifted/Talented Selection Committee. If no satisfactory decision is made then proceed to step 3.
3. Any subsequent appeals will be made in accordance with FNG (LOCAL) beginning at Level II.

### 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.

#### **CURRICULUM AND INSTRUCTION ACCOUNTABILITY** (4.1, 4.2, 4.4)

An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3). The gifted/talented curriculum adheres to the state guidelines and the Texas Performance Standards Project (TPSP). The curriculum focuses on the four foundational curricular areas, supports student interests and strengths, provides flexible learning options, and supports the development of advanced-level products and/or performances. Students are provided opportunities to accelerate in their areas of strength (19TAC§89.3(4)).

#### **CURRICULUM AND INSTRUCTION FRAMEWORK** (4.1, 4.2, 4.3, 4.4)

The unique qualities and abilities of gifted/talented children create special needs. The gifted/talented program recognizes these qualities and attempts to meet the exceptional needs of gifted learners and is designed to enhance their social, intellectual, and personal needs. Strategies appropriate and essential for the gifted/talented are implemented in all core academic classes (math, language arts, science, and social studies) in order to provide learners with the opportunity to reach their academic potential.

#### ***Elementary, Middle, and Junior High School (Grades K-8)***

Vidor ISD's gifted/talented curriculum in grades K-8 is a skill-based curriculum based on the Texas Performance Standards Project (TPSP) which comprises a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. A variety of topics and thematic units are utilized to address learning objectives at each grade level. The objectives in each unit for each grade level are research-based thinking skills which cover a number of aptitudes in five broad areas: critical thinking, creative thinking, metacognition, effective development, and research. The progression of these objectives is grade-level appropriate. The structure and rigor of the curriculum for each grade level ensures that Vidor ISD provides a consistent gifted/talented enhanced curriculum across the district.

Additionally, identified gifted/talented students in grades 1st-8th are grouped together (clustered) in a regular education classroom with a teacher who has completed the following gifted/talented training, as well as yearly training updates:

- Nature and Needs of Gifted Learners
- Identification, Assessment, and Service Design for Gifted Learners
- Differentiated Instruction for Gifted Learners
- Designing Curriculum for Gifted Learners
- Setting the Standards for Gifted Learners

### ***High School (Grades 9-12)***

In accordance with Vidor ISD's academic goals for the Gifted/Talented program, all students participating in the Gifted/Talented program in grades 9-12 will complete an Advanced Level, College Board Advanced Placement, and/or Dual Credit level course in one or more subjects per semester.

#### **G/T World Geography & AP US History**

G/T World Geography will be offered in Vidor ISD beginning in the 2021-2022 school year with 9th graders who are identified as gifted and talented. G/T AP US History will start in the following school year, 2022-2023. Both of these courses are designated for students identified as gifted and talented. All students participating in the Gifted/Talented program in grades 9-10 will participate in these courses and make adequate progress in the Texas Performance Standard Project (TPSP) learning opportunities.

### *Gifted/Talented Framework of Activities*

Grade	G/T Teachers	TPSP Project	Enrichment Activity	Suggested Remote Learning Experience
K	OFE: Anna Marie Burns PFE: Brooke Lightfoot VE: Ashley Nele	<a href="#">Do Your Part for Art</a>	Create presentation of an original piece of art  Community Display	Visit the Art Museum of SETX or The Art Studio
1st	OFE: Elonda Mathues / Janelle Haley PFE: Kelli Dial / Emily Smith VE: Autumn Taylor / Audrea Downing	<a href="#">Animal Nation</a>	<a href="#">San Diego Virtual Zoo</a>  Community Display	Visit the SETX State Fair or The Houston Zoo
2nd	OFE: Cherise Fawcett PFE: Ashley Anderson / Linda Croak VE: Lorelei Jackson / Kara Parker	<a href="#">Hey Little Ant</a>	Ant Farm in classroom with observation tools  Community Display	Visit Moody Gardens or Shangri La Classroom
3rd	OFE: Lydia Baty PFE: Bettie Watkins / Megan Dimas VE: Kati Hill / Paula Simpson	<a href="#">News Show Production</a>	Create a newspaper/video with students' stories for the campus  Community Display	Visit a local newscenter to watch a live show
4th	OFE: Amy Duerler PFE: Laurie Beard VE: Alyssa Ware	<a href="#">Innovation Celebration</a>	Create a "Shark Tank" advertisement presentation  Community Display	Visit the Edison Museum or the advertising department of a local news station
5th	ELAR: Jimmy Grimes SS: Vesta Thompson Math: Heather Andrus Science: Crystal Barlow	<a href="#">From Surviving to Thriving on Mars</a>	Invite a guest speaker from Lamar University  Community Display	Visit the NASA Space Center
6th	ELAR: Jammie Bertrand SS: Monica Peco Math: Staci Glach Science: Robin James	<a href="#">Culture Shock</a>	Create a dish from the country of study, create a vlog (video), and invite a blog writer guest speaker  Community Display	Visit the Natural Science Museum or Holocaust Museum
7th	ELAR: Christine Abbott SS: Ernie Stanford Math: Ashton Peddy Science: China Burks	<a href="#">Tell a Tale of a Trail</a>	Create a computer model of The El Camino Real (The King's Highway)  Community Display	Visit the Old Spanish Trail

<b>8th</b>	ELAR: Tammy Taylor SS: James Wills Math: Tammy Davis Science: Shaelyn Anderson	<a href="#"><u>I Could DO That!</u></a>	Interview a community member who works in their chosen field Present projects to a committee	Visit a local university or shadow career day
<b>9th</b>	ELAR: Holly Callahan SS: Stephen Sterling Math: Cheryl Phelan Science: Penny May	<a href="#"><u>In the Community: A Study of Culture</u></a>	Present projects to a committee	Visit the Acadian Village, Museum of the Gulf Coast, or a museum in Houston
<b>10th</b>	ELAR: Holly Callahan SS: Carol Kibodeaux Math: Ericka Richard Science: Chad VanDevender	<a href="#"><u>Contemporary Issue: Effects of Genocide</u></a>	Schoolwide awareness campaign for Holocaust Remembrance Day (January) Present projects to a committee	Visit the Houston Holocaust Museum
<b>11th</b>	ELAR: Liz Sanderson SS: Katrina Morphis Math: Jacob Jackson Science: Karen Hinch			
<b>12th</b>	ELAR: Krista Courts SS: Mitch Mackey / Katrina Morphis Math: Jacob Jackson Science: Chad VanDevender			

### ***University and Interscholastic League (Grades 2-12)***

Vidor ISD prides itself in its tradition in the area of academics. University and Interscholastic League Academics (UIL) allow students to show leadership, compete, and demonstrate excellence in an area of their academic strength. The UIL contests are designed to complement and expand upon what students learn in the classroom, both through learning specific subject knowledge and through learning skills that are valuable in many disciplines. Additionally, participation in UIL academic competition helps students develop a foundation that can empower them to successfully pursue a variety of college majors. Overall, the UIL academic events expand content knowledge and encourage students to engage in deeper levels of thinking. All students identified as gifted and talented are strongly encouraged to participate in at least one UIL event each school year to further develop and demonstrate excellence in their area(s) of academic strength.

## **CURRICULUM AND INSTRUCTION PROCEDURES (1.7, 3.8, 4.6, 4.7, 4.9)**

### ***Monthly Campus Program Meetings***

At Vidor ISD, each campus administrator shall meet with the campus gifted/talented teachers/counselors monthly to monitor and oversee the gifted/talented program and curriculum. These monthly meetings ensure acceleration and flexible pacing are employed,

allowing students to learn at the pace and level appropriate for their abilities and skills. Each month during the Vidor ISD administrators' meeting, each campus principal will provide a written/oral report on his/her campus' gifted/talented program activities. All students identified as gifted and talented are strongly encouraged to participate in at least one UIL event.

### ***Resource Evaluation***

The district-developed Gifted/Talented Resource Evaluation Guidelines (see below) shall be used by district teachers when selecting appropriate materials for differentiated learning resources used in the gifted/talented classroom. The campus principal shall review requests/purchase orders to ensure district guidelines are implemented with fidelity.

When selecting resources for gifted/talented students, the materials requested need to be advanced/intellectually challenging, promote in-depth thinking and reflection, and/or reflect a variety of perspectives.

**The resources requested should meet one or more of the following Gifted/Talented Resource Evaluation Guidelines:**

- Introduce and/or promote the use of Depth and Complexity in the classroom
- Promote advanced content beyond grade-level expectations
- Address one or more of the content differentiation strategies: curriculum compacting, higher-level thinking (Blooms or Costa), flexible grouping, tiered assignments, problem-based learning, student choice/menus, independent study
- Address creative thinking skills
- Address critical thinking skills
- Aid in the development of sophisticated products and/or performances
- Aid in the implementation of the Texas Performance Standards Project (TPSP) or other problem-based research projects
- Address the social-emotional learning needs of gifted/talented students
- Promote the leadership ability of gifted/talented students

### ***Social and Emotional Needs***

Counselors at each campus will implement services to address the social and emotional needs of gifted/talented students and their impact on student learning. Identified students in grades 1-12 will meet with the counselor each nine weeks; identified students in Kindergarten will meet with the counselor two times during the school year (each nine weeks of the spring semester). Information as needed will be disseminated to parents on this service.

### ***Curriculum and Scheduling Adaptations/Modifications***

Vidor ISD will ensure scheduling modifications are implemented in order to meet the identified needs of individual students. Vidor ISD educators will adapt and/or modify the

core or standard curriculum to meet the needs of identified gifted/talented students and those with special needs, such as twice-exceptional, highly gifted, and English learners.

## **CURRICULUM AND INSTRUCTION PARENT COMMUNICATION (2.29)**

Parents/Guardians of identified gifted/talented students will be given annual updates of the gifted/talented program information at the beginning of school, at the annual District Gifted/Talented Advisory Committee meeting, and the VISD Special Programs Website. Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Student progress is communicated to parents or guardians of Vidor ISD identified gifted/talented students through a district-developed progress report each reporting period. With this progress report, teachers will also include a newsletter informing parents of current gifted/talented activities and related Texas Performance Standards Project (TPSP) update information. Periodically, parents may also be sent copies of the formative TPSP rubric being used with their child. At any time deemed appropriate, the parent may request a conference with the Gifted/Talented teacher to discuss their child's progress/performance in the Gifted/Talented program.

## **4. PROFESSIONAL LEARNING**

All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.

### **REQUIRED TRAINING**

#### ***School Board Training:* (5.10)**

The Vidor ISD School Board is trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5). VISD district staff will provide this training annually as needed. The Director of Curriculum maintains records of the professional development for all district personnel, as well as the School Board gifted/talented training.

#### ***District Gifted/Talented Coordinators:* (3.10)**

Vidor ISD requires its Director of Curriculum to have completed his/her 30 hours of mandatory training as well as maintain his/her yearly 6-hour Gifted/Talented update.

#### ***Administrators:* (5.8)**

Vidor ISD requires all administrators to have completed the 6-hour course in Nature and Needs of Gifted/Talented Students for Administrators, which includes service options. This is a one-time training. The Director of Curriculum maintains records of the professional

development for all district personnel. It is the administrator's responsibility to send copies of documentation of any and all gifted/talented training to the Director of Curriculum.

***Counselors:*** (5.9)

Vidor ISD requires all counselors to have completed the 6-hour course in Nature and Needs of Gifted/Talented Students for Counselors, which includes service options and social and emotional needs. The Director of Curriculum maintains records of the professional development for all district personnel. It is the counselor's responsibility to send copies of documentation of any and all gifted/talented training to the Director of Curriculum.

***Teachers:*** (5.1, 5.2, 5.6)

In grades K-4, designated gifted/talented teachers at each grade level are required to have completed the mandatory thirty (30) hours of gifted/talented training **prior** to their teaching assignment or within the first semester of their teaching assignment. In grades 5-12, all core academic teachers (math, language arts, science, and social studies) who are assigned gifted/talented designated courses are required to complete their 30-hour training prior to their assignment or within the first semester. All designated gifted/talented teachers at Vidor ISD are required to receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state Gifted/Talented Teacher Education Standards. To ensure fidelity of professional development, Vidor ISD requires **prior** district approval for training designed to meet the state-mandated 30-hours and 6-hour updates. The Director of Curriculum maintains records of all professional development. It is the educator's responsibility to send copies of documentation of any and all gifted/talented training to the Director of Curriculum.

***New Teacher Orientation:*** (5.7)

Annually, each teacher new to the district receives an orientation to the district's gifted/talented identification processes and services. This will be part of the Vidor ISD New Teacher Orientation and will be conducted by the Director of Curriculum.

## **PROFESSIONAL LEARNING ACCOUNTABILITY**

***Evaluation of Professional Learning:*** (5.4, 5.11, 5.12)

A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually by the Director of Curriculum. Evaluation of professional learning activities for gifted/talented education is ongoing and related to State Teacher Gifted/Talented Education Standards, and the results of the evaluation are used in making decisions regarding future staff development plans. The Director of Curriculum is responsible for conducting the annual evaluation of services and reporting to staff, parents, and the Board of Trustees. The Vidor I.S.D. District Gifted/Talented Planning Committee is involved in planning, reviewing, and/or conducting the district's gifted/talented professional learning. The District Gifted/Talented Planning

Committee is composed of a minimum of three trained gifted/talented teachers from each campus as well as the campus counselor and the Director of Curriculum.

***Professional Learning Involvement:*** (5.3, 5.5)

Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education. Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district. The Director of Curriculum will disseminate information as it becomes available to district personnel via email.

## **5. FAMILY AND COMMUNITY CONNECTIONS AND COMMUNICATIONS**

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

### **COMMUNICATION PROCEDURES** 6.2, 6.3, 6.4

Vidor ISD understands and encourages family and community communication through various methods. At the district level, the Gifted/Talented Plan and Comprehensive Program Guide, as well as needed forms, will be available on the Special Programs page of the district website. The annual Gifted/Talented program report will be made available after its presentation and acceptance to the Board of Trustees.

The District Gifted/Talented Advisory Committee will also be given opportunities to give input into identification and assessment procedures. The committee will also be invited annually to make recommendations regarding students who may need gifted/talented services.

Vidor ISD also supports the formation and participation of parent gifted/talented advocacy groups by providing facilities as needed.

Each spring, each campus shall share with the community a presentation of gifted/talented student products and achievements. The students shall present their Texas Performance Standards Project (TPSP) products completed during that school year.

As outlined in the *Curriculum and Instruction* section of this plan, a gifted/talented progress report shall be sent home as well as a gifted/talented newsletter each reporting period. Parents are welcomed and encouraged to make appointments with the students' teacher(s) to discuss progress and performance in the gifted/talented program.

The district also seeks feedback annually from parents, students, and teachers on the district's gifted/talented services via a district survey. A report of the results will be shared with the District Gifted/Talented Planning Committee and included in the annual program evaluation that is presented to the Board of Trustees.

## **6. STANDARDS OF SERVICE COMPLIANCE AND FUNDING**

### **(Fidelity of Services)**

School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.

### **ANNUAL GIFTED/TALENTED PROGRAM EVALUATION**

***Compliance:*** (1.1, 1.5, 1.9, 1.11, 1.12, 4.8, 6.8)

Annually as part of the gifted/talented program evaluation, the Director of Curriculum will appraise gifted/talented district student assessment and services to ascertain if they are in compliance with the Texas State Plan for the Education of Gifted/Talented Students. For any standard of service for which the district is out of compliance, the Director of Curriculum will develop a written plan specifying actions and timelines for achieving compliance. This report will be presented as part of the Gifted/Talented Program Evaluation to the Board of Trustees as well as disseminated to district parents. Continued service development as well as effectiveness of gifted/talented services will also be a focus of the annual report. Data from parents, students, and teachers will be included in the annual report. With input from the District Gifted/Talented Planning Committee, the curriculum for gifted/talented students will be modified based on the annual evaluation. The data provided from the annual program evaluation will be used to modify and update provisions for the improvement of services to gifted/talented students in the District and Campus Improvement Plans. Again, the outcomes and finding of the evaluation will be shared with parents through the district website.

***Funding:*** (1.4, 1.12)

To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education program is used to supplement the state funding. Annually, the Director of Curriculum will certify that local funds have supplemented the gifted/talented funding (PIC21) in the annual program evaluation report to the board of trustees. Furthermore, as part of the annual evaluation, the Board of Trustees will determine if the funds used for programs and services are effective and consistent with the standards set forth in this document.

# *Required GT Forms*



## **Public Announcement for Gifted/Talented Awareness Parent Meeting and Gifted/Talented Referrals**

Vidor ISD is beginning the referral process for gifted/talented services for the \_\_\_\_\_ school year. We are committed to providing challenging learning experiences for students with exceptional intellectual and creative thinking abilities. A Parent Awareness meeting providing general information about the district's gifted/talented services and an overview of the characteristics of gifted/talented students will be held at the Vidor I.S.D. Administration Annex building located at 200 S. Archie St. Referral forms will be made available at the meeting.

Anyone wishing to refer a student or wanting more information about the Vidor I.S.D. gifted/talented program should attend. All students in grades kindergarten through 12th grade can be referred for gifted/talented services. If you cannot attend the meeting, you can pick up or request a copy of the referral form from any school office after \_\_\_\_\_. This form must be returned to the school by \_\_\_\_\_.

**NO LATE REFERRALS WILL BE ACCEPTED.**

For any additional information or questions, please contact Heather Watson East, Director of Curriculum at the district office.

Heather Watson East

Phone: 409-951-8736

Email: [hwatson@vidorisd.org](mailto:hwatson@vidorisd.org)



## Gifted and Talented Services Referral Form

I, \_\_\_\_\_, as  
(Please print your name.)

☐ teacher ☐ other staff member ☐ community member  
☐ other interested person,

would like to refer \_\_\_\_\_  
(Please print student's name.)

for the gifted/talented screening and assessment process. I believe this child has an extraordinarily high level of intellectual or academic ability and that his/her educational needs can be best met by participation in gifted and talented services. I understand the school district will make every effort to determine the best possible educational services based on the student's educational needs.

This child is currently in grade \_\_\_\_\_.

\_\_\_\_\_  
Signature of Person Making Referral

\_\_\_\_\_  
Date

*\*Please return this completed form to the student's campus counselor or principal.*



Dear Parent/Guardian,

Your child, \_\_\_\_\_, has been referred for testing to see if the most effective educational placement would be the Vidor ISD Gifted and Talented Program of Services. In order for your child to be considered for the gifted/talented program of services, your child will need to be assessed. The student will be assessed using district-approved assessment instruments, both quantitative and qualitative, that provide valuable insight into your child's abilities and needs.

Once the assessment information is obtained and the District Gifted/Talented Selection Committee has evaluated all information, the committee will determine the most effective educational placement based on the identified needs of your child. You will receive written notification of the decision made by the committee by US mail within 10 days of the committee's decision.

Please return page 2 of this form with your decision clearly marked to your child's teacher before the referral window closes on \_\_\_\_\_.

Sincerely,

Heather Watson East  
Director of Curriculum  
Vidor ISD

## Parental Permission to Assess for Gifted/Talented Services

Child's Name: \_\_\_\_\_

\_\_\_\_\_ Yes, I give my permission for Vidor I.S.D. to assess my child for gifted/talented services.

\_\_\_\_\_ No, I do not wish to have my child assessed for gifted/talented services at this time.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



Dear Parent/Guardian:

The purpose of this letter is to inform you about the results of Vidor ISD's gifted/talented identification process. The Vidor ISD Gifted/Talented Selection Committee reviewed quantitative and qualitative data collected on your child. As defined by the Texas Education Code, a gifted and/or talented student is "a child who performs or shows the potential for performing at remarkably high levels of accomplishment when compared with others of the same age, experience, or environment." Our gifted/talented program of services meets the needs of the academically advanced student in general intellectual ability.

At this time, our identification process indicates that the most effective educational placement, based on the identified needs of your child, \_\_\_\_\_, is **not** the Vidor ISD Gifted/Talented Program of Services. As a parent, you have the right to appeal this decision. If you would like to discuss this decision further, please contact the school counselor for a personal conference to look over the identification process records on your child. For more information about the appeals procedures, please review the Vidor ISD Gifted/Talented Plan and Comprehensive Program Guide found on the district's website.

Sincerely,

Heather Watson East  
Director of Curriculum  
Vidor ISD



Dear Parent/Guardian:

The purpose of this letter is to inform you about the results of Vidor ISD's gifted/talented identification process. The Vidor ISD Gifted/Talented Selection Committee reviewed quantitative and qualitative data collected on your child and has determined that the most effective educational placement based on the identified needs of your child is the Vidor I.S.D. Gifted/Talented Program of Services. Before we can officially offer your child these services, we must have your written permission for your child to participate. Please complete this form and return it as soon as possible to let us know your decision for your child's placement.

**Student's Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Home/Cell phone:** \_\_\_\_\_ **Work phone:** \_\_\_\_\_

**Parent/Guardian Email:** \_\_\_\_\_

**Grade:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

Parental permission must be given to officially identify and place a student in the program for the gifted/talented in Vidor ISD. Parent/guardian's signature is required for permission and placement.

\_\_\_\_\_ **Yes, I understand that my child has been identified to participate in the Vidor ISD Gifted/Talented Program and that his/her progress will be monitored. I give my permission for Vidor ISD to notify the campus to place my child in the G/T program.**

\_\_\_\_\_ **No, I do not wish for my child to receive gifted/talented services.**

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Parent/Guardian Name (printed)**

Please return this signed and dated permission form by \_\_\_\_\_ to the address below or to your child's campus.

**VISD Curriculum Department  
Attn: Heather Watson East  
200 S. Archie  
Vidor, TX 77662**



## Furlough of Gifted/Talented Services Request

A furlough, or temporary "leave of absence," from receiving gifted/talented services is designed to meet the individual needs of an identified student. Anyone may request a furlough: parent/guardian, student, teacher, or administrator. A furlough request form can be obtained from the counselor's office at the campus where the identified child is receiving services.

Please return the furlough request to the counselor's office. The principal will present the furlough request to the members of the Gifted/Talented Selection Committee for consideration. A student may be furloughed for a period deemed appropriate by the Gifted/Talented Selection Committee. Furloughs are temporary and will not be longer than one semester or the entire school year.

At the end of the furlough, the student's progress shall be reassessed, and the student may begin receiving gifted/talented services again, exited from services, or be placed on another furlough. Furloughs can be granted for a variety of extenuating circumstances such as: family problems, illness, emotional problems, or anything that would inhibit a child's performance while receiving gifted/talented services. Furloughs will not be used as a disciplinary tool.

Date: \_\_\_\_\_

Requested by: \_\_\_\_\_

☐ Check here if you have read and understand the Vidor ISD Furlough policy.

Requested for (student's name): \_\_\_\_\_

Date: \_\_\_\_\_

Length of time requested: \_\_\_\_\_

Reason(s) for request:

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### Committee Decision

\_\_\_\_\_ Furlough granted

\_\_\_\_\_ Furlough denied

Date: \_\_\_\_\_

Length of time granted: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

Scheduled Date for Review: \_\_\_\_\_

### Committee Members

\_\_\_\_\_  
Student

\_\_\_\_\_  
Parent(s)/Guardian(s)

\_\_\_\_\_  
Teacher(s)

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Counselor

\_\_\_\_\_  
Other (specify)



## Gifted/Talented Exit Request Form and Procedures

Date: \_\_\_\_\_

Student name: \_\_\_\_\_

School: \_\_\_\_\_ Grade level: \_\_\_\_\_

Person initiating request: \_\_\_\_\_

Signature: \_\_\_\_\_

Purpose for exit request: (See 1-4 below)

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### Exit Procedures To Be Followed:

Students placed in the Vidor ISD Gifted/Talented Program may be exited when it is determined that it would be in the most effective placement of the student to discontinue the student's participation.

### One or more of the following conditions must be met:

1. The student may, with parental permission, request to be removed from the program. In such cases, a conference between the parent, Gifted/Talented Selection Committee, and the student must be held before the student is exited. Appropriate documentation, signed by the parent and principal, is placed on file with the Director of Curriculum as well as in the student's permanent file. The student must remain out of the program for one school year and must go through the gifted/talented referral, assessment, and placement process and requalify before re-entry into the program.
2. The parent may request that the student be removed from the program. In such a case, the procedure outlined above is followed.
3. The gifted/talented teacher, principal, or counselor may recommend the exiting of a student who, in his/her professional opinion, the gifted/talented program is not the

most effective placement for the student. In such cases, a conference between the parent and appropriate school personnel will be held, and before exiting is deemed appropriate, a written plan for improvement is developed. If a student's work does not improve, a conference is held with the student, parent, classroom teacher, principal, and other staff as appropriate. This is done at the end of a grading period or sooner, as needed. The teacher, student, and parent work together to develop an Educational Improvement Plan to ensure that the optimum situation is created for student improvement. The plan specifies what the student must do to improve and what school personnel and parents will do to help. At a time designated in the written plan, a re-evaluation of student progress is made relative to the expectations established for the student in cooperation with the parent and teacher(s). If the student has shown improvement, but not fully achieved expectations, another Educational Improvement Plan is completed with a new timeline. If the student fails to make a reasonable amount of progress toward the goals and objectives of the plan, the Gifted/Talented Selection Committee after review will follow the furlough or exit procedures as needed. If exiting from the program is recommended, the principal will notify the parent who may request a conference and re-evaluation of the student's progress through the reconsideration process, and the student may be exited upon the recommendation of the majority of the members of the Gifted/Talented Selection Committee.

**Note:** Should a student exit from services, the process shall be accomplished in such a manner to avoid adding undue pressure to the student or parent(s)/guardian(s) and without prejudice. It shall be recognized that the purpose of gifted/talented services is to best serve the academic and affective needs of the child.

<p align="center"><b>Vidor Independent School District</b></p> <p align="center"><b>Educational Improvement Plan (EIP) for Gifted/Talented</b></p>		Date of Eligibility of GT Services: _____ Date of Previous GT EIP: _____ Date of EIP Development: _____ Duration of Plan: <input type="checkbox"/> 3wks <input type="checkbox"/> 6wks <input type="checkbox"/> 9wks <input type="checkbox"/> __wks Date of Initiation: _____ Date of EIP Review: _____
Student Name: _____ Student ID Number: _____ School: <input type="checkbox"/> OFE <input type="checkbox"/> PFE <input type="checkbox"/> VE <input type="checkbox"/> VMS <input type="checkbox"/> VJH <input type="checkbox"/> VHS Parent/Guardian Name: _____ Address: _____ Home Phone: _____ Cell Phone: _____		

Notification Attempts: Date: _____ Method: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Conf Date: _____ Method: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Conf	Notification Attempts: Date: _____ Method: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Conf Date: _____ Method: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Conf
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<input type="checkbox"/> Parent gave permission for meeting to be held without being present. Parent participated: <input type="checkbox"/> Virtually <input type="checkbox"/> Conference Call	<input type="checkbox"/> Parent gave permission for meeting to be held without being present. Parent participated: <input type="checkbox"/> Virtually <input type="checkbox"/> Conference Call
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Conference Notes:          	Conference Notes:          
Signatures of GT EIP Meeting Participants:  _____ Parent/Guardian _____ Gifted Education Teacher(s) _____ Principal _____ Counselor _____ Student	Signatures of GT EIP Meeting Participants:  _____ Parent/Guardian _____ Gifted Education Teacher(s) _____ Principal _____ Counselor _____ Student

Teacher informed of responsibilities: <input type="checkbox"/> Yes <input type="checkbox"/> No _____ (date) Teachers have access to GT EIP: <input type="checkbox"/> Yes <input type="checkbox"/> No _____ (date)	Teacher informed of responsibilities: <input type="checkbox"/> Yes <input type="checkbox"/> No _____ (date) Teachers have access to GT EIP: <input type="checkbox"/> Yes <input type="checkbox"/> No _____ (date)
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Form Updated 4/23/2021

Distribution: ☐ School  
☐ Teacher  
☐ Parent

## Educational Improvement Plan (EIP) for Gifted/Talented

**Student Name:** \_\_\_\_\_ **EIP Date:** \_\_\_\_\_

Describe the student's strengths, interests:

## Documentation:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Parent Observations       | <input type="checkbox"/> Teacher Observations   | <input type="checkbox"/> Student Input             |
| <input type="checkbox"/> Portfolio of Student Work | <input type="checkbox"/> Formal Assessments     | <input type="checkbox"/> Report Card               |
| <input type="checkbox"/> Previous EIP/IEP          | <input type="checkbox"/> Informal Assessments   | <input type="checkbox"/> Student-Led Conference(s) |
| <input type="checkbox"/> ESL Plan for LEP          | <input type="checkbox"/> TPSP Assessment Rubric | <input type="checkbox"/> Other:                    |

**STAAR/EOC Scores:** Math: \_\_\_\_\_ (scale score)  
☐ DNA ☐ A ☐ M ☐ Ma  
 Reading/LA: \_\_\_\_\_ (scale score)  
☐ DNA ☐ A ☐ M ☐ Ma  
 US History: \_\_\_\_\_ (scale score)  
☐ DNA ☐ A ☐ M ☐ Ma  
 Science: \_\_\_\_\_ (scale score)  
☐ DNA ☐ A ☐ M ☐ Ma  
☐ Copy of STAAR/EOC Student Report Card Included

### State the Issues:

**Priority Educational Need(s):**

Check the domains addressed in this EIP: <input type="checkbox"/> Curriculum & Learning Environment <input type="checkbox"/> Social/Emotional Behavior <input type="checkbox"/> Other: _____ NOTE: If a domain is NOT checked, this student does not demonstrate a need for services beyond those normally provided for all students.		Location: <input type="checkbox"/> Intervention Time (RtI) <input type="checkbox"/> ELAR Class <input type="checkbox"/> Math Class <input type="checkbox"/> Science Class <input type="checkbox"/> Social Studies Class <input type="checkbox"/> Gifted Content Class (TPSP)	
Specially Designed Instruction:			
Delivery of Service: <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Curriculum Compacting <input type="checkbox"/> Acceleration <input type="checkbox"/> Tutoring <input type="checkbox"/> Intervention Services <input type="checkbox"/> Enrichment			
Frequency of Service: <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other: _____ Every time course meets.      1x-4x per week      1x-3x per month      _____			

## Educational Improvement Plan (EIP) for Gifted/Talented

Student Name: \_\_\_\_\_ EIP Date: \_\_\_\_\_

Individual Student Goals & Objectives			
<b>Goal 1: Higher Levels of Thinking</b> _ The gifted/talented student will demonstrate critical thinking skills by analyzing, synthesizing, and evaluating problems and information.			
The student will:			
<b>Evaluation Procedures:</b> <input type="checkbox"/> Grades/Work Samples <input type="checkbox"/> Informal Assessments <input type="checkbox"/> Teacher Observation(s) <input type="checkbox"/> Standardized Tests <input type="checkbox"/> TPSP Assessment Rubric <input type="checkbox"/> Other: _____	<b>Evaluation Criteria:</b> <input type="checkbox"/> 90%-100% Masters <input type="checkbox"/> 80%-89% Meets <input type="checkbox"/> 70%-79% Approaches <input type="checkbox"/> ≤69% Does Not Approach	<b>Evaluation Schedule:</b> <input type="checkbox"/> 3 Weeks <input type="checkbox"/> 6 Weeks <input type="checkbox"/> 9 Weeks <input type="checkbox"/> Semester <input type="checkbox"/> Other: _____	<b>Results:</b> <input type="checkbox"/> Mastered <input type="checkbox"/> Progressing <input type="checkbox"/> No Progress <input type="checkbox"/> Other: _____  Review Date: _____
<b>Goal 2: Self-Directed Learning</b> _ The gifted/talented student will demonstrate initiative in pursuing knowledge and exploring ideas.			
The student will:			
<b>Evaluation Procedures:</b> <input type="checkbox"/> Grades/Work Samples <input type="checkbox"/> Informal Assessments <input type="checkbox"/> Teacher Observation(s) <input type="checkbox"/> Standardized Tests <input type="checkbox"/> TPSP Assessment Rubric <input type="checkbox"/> Other: _____	<b>Evaluation Criteria:</b> <input type="checkbox"/> 90%-100% Masters <input type="checkbox"/> 80%-89% Meets <input type="checkbox"/> 70%-79% Approaches <input type="checkbox"/> ≤69% Does Not Approach	<b>Evaluation Schedule:</b> <input type="checkbox"/> 3 Weeks <input type="checkbox"/> 6 Weeks <input type="checkbox"/> 9 Weeks <input type="checkbox"/> Semester <input type="checkbox"/> Other: _____	<b>Results:</b> <input type="checkbox"/> Mastered <input type="checkbox"/> Progressing <input type="checkbox"/> No Progress <input type="checkbox"/> Other: _____  Review Date: _____

## Educational Improvement Plan (EIP) for Gifted/Talented

Student Name: \_\_\_\_\_ EIP Date: \_\_\_\_\_

Individual Student Goals & Objectives			
<b>Goal 3: Positive Self Concept_</b> The gifted/talented student will demonstrate confidence and risk-taking skills within themselves.			
The student will:			
<b>Evaluation Procedures:</b> <input type="checkbox"/> Grades/Work Samples <input type="checkbox"/> Informal Assessments <input type="checkbox"/> Teacher Observation(s) <input type="checkbox"/> Standardized Tests <input type="checkbox"/> TPSP Assessment Rubric <input type="checkbox"/> Other: _____	<b>Evaluation Criteria:</b> <input type="checkbox"/> 90%-100% Masters <input type="checkbox"/> 80%-89% Meets <input type="checkbox"/> 70%-79% Approaches <input type="checkbox"/> ≤69% Does Not Approach	<b>Evaluation Schedule:</b> <input type="checkbox"/> 3 Weeks <input type="checkbox"/> 6 Weeks <input type="checkbox"/> 9 Weeks <input type="checkbox"/> Semester <input type="checkbox"/> Other: _____	<b>Results:</b> <input type="checkbox"/> Mastered <input type="checkbox"/> Progressing <input type="checkbox"/> No Progress <input type="checkbox"/> Other: _____  Review Date: _____
<b>Goal 4: Positive Interpersonal Relationships _</b> The gifted/talented student will demonstrate how to communicate and cooperate in group situations whether as a leader or part of the group.			
The student will:			
<b>Evaluation Procedures:</b> <input type="checkbox"/> Grades/Work Samples <input type="checkbox"/> Informal Assessments <input type="checkbox"/> Teacher Observation(s) <input type="checkbox"/> Standardized Tests <input type="checkbox"/> TPSP Assessment Rubric <input type="checkbox"/> Other: _____	<b>Evaluation Criteria:</b> <input type="checkbox"/> 90%-100% Masters <input type="checkbox"/> 80%-89% Meets <input type="checkbox"/> 70%-79% Approaches <input type="checkbox"/> ≤69% Does Not Approach	<b>Evaluation Schedule:</b> <input type="checkbox"/> 3 Weeks <input type="checkbox"/> 6 Weeks <input type="checkbox"/> 9 Weeks <input type="checkbox"/> Semester <input type="checkbox"/> Other: _____	<b>Results:</b> <input type="checkbox"/> Mastered <input type="checkbox"/> Progressing <input type="checkbox"/> No Progress <input type="checkbox"/> Other: _____  Review Date: _____

## Educational Improvement Plan (EIP) for Gifted/Talented

Student Name: \_\_\_\_\_ EIP Date: \_\_\_\_\_

Individual Student Goals & Objectives			
<b>Goal 5: Creative Thinking and Expressions</b> _ The gifted/talented student will demonstrate effective creative thinking and expression in both oral and written communication.			
The student will:			
<b>Evaluation Procedures:</b> <input type="checkbox"/> Grades/Work Samples <input type="checkbox"/> Informal Assessments <input type="checkbox"/> Teacher Observation(s) <input type="checkbox"/> Standardized Tests <input type="checkbox"/> TPSP Assessment Rubric <input type="checkbox"/> Other: _____	<b>Evaluation Criteria:</b> <input type="checkbox"/> 90%-100% Masters <input type="checkbox"/> 80%-89% Meets <input type="checkbox"/> 70%-79% Approaches <input type="checkbox"/> ≤69% Does Not Approach	<b>Evaluation Schedule:</b> <input type="checkbox"/> 3 Weeks <input type="checkbox"/> 6 Weeks <input type="checkbox"/> 9 Weeks <input type="checkbox"/> Semester <input type="checkbox"/> Other: _____	<b>Results:</b> <input type="checkbox"/> Mastered <input type="checkbox"/> Progressing <input type="checkbox"/> No Progress <input type="checkbox"/> Other: _____ <b>Review Date:</b> _____



## Gifted/Talented Program 6-Weeks Progress Report

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Gifted/Talented Teacher: \_\_\_\_\_

Conference Period: \_\_\_\_\_

	1	2	3	4	5	6
Mastery of concepts/subject matter						
Use of critical-thinking skills						
Use of creative-thinking skills						
Use of problem-solving skills						
Use of research skills						
Use of study skills						
Product(s) evaluation						
Participation/interaction						
Completion of tasks						
Attitude/cooperativeness						
Absences from G/T						
Progress of TPSP Project						

**Parent/Guardian's Signature:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**Explanation of ratings:**

1—Poor

2—Fair

3—Average

4—Good

5—Excellent

**1st SIX WEEKS**

Comments:

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**2nd SIX WEEKS**

Comments:

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**3rd SIX WEEKS**

Comments:

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**4th SIX WEEKS**

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**5th SIX WEEKS**

Comments:

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**6th SIX WEEKS**

Comments:

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## Gifted/Talented Program 9-Weeks Progress Report

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Gifted/Talented Teacher: \_\_\_\_\_

Conference Period: \_\_\_\_\_

	1	2	3	4
Mastery of concepts/subject matter				
Use of critical-thinking skills				
Use of creative-thinking skills				
Use of problem-solving skills				
Use of research skills				
Use of study skills				
Product(s) evaluation				
Participation/interaction				
Completion of tasks				
Attitude/cooperativeness				
Absences from G/T				
Progress of TPSP Project				

**Parent/Guardian's Signature:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**Explanation of ratings:**

1—Poor

2—Fair

3—Average

4—Good

5—Excellent

**1st NINE WEEKS**

Comments:

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**2nd NINE WEEKS**

Comments:

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**3rd NINE WEEKS**

Comments:

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**4th NINE WEEKS**

Comments:

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## Gifted/Talented Curriculum Scope & Sequence

Skills	K	1	2	3	4	5	6-12
<b>1. Development of Questions</b>							
Brainstorming research questions	I	I	D	D	D	D	D
<b>2. Sources of Information</b>							
Primary sources	I	I	D	D	D	D	D
Secondary sources	I	I	D	D	D	D	D
<b>3. Collection of Data</b>							
Note taking	I	I	I	D	D	D	D
Paraphrasing	I	I	I	D	D	D	D
Valid and reliable sources	I	I	I	D	D	D	D
Reference materials	I	I	I	D	D	D	D
<b>4. Analysis &amp; Interpretation of Data</b>							
Conclusions and generalizations	I	I	I	D	D	D	D
Compare and contrast	I	I	D	D	D	D	D
Patterns and relationships	I	I	D	D	D	D	D
Fact and opinion	I	I	I	D	D	D	D
Predicting consequences	I	I	I	D	D	D	D
<b>5. Product Development</b>							
Written presentation	I	I	I	D	D	D	D
Oral presentation	I	I	I	I	D	D	D

### Scope and Sequence of Skills—K-12

Gifted/Talented curriculum in all Vidor ISD schools will assure that identified gifted students will have a foundation that will lead to the development of advanced-level products and/or performances.

I—Introduce D—Develop

## Gifted/Talented Student Identification Profile - Grades K-2

Vidor ISD

Student ID # \_\_\_\_\_

☐ EL   
 ☐ SpED   
 ☐ 504   
 ☐ Low SES   
 ☐ Dyslexia   
 ☐ Dysgraphia

	Score	Below Average	Average	Strong Average		Excellent	Superior
<b>Quantitative Data</b>							
<b>ACHIEVEMENT TEST - IOWA</b>		<50%	51–80%	81–90%		91–95%	96–99%
Language Score							
Mathematics Score							
Reading Score							
<b>ABILITY TEST - CogAT</b>		<50%	51–80%	81–90%		91–95%	96–99%
Alt-Verbal Score							
Non-Verbal Score							
Quantitative Score							
<b>Qualitative Data</b>							
<b>GATES TEACHER EVALUATION</b>		<74	75-84	85-110		111-120	121+
General Intellectual Ability							
Academic Skills							
Creativity							
Leadership							
<b>PARENT RATING SCALE</b>		<25	25-37	38-47		48-59	60-64
(check one)							

⬆ **District Line:**

The majority of scores should be at or above the line to qualify.

The Vidor ISD Gifted/Talented Selection Committee has met and reviewed the individual student data and the most effective educational placement based on the identified needs of the student. Based on review of information gathered during the assessment process, data reflects that gifted/talented services **will be / will not be** the most effective way to meet his/her identified educational needs.

Date Reviewed: \_\_\_\_\_

**Signatures of G/T Selection Committee Members:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Gifted/Talented Student Identification Profile - Grades 3-12

Vidor ISD

Student ID # \_\_\_\_\_

☐ EL   
 ☐ SpED   
 ☐ 504   
 ☐ Low SES   
 ☐ Dyslexia   
 ☐ Dysgraphia

	Score	Below Average	Average	Strong Average		Excellent	Superior
<b>Quantitative Data</b>							
<b>ACHIEVEMENT TEST - IOWA</b>		<50%	51–80%	81–90%		91–95%	96–99%
Mathematics Score							
Reading Score							
<b>ABILITY TEST - CogAT</b>		<50%	51–80%	81–90%		91–95%	96–99%
Verbal Score							
Non-Verbal Score							
Quantitative Score							
<b>Qualitative Data</b>							
<b>GATES TEACHER EVALUATION</b>		<74	75-84	85-110		111-120	121+
General Intellectual Ability							
Academic Skills							
Creativity							
Leadership							
<b>PARENT RATING SCALE</b>		<25	25-37	38-47		48-59	60-64
(check one)							

⬆ **District Line:**

The majority of scores should be at or above the line to qualify.

The Vidor ISD Gifted/Talented Selection Committee has met and reviewed the individual student data and the most effective educational placement based on the identified needs of the student. Based on review of information gathered during the assessment process, data reflects that gifted/talented services **will be / will not be** the most effective way to meet his/her identified educational needs.

Date Reviewed: \_\_\_\_\_

**Signatures of G/T Selection Committee Members:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
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## Gifted/Talented Services Student Survey

Please take a few moments to complete this brief survey by marking a response for each statement. If you need help, please ask your teacher.

Student's Grade Level: \_\_\_\_\_

Student's Campus: \_\_\_\_\_

	Agree	Disagree	Don't Know
<b>Program Design</b>			
1. Gifted/talented (GT) services are available to me in all four (4) core areas (math, language arts, science, & social studies).			
2. My parents are informed each year on how I am receiving GT services.			
3. I get to work with other GT students.			
4. GT services are provided to me during the entire school year.			
5. I am aware of acceleration options available through Credit by Examination and Early High School Graduation.			
6. My gifted/talented teacher(s) use Depth and Complexity when teaching in all four (4) content areas (math, science, social studies, & science).			
<b>Curriculum and Instruction</b>			
7. I work on skills in self-directed learning, thinking, research, and communication.			
8. I get to create advanced-level products and performances each year.			
9. I am provided with learning opportunities each year which lead to the development of advanced-level products and performances.			
10. I am participating in research-based learning opportunities, such as the Texas Performance Standards Project (TPSP).			
<b>Family/Community Involvement</b>			
11. Students are included in the annual gifted program evaluation (i.e., a GT student survey).			
12. My products are shared with the community each year (i.e., public performances/presentations, district website/Facebook page, etc.).			
13. My parents are informed periodically of my progress in the GT program (i.e., GT progress report).			

**Additional Comments/Suggestions for Improvement of Services (optional)**

**What aspects do you like about the GT services at our campus/district?**

Are there any ways you think we can improve the GT services provided by our campus/district? Please explain.



## Gifted/Talented Services Parent Survey

Please take a few moments to complete this brief survey on the Vidor ISD gifted/talented services provided for your identified gifted/talented student by marking a response for each statement.

Student's Grade Level: \_\_\_\_\_

Student's Campus: \_\_\_\_\_

	Agree	Disagree	Don't Know
<b>Student Assessment</b>			
1. I know how to access the board-approved written plan and comprehensive guide for gifted/talented student identification.			
2. The above plan/guide also addresses gifted/talented furloughs, reassessment, exiting students from services, transfer of students, and appeals.			
3. The school district takes referrals and assesses for gifted/talented identification at least once a year.			
4. Gifted/talented referrals are taken for all grade levels K-12.			
5. The school district uses at least three (3) criteria in the assessment process for gifted/talented identification.			
6. Gifted/talented referrals are open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.			
7. Kindergarten students are referred, assessed, and if identified as gifted/talented, provided services by March 1st.			
<b>Program Design</b>			
8. Identified gifted/talented students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, & social studies).			
9. Gifted/talented services are provided during the entire school year.			
10. The gifted/talented services my child receives provide many opportunities for my child to work with other gifted children who have similar interests and abilities.			
11. The district provides services to Junior High and High School identified students through Honors, AP, or dual-credit classes in the four (4) core academic areas, AND the teacher(s) provide(s) differentiation through depth and complexity.			
12. I know that acceleration options are available for my child through Credit by Examination and Early High School Graduation.			

	Agree	Disagree	Don't Know
<b>Curriculum and Instruction</b>			
13. My child's gifted/talented teacher(s) understand(s) the characteristics and needs of gifted children.			
14. The gifted/talented services my child receives provide many opportunities for my child to pursue his/her passions and develop new topics of his/her personal interest through independent research and learning.			
15. Gifted/talented students are provided the opportunity to demonstrate skills in self-directed learning, thinking, research, and communication.			
16. Identified gifted/talented students are provided learning opportunities each year which lead to the development of advanced-level products and performances.			
17. Gifted/talented students are participating in research-based learning opportunities, such as the Texas Performance Standards Project (TPSP).			
18. The amount of work my child completes in the gifted/talented classroom is appropriate for his/her learning level.			
19. My gifted/talented child's GT teacher(s) provide(s) assignments based on my child's learning needs that are different from what the other students are learning (i.e., research project, other differentiated assignments).			
<b>Family/Community Involvement</b>			
20. Parents are informed each year of the learning opportunities provided to their gifted/talented child.			
21. Parents are included in the annual gifted program evaluation.			
22. My gifted/talented student's products/performances are shared with the community at least once a year.			
23. As a parent, I receive periodic updates on my child's progress in his/her gifted/talented learning (i.e., GT progress report).			
<b>Additional Comments/Suggestions for Improvement of Services (optional)</b>			
What aspects do you like about the GT services at our campus/district?			
Are there any ways you think we can improve the GT services provided by our campus/district? Please explain.			



## Gifted/Talented Services Teacher Survey

Please take a few moments to complete this brief survey on the Vidor ISD gifted/talented services provided in the district student by marking a response for each statement.

Current Assigned Grade/Content Area: \_\_\_\_\_ School Campus: \_\_\_\_\_

	Agree	Disagree	Don't Know
<b>Student Assessment</b>			
1. I know how to access the board-approved written plan and comprehensive guide for gifted/talented student identification.			
2. The above plan/guide also addresses gifted/talented furloughs, reassessment, exiting students from services, transfer of students, and appeals.			
3. The school district takes referrals and assesses for gifted/talented identification at least once a year.			
4. Gifted/talented referrals are taken for all grade levels K-12.			
5. The district makes accommodations for non-English speaking and/or Twice Exceptional students when assessing for gifted/talented identification.			
6. The school district uses at least three (3) criteria in the assessment process for gifted/talented identification.			
7. Gifted/talented referrals are open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.			
8. The district makes placement decisions with a committee of at least (3) local educators who have received training in the nature and needs of gifted/talented students.			
9. Kindergarten students are referred, assessed, and if identified as gifted/talented, provided services by March 1st.			
<b>Program Design</b>			
10. Identified gifted/talented students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, & social studies).			
11. Gifted/talented services are provided during the entire school year.			
12. Gifted/talented students are provided with many opportunities to work with other gifted children who have similar interests and abilities.			

	Agree	Disagree	Don't Know
13. I know that acceleration options are available to students through Credit by Examination and Early High School Graduation.			
14. The district provides services to Junior High and High School identified students through Honors, AP, or dual-credit classes in the four (4) core academic areas, AND the teacher(s) provide(s) differentiation through depth and complexity.			
<b>Curriculum and Instruction</b>			
15. Gifted/talented students are provided the opportunity to demonstrate skills in self-directed learning, thinking, research, and communication.			
16. There is an array of challenging learning experiences provided for gifted/talented students, which emphasize content from the four (4) core academic areas (math, language arts, science, & social studies).			
17. Identified gifted/talented students are provided learning opportunities each year which lead to the development of advanced-level products and performances.			
18. Gifted/talented students are participating in research-based learning opportunities, such as the Texas Performance Standards Project (TPSP).			
19. Campus and district improvement plans address improvement of services to gifted/talented services each year.			
<b>Professional Development</b>			
20. All teachers of gifted/talented students are required to attain 30 hours of foundational gifted/talented training before providing services. (Note: If the training is not available prior to the assignment, the teacher should receive the training during the first semester of instruction.)			
21. All teachers of gifted/talented students receive a minimum of six (6) hours annually of professional development in gifted/talented education.			
22. Administrators and counselors have a minimum of six (6) hours of professional development in the nature and needs of GT students.			
23. The district/campuses evaluate the professional development activities for gifted/talented education.			
24. The district/campuses evaluate the gifted/talented program each year.			
<b>Family/Community Involvement</b>			
25. Parents are given access, upon request, to the board-approved plan and comprehensive guide on student identification for the GT program.			
26. Parents are informed each year of the learning opportunities provided to their gifted/talented child.			
27. Parents are included in the annual gifted program evaluation.			
28. Gifted/talented students' products/performances are shared with the community at least once a year.			
29. Parents receive periodic updates of their child's progress in the gifted/talented program (i.e., GT progress report).			

**Additional Comments/Suggestions for Improvement of Services (optional)**

**What aspects do you like about the GT services at our campus/district?**

Are there any ways you think we can improve the GT services provided by our campus/district? Please explain.

## District Gifted/Talented Committee Members

### *District G/T Planning Committee*

OFE	PFE	VE	VMS	VJH	VHS	District
GT Teacher	GT Teacher	GT Teacher	GT Teacher	GT Teacher	GT Teacher	Curr. Director
GT Teacher	GT Teacher	GT Teacher	GT Teacher	GT Teacher	GT Teacher	
GT Teacher	GT Teacher	GT Teacher	GT Teacher	GT Teacher	GT Teacher	
Counselor	Counselor	Counselor	1 Counselor	1 Counselor	1 Counselor	
Other	Other	Other	Other	Other	Other	

*\*All members must have completed gifted/talented professional development for teachers and/or administrators/counselors.*

*\*\*Meetings: At least once per semester*

### *District G/T Selection Committees*

Elementary	Middle School	Jr. High	High School
Director of Curriculum	Director of Curriculum	Director of Curriculum	Director of Curriculum
1 Elem. Principal	MS Principal	JH Principal	HS Principal
1 Elem. Counselor	1 MS Counselor	1 JH Counselor	1 HS Counselor
1 Grade-Level GT Teacher Per Campus	2 Grade-Level GT Teachers	2 Grade-Level GT Teachers	2 Grade-Level GT Teachers

*\*All members must have received professional development in, at the minimum, Nature and Needs of Gifted/Talented Students.*

*\*\*Meetings: Fall & Spring Identification (December & May)*

### *Campus G/T Selection Committees*

OFE	PFE	VE	VMS	VJH	VHS
Principal	Principal	Principal	Principal	Principal	Principal
Counselor	Counselor	Counselor	Counselor	Counselor	Counselor
K GT Teacher	K GT Teacher	K GT Teacher	5th GT Teacher	7th GT Teacher	9th GT Teacher
1st GT Teacher	1st GT Teacher	1st GT Teacher	5th GT Teacher	7th GT Teacher	10th GT Teacher
2nd GT Teacher	2nd GT Teacher	2nd GT Teacher	6th GT Teacher	8th GT Teacher	11th GT Teacher
3rd GT Teacher	3rd GT Teacher	3rd GT Teacher	6th GT Teacher	8th GT Teacher	12th GT Teacher
4th GT Teacher	4th GT Teacher	4th GT Teacher			

*\*All members must have received professional development in, at the minimum, Nature and Needs of Gifted/Talented Students.*

*\*\*Meetings: As needed for G/T EIPs and requests for furloughs/exits from the G/T program*

### *District G/T Advisory Committee*

OFE	PFE	VE	VMS	VJH	VHS	District
Principal	Principal	Principal	Principal	Principal	Principal	Curr. Director
Gen Ed Teacher	Gen Ed Teacher	Gen Ed Teacher	Gen Ed Teacher	Gen Ed Teacher	Gen Ed Teacher	Community Member
GT Teacher	GT Teacher	GT Teacher	GT Teacher	GT Teacher	GT Teacher	Community Member
GT Parent	GT Parent	GT Parent	GT Parent	GT Parent	GT Parent	Community Member
GT Parent	GT Parent	GT Parent	GT Parent	GT Parent	GT Parent	Community Member

*\*\*Meetings: At least once during the school year*

## Gifted/Talented Enrichment Opportunities (3.2, 3.6)

Educational enrichment programs can be an excellent opportunity for gifted/talented students to develop a variety of skills and interests. Vidor I.S.D. supports the involvement of our gifted/talented students in numerous programs and organizations which offer to meet the needs of advanced learners outside the regular school curriculum. Below you will find a list of contests, academic recognition, summer camps, volunteer opportunities, after-school, and year-long programs, offered on campuses and throughout the area, that focus on a wide range of subject areas.

Activity	Grade Level(s)	Location	Information
Academic Clubs - VJH & VHS	7-12	VJH, VHS	<a href="#">VHS Clubs</a>
ACT	11-12	VHS	<a href="#">ACT Website</a>
Art	5-12	VMS, VJH, VHS	<a href="#">VJH Classes</a> , <a href="#">VHS Course Catalog</a>
Athletics	7-12	VJH, VHS	<a href="#">VISD Athletics Website</a>
Band	6-12	VMS, VJH, VHS	<a href="#">VHS Band Website</a>
Beaumont Children's Museum Summer Camps	1-5	Beaumont Children's Museum	<a href="#">Website</a>
Boy/Girl Scouts of America	K-12	Vidor, TX	<a href="#">Boy Scouts</a> , <a href="#">Girl Scouts</a>
Choir	4, 6-12	All Campuses	<a href="#">VHS Choir</a>
Citizen Bee	9-12	VHS	<a href="#">Website</a>
Cybersecurity Summer Camp	5-12	Virtual	<a href="#">Website</a>
Drama	7-12	VJH, VHS	<a href="#">VJH Classes</a> , <a href="#">VHS Course Catalog</a>
Duke Talent Identification Program	7	VJH	<a href="#">Duke TIP Website</a>
Hope Squad	6-12	VMS, VJH, VHS	Contact Campus Counselors
Interact Club	9-12	VHS	<a href="#">VHS Clubs</a>
Lamar University Summer Camps	PK-12	Lamar University	<a href="#">Website</a>
National Honor Society	11-12	VHS	<a href="#">NHS</a>
National Jr. Honor Society	8	VJH	<a href="#">NJHS</a>
Pirate Academy Opportunities	5-6	VMS	Contact VMS Principal
Pirate Singers	10-12	VHS	<a href="#">VHS Choir Website</a>
SAT	11-12	VHS	<a href="#">SAT Website</a>
SkillsUSA	9-12	VHS	<a href="#">SkillsUSA Website</a>
Spelling Bee	4-6		<a href="#">VMS Programs</a>
Stark Contest in Reading & Declamation	9-12	VHS	<a href="#">Stark Contest Website</a>
STEM Girls Camp (Virtual)	6-12	Virtual	<a href="#">Flyer</a>
Student Advisory Committee	3-12	All Campuses	Contact: Campus Principals
Student Council	3-12	All Campuses	<a href="#">VHS StuCo</a>
Tech Tuesday	7-8	VJH	Contact: <a href="#">Amy Odom</a>
UIL	2-12	All Campuses	Contact Campus Principals
VISD Community Education Summer Kids' Camps	K-9	All Campuses	Contact: <a href="#">Sally Andrews</a> , <a href="#">Community Education Website</a>



## Process for Selecting High-Achieving Students in Gifted/Talented Classrooms

After the identified gifted/talented students are assigned to the high/honors classes for each grade level prior to the beginning of the school year, Vidor ISD ranks and selects the highest achieving students each year to fill the remainder of the class(es) using the assessment data or matrix listed below for each incoming grade level:

Incoming Grade Level	1st Assessment	2nd Assessment
1st Grade	mCLASS Reading EOY Composite (Kinder)	mCLASS Quantity Discrimination Math EOY Score (Kinder)
2nd Grade	mCLASS Reading EOY Composite (1st)	mCLASS Quantity Discrimination Math EOY Score (1st)
3rd Grade	mCLASS Reading EOY Composite (2nd)	mCLASS Computation Math EOY Score (2nd)
4th Grade	STAAR Reading Scale Score (3rd)	Star 360 Reading Scaled Score (3rd)
5th Grade	STAAR Reading/Math Scale Score (4th)	Star 360 Reading/Math Scaled Score (4th)
6th Grade	STAAR Reading/Math Scale Score (5th)	Star 360 Reading/Math Scaled Score (5th)
Incoming Grade Level	ELAR/Social Studies	Math/Science
7th Grade	<b>Campus-Created Matrix</b> Previous Year’s STAAR Reading %, Masters STAAR, ELAR Final Average, Honors ELAR Class, Social Studies Final Average, Star 360 Reading Grade Level Equivalency %	<b>Campus-Created Matrix</b> Previous Year’s STAAR Math %, Math Final Average, Honors Math Class, STAAR Interim Math & Benchmark Assessments, STAAR Released Math Test
8th Grade		
Incoming Grade Level	High School G/T Social Studies	
9th Grade	<b>2021-2022 School Year</b> - Gifted/Talented Students Homogeneously Grouped in G/T World Geography Class - High Achieving Students May Register for Honors Classes	
10th Grade	<b>2022-2023 School Year</b> - Gifted/Talented Students Homogeneously Grouped in G/T AP US History Class - High Achieving Students May Register for Honors Classes	

\*If necessary due to a tie, the student's final average in their reading/math classes can also be used to rank high-achieving students in grades 1-6.

\*\* Additionally, Campus Principals will communicate with the ranked high-achieving students' teachers to make sure that participating in the gifted/talented classroom is the most effective educational placement based on the identified needs of the student.