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# **Advanced Academic Studies Five Year Plan**

Spring Branch Independent School District

2007 – 2012

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**Spring Branch Independent School District Mission**

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*To Meet Our Community's High Expectations  
for Excellence in Our Schools*

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### District Student Performance Goals

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- SBISD will be an exemplary school district with an enriched and relevant PK-12 curriculum that promotes creativity, critical thinking, and achievement.
- SBISD will be the premier college-focused district in the State of Texas and will prepare all students for success after high school graduation.
- SBISD will ensure that all students have a strong foundation in ethics and character development.
- SBISD will offer all students a wide range of school sponsored activities outside of the classroom.

**Please note that this plan is integrated into the District Five-Year Education Plan which contains the Student Performance Goals listed above. This plan includes activities that address each of the district goals. The Gifted and Talented Program specifically falls under Objective 8 of the first Student Performance Goal.**

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## Advanced Academics Studies Task Force Members

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GOAL: Spring Branch Independent School District seeks to implement a comprehensive continuum of services and program options responsive to the needs, interests, and abilities of gifted and talented students in the social, emotional, and intellectual areas.

MISSION: Spring Branch Independent School District, through the collaboration of students, educators, parents, and community members will provide a quality educational program for all gifted and talented students that ensures opportunities for maximum growth and development in the social, emotional, and intellectual areas.

PHILOSOPHY: *“What educators and psychologists recognize as giftedness in children is potential giftedness, which denotes promise rather than fulfillment and probabilities rather than certainties about future accomplishments. How high these probabilities are in any given case depends much on a match between a child’s budding talents and kinds of nurturance provided.”*

*Harry Passow, Expert in Gifted Education*

Every child has the basic right to an education that promotes the development of his/her potential. The Spring Branch ISD Program for Advanced Academic Services is committed to providing challenging learning experiences for all learners that build on their individual strengths, optimize their abilities, and skills and build character so that they will lead productive, fulfilling and moral lives. In order to meet their needs and develop their abilities, gifted and talented students require a differentiated curriculum that provides advanced learning opportunities.

*No child left behind*

***and***

*No child left unchallenged!*

§ 29.121. The Gifted and Talented Education program is offered K-12 for students who exhibit high performance capability in an intellectual, creative, or artistic area, possess and unusual capability for leadership, or excel in a specific academic a field.

#### FIVE YEAR PLAN FOUNDATIONAL GUIDELINES

- There will be an *equity of services* for gifted and talented students in Spring Branch ISD across the district and at all campuses.

Core services will include:

- Student choice mini-studies and independent studies
- Daily, weekly, and unit “test-out” or “pre-assessment” opportunities on a regular basis
- Acceleration opportunities
- Participation in guided discussion groups on understanding giftedness, and
- Content based interdisciplinary study

Individual campuses will have some freedom in determining the best way to deliver these services, but do not have a choice of which core services to deliver. In addition, schools will be encouraged to add to these services based on the expertise of the faculty and the physical location of the campus.

- All gifted students will be offered choices in some areas of study and in how some of the services will be delivered. [§89.3]
- The program for gifted will offer *flexibility* so that as numbers of identified gifted students at various levels of giftedness change at various schools or grade levels, the services can be adjusted. *Flexibility* is also embedded into the organizational and instructional structures. Teachers will use flexible groupings to allow gifted students to work with cognitive peers in areas of strength and interest. *Flexible* pacing allows students to learn at the pace and level appropriate to their ability and skill level.

## YEARLY INITIATIVES

- By **Year Two**, all highly gifted students will have a Differentiated Learning Plan (DLP) to ensure their individual needs are being met. Development of this plan will include the teachers, student, and parents.  
*A DLP is a formal written plan for managing and delivering the curriculum and service options for a child with extraordinary differences in ability or educational needs.*
- By **Year Two**, Guided Discussion Groups for Social/Emotional development will be established at all campuses.
- By **Year Three**, Talent Pool classrooms will be established in all Title I schools to develop the skills needed for achievement, with the purpose of increasing the identification of traditionally underserved gifted students.
- By **Year Three**, student-selected independent study will be an annual requirement for all gifted students K-12.
- By **Year Three**, gifted only class options will be available at the middle school and high school.
- By **Year Three**, gifted students will have developed graduation college plans before leaving middle school.
- By **Year Four**, an academy will be established for highly gifted students
- By **Year Four**, all gifted students will have a Differentiated Learning Plan (DLP).
- By **Year Five**, a second academy for gifted will be established which will focus on services for traditionally underserved populations.
- By **Year Five**, Mini-Maymester classes will be available for gifted students to pursue intense areas of interest and to earn original credit.

## DEFINITION OF TERMS

Credit by Exam – Credit by Exam provides a way for kindergarten through eighth grade students to take a test to move ahead one grade level. For high school students, Credit by Exam provides advanced students an opportunity to earn credit in a course that they have not taken in school.

Differentiated Learning Plan (DLP) - a formal written plan for managing and delivering the curriculum and service options for a child with extraordinary differences in ability or educational needs. A DLP is built around a student's areas of strength and his/her interests.

Guided Discussion Groups – Gifted students are grouped in multi-age groups for discussions designed to increase their understanding of giftedness and its implications on various areas of life such as friendship, future decisions, classroom learning, communication with teachers, etc. The goal of these groups is to build the social and emotional dimensions of a gifted student through information and connections with others who are also gifted.

Level III Gifted Students – students that fall 3 standard deviations and above on scales of cognitive ability

Level II Gifted Students – students that fall 2+ standard deviations and above on scales of cognitive ability

Level I Gifted Students – students that fall 1.5 - 2 standard deviations and above on scales of cognitive ability

Mini-Maymester – take place in the weeks following the TAKS test and the end of the school year. During this time, half-day courses, full day courses, week long courses, etc. will be available to gifted students. Schools are encouraged to design

multi-age Mini-Maymester classes, to partner with other schools (middle school with elementary, middle school with high school) to allow students to attend Mini-Maymester courses on either of the partner campuses.

Original Credit – credit for courses necessary to complete the curriculum requirements for the recommended high school program specified in §74.53 (relating to Recommended High School Program) or the advanced program specified in .§74.54

Original Credit Independent Study – Independent study that matches the content and skills of any state required course. Course requirements are outlined on a contract which is developed by the student, a teacher of the course, and the Independent Study Coordinator. Supervision and monitoring of progress is done by the Independent Study Coordinator who also facilitates a required weekly seminar discussion.

Standardized School-wide Planned Activities for Screening & Referral – A series of planned activities that are to be used by *all* teachers in designated grade levels as a part of the content review process. Each activity is tied to a specific area of cognitive functioning. The activities are designed to uncover higher levels intellectual functioning thereby providing the teacher with opportunities to find students who need to be referred for Advanced Academic Program assessment.

Student-selected Independent Study – Independent study topics are selected by the individual student. These topics do not need to relate to any units of study and are not to be used as unit projects for classroom units of study. These studies represent a student's interests and passions.

Student-selected Mini-studies – Mini-study topics are selected by the individual student. These topics do not need to relate to any units of study and are not to be used as unit projects for classroom units of study. These studies represent a student's interests and passions and are conducted in one to two-week time periods.

Structure of the Discipline – how knowledge is organized and pursued in a particular subject area. The structure of the discipline affects two things: 1) how knowledge and ideas are related and interconnected and 2) how inquiries are carried out in the discipline.

Talent Pools – The grouping together of students who show evidence of high intellectual capability but have a gap between their verbal and non-verbal scores on measures of cognitive ability. These students are grouped together and provided with opportunities to develop their verbal ability and memory skills with the purpose of enabling them to build the skills for achievement and qualify for Advanced Academic services.

TALH – The Texas Academy of Leadership in the Humanities (TALH) housed at Lamar University, is a highly selective, dual enrollment residential high school for gifted and talented students eager for an enriched intellectual program enhanced by the disciplines of the humanities. Academy students fulfill the requirements of their junior and senior years of high school by taking university classes and thereby earn college credit as well.

TAMS – The Texas Academy of Mathematics and Science (TAMS) is a unique residential program for high school-aged Texas students who are high achievers and interested in mathematics and science. Students in this two-year program complete a rigorous academic curriculum of college coursework at the University of North Texas. Instruction is by regular university faculty. There are no high school courses taught, but students enjoy many of the activities of high school and the company of age mates who are intellectual peers.

“test-out” – Allowing a student to show evidence of his/her understanding of the concepts being covered in the class through the use of activities or partial assignments. Any student who shows a high level of understanding on the partial assignment does not need to do the entire assignment OR will be excused from repetitive review assignments covering the concepts assessed.

Texas Performance Standards Project - The TPSP is a statewide standards and assessment system you can use to capture the high levels of achievement of gifted and talented students. The goal of the TPSP is for students to create work that reflects the professional quality that the *Texas State Plan for the Education of Gifted/Talented Students* requires. Student projects are TEKS-based and focus on the core content areas of English language arts, mathematics, science, and social studies with interdisciplinary connections.

## ACTION PLAN FOR STUDENT ASSESSMENT

**Goal: SBISD will be an exemplary school district in which the gifted and talented program identification process measures diverse abilities and intelligences, and provides opportunities for students to demonstrate their talents and strengths.**

**Objective 1: Improve the efficiency and effectiveness of the identification process.**

Activity	Person Responsible	Resources	Completion Date
1. Change the fall testing schedule to spring testing K – 12.	Dir. Adv. Aca. Studies, Counselors		9/2007
2. Identification sub-committee of the Advanced Academic Studies Task Force.			
a. Establish a sub-committee of the Advanced Academic Studies Task Force to analyze current assessment measures and investigate alternative testing instruments.	Dir. Adv. Aca. Studies		9/2007
b. Determine which assessments currently being used district-wide may be utilized for screening and referral purposes.	Dir. Adv. Aca. Studies		10/2007
c. Establish a protocol and guidelines for how existing test scores will be used and conditions in which new testing should be conducted in order to avoid repetitive testing.	Dir. Adv. Aca. Studies		5/2008
d. Select and administer assessments to facilitate subject specific identification K – 12.	Dir. Adv. Aca. Studies		1/2009
e. Select measures to determine students' abilities in the area of Visual and Performing Arts.	Dir. Adv. Aca. Studies		12/2010
f. Select measures to determine students' levels of creative thinking ability.	Dir. Adv. Aca. Studies		12/2011
g. Select measures to determine students' abilities in the area of leadership.	Dir. Adv. Aca. Studies		12/2011
h. Evaluate all current assessment measures and make necessary changes and modifications.	Dir. Adv. Aca. Studies		12/2011
3. Standardized school-wide planned activities			
a. Choose standardized school-wide planned activities for screening and referral, and develop an implementation manual.	Dir. Adv. Aca. Studies, GT Fac.		7/2008

Activity	Person Responsible	Resources	Completion Date
b. Establish a schedule of standardized school-wide planned activities to deliver to all students at designated grade levels for screening and referral.	Dir. Adv. Aca. Studies, GT Fac.		9/2008
c. Evaluate and revise the standardized school-wide planned activities for screening and referral.	Dir. Adv. Aca. Studies, GT Fac.		5/2012
4. Standardize district guidelines for student portfolios K – 12 to include student work and planned activities.	Dir. Adv. Aca. Studies, GT Fac.		9/2008
5. Change to a bi-annual test schedule for district-wide GT identification testing.	Dir. Adv. Aca. Studies		1/2009
6. Expand the task of the selection committee to include the development of a general Differentiated Learning Plan (DLP) based on the identification data.	Dir. Adv. Aca. Studies		3/2010

## ACTION PLAN FOR STUDENT ASSESSMENT

**Goal: SBISD will be an exemplary school district in which the gifted and talented program identification process measures diverse abilities and intelligences, and provides opportunities for students to demonstrate their talents and strengths.**

**Objective 2: Ensure continual progress is made towards aligning the demographics of the gifted and talented program with the demographics of the district.**

Activity	Person Responsible	Resources	Completion Date
1. Talent Pools			
a. Develop guidelines for student placement in talent pools.	Dir. Adv. Aca. Studies		5/2008
b. Develop appropriate student activities and technology-supported learning to be used in talent pool classrooms.	Dir. Adv. Aca. Studies		5/2008
c. Pilot the establishment of talent pools at the schools currently participating in the Scholastic Academy Project in order to increase the eventual identification of traditionally underserved gifted students.	Dir. Adv. Aca. Studies, Principals, GT Fac.		8/2008 – 6/2009
d. Expand the establishment of talent pools to all Title I schools in order to increase the eventual identification of traditionally underserved gifted students.	Dir. Adv. Aca. Studies, Principals, GT Fac.		8/2009
e. Conduct annual evaluations of the talent pools in order to make necessary adjustments and improvements.	Dir. Adv. Aca. Studies		9/2010
2. Establish a central SBISD testing center to accommodate out of schedule testing.	Dir. Adv. Aca. Studies		9/2010

## ACTION PLAN FOR PROGRAM DESIGN

**Goal: SBISD will be an exemplary school district which provides gifted and talented students a flexible system of program options organized in a learning continuum that develops their strengths and interests while meeting their needs.**

**Objective 1: Develop a variety of program options that address the needs of students with varying levels of giftedness, K-12.**

Activity	Person Responsible	Resources	Completion Date
1. Establish a GT Facilitator at each campus who will be a specialist in gifted education, will participate on the interview committee for hiring teachers for GT-only classes, and will be the contact person for the Advanced Academic Studies Department.	Dir Adv. Aca. Studies		1/2008
2. Establish guided discussion groups with students K-12, which meet regularly during advisory periods, activity periods, or during lunch to discuss issues related to being gifted.	Dir Adv. Aca. Studies, GT Fac.		1/2008
3. Increase communication with parents, teachers, and administrators regarding the appropriateness of acceleration as an option for GT students and the process for accelerating through Credit By Exam.	Dir Adv. Aca. Studies, GT Fac., Counselors		5/2008
4. Expand options available to GT students for receiving original credit.			
a. Establish a committee to develop recommendations to revise current policy regarding original credit earned through online courses, correspondence courses, or other courses offered outside the district in order to increase the number of credits students may transfer from out of district.	Dir Adv. Aca. Studies		11/2008
b. Add the responsibilities of the Independent Study Coordinator to the GT Facilitator at each high school to facilitate the independent study for original credit option.	Dir Adv. Aca. Studies, GT Fac.		8/2010
c. Establish an independent study option in which students may take core or elective courses for original credit.	Dir Adv. Aca. Studies, Core Content Directors		8/2010
5. GT-only class options			
a. Establish a plan to implement GT-only class options at the middle and high school levels within each of the four core subject areas, including multi-age classrooms.	Dir Adv. Aca. Studies		3/2009
b. Implement GT-only class options at the middle and high school levels within each of the four core subject areas, including multi-age classrooms.	Dir Adv. Aca. Studies		8/2009

Activity	Person Responsible	Resources	Completion Date
c. Establish a plan to implement classrooms at the elementary level where the majority of the students are GT, including multi-age classrooms.	Dir Adv. Aca. Studies		3/2010
d. Implement classrooms at the elementary level where the majority of the students are GT, including multi-age classrooms.	Dir Adv. Aca. Studies		8/2010
6. Expand course options			
a. Establish pre-requisites for participation in alternatively formatted AP classes, for example demonstrating a required level of performance on a pre-test.	Dir Adv. Aca. Studies, Core Content Directors		1/2009
b. Develop AP classes formatted in a variety of ways, such as seminar and interdisciplinary formats, which fulfill the AP curricular requirements while also meeting the cognitive and emotional needs of GT students.	Dir Adv. Aca. Studies, Core Content Directors		6/2009
c. Offer AP classes formatted in a variety of ways, such as seminar and interdisciplinary formats, which fulfill the AP curricular requirements while also meeting the cognitive and emotional needs of GT students.	Principals, GT Fac., Teachers		8/2009
d. Train librarians at each school to facilitate the required self-selected independent study.	Dir Adv. Aca. Studies, GT Fac., Librarians		8/2009
e. Establish at least one applied creative thinking elective course such as Odyssey of the Mind or Future Problem Solving at the middle and high school levels, and an after-school class at the elementary school level.	Dir Adv. Aca. Studies		8/2009
f. Establish interdisciplinary teams to provide instruction to GT students at the middle and high school levels; these will probably include multi-age classrooms.	Dir Adv. Aca. Studies, Core Content Directors		8/2010
g. Develop a plan to implement a multi-age Mini-Maymester K-12 during which GT students may choose to take classes in special interest topics or take an intense all-day class for original credit. Schools at different levels are encouraged to form partnerships to offer special interest multi-age classes.	Dir Adv. Aca. Studies, Core Content Directors		5/2011
h. Implement a multi-age Mini-Maymester K-12 during which GT students may choose to take classes in special interest topics or take an intense all-day class for original credit. Schools at different levels are encouraged to form partnerships to offer special interest multi-age classes.	Principals, Teachers, GT Fac.		5/2012
7. Conduct annual evaluations of program options in order to make necessary adjustments and improvements.	Dir. Adv. Aca. Studies		5/2012

## ACTION PLAN FOR PROGRAM DESIGN

**Goal: SBISD will be an exemplary school district which provides gifted and talented students a flexible system of program options organized in a learning continuum that develops their strengths and interests while meeting their needs.**

**Objective 2: Increase the variety of program strands within the gifted and talented program.**

Activity	Person Responsible	Resources	Completion Date
1. Graduation and college plans			
a. Set up partnerships with colleges and universities offering early entrance and honors programs so that students become familiar with the varied opportunities appropriate for high ability students.	Dir Adv. Aca. Studies, Dir. of Guidance & Counseling, Core Content Directors		5/2008
b. Develop a graduation and college plan template for GT students that includes potential majors, universities, and experiences such as internships and community service.	Dir Adv. Aca. Studies, Dir. of Guidance & Counseling		9/2008
c. Provide counseling and guidance (by specialized, GT-trained counselors) to GT students starting in middle school to create a graduation and college plan, including course selection, planning for early graduation, and early entrance to college.	Dir Adv. Aca. Studies, GT Fac., Counselors		3/2009
2. Expand program options			
a. Ensure that ARD paperwork of students with multiple labels (i.e., learning disabled and gifted) includes GT services.	Dir Adv. Aca. Studies, Dir Spec. Ed, Campus Admin.		8/2009
b. Develop an accelerated strand that is aligned with early entrance college and university programs, including Texas Academy of Mathematics and Science (TAMS) and Texas Academy of Leadership in the Humanities (TALH).	Dir Adv. Aca. Studies		5/2010
c. Develop a strand of services to meet the needs of students gifted in the area of visual and performing arts.	Dir Adv. Aca. Studies, Dir Fine Arts		5/2011

Activity	Person Responsible	Resources	Completion Date
d. Expand services to students in alternative schools (i.e., School of Choice)	Dir Adv. Aca. Studies, SOC Principal		1/2012
e. Develop a strand of services to meet the needs of students gifted in the area of leadership.	Dir Adv. Aca. Studies		5/2012
f. Develop program options that facilitate the integration of creativity and content for gifted students who are highly creative.	Dir Adv. Aca. Studies, Core Content Directors		5/2012
3. Academies for gifted and talented students			
a. Establish a sub-committee of the AAS Task Force to develop a plan to implement two academies for the gifted in separate geographic locations in the district. The first academy will address the needs of Level III gifted students K-12. The second academy will serve a broader range of giftedness.	Dir Adv. Aca. Studies		9/2009
b. Establish the academy for the highly gifted (Level III).	Dir Adv. Aca. Studies		8/2010
c. Establish the second academy for gifted students which will focus on multicultural gifted education, Level II and III gifted students, and technology-assisted learning.	Dir Adv. Aca. Studies		8/2011

## ACTION PLAN FOR CURRICULUM & INSTRUCTION

**Goal: SBISD will be an exemplary school district in which the gifted and talented program's curriculum and instruction meets the varied depth, complexity, and pacing needs of gifted students.**

**Objective 1: Revise and further develop curriculum for gifted students.**

Activity	Person Responsible	Resources	Completion Date
1. Curriculum Framework			
a. Partner with core content directors to determine the creative thinking, problem-solving, and research skills that will be taught in the regular classroom to ensure they are aligned with the GT program scope and sequence of skill application.	Dir. Adv. Aca. Studies, Core Content Directors		6/2008
b. Develop a scope and sequence of skills, including the application of creative thinking, research, and problem-solving, for gifted students K-12.	Dir. Adv. Aca. Studies		6/2008
c. Develop a scope and sequence of products and performances for gifted students K-12, designed to culminate in the Texas Performance Standards Project Exit Level.	Dir. Adv. Aca. Studies		6/2009
d. Develop grade-specific and content-specific GT curriculum frameworks which illustrate the vertical alignment of content and experience expectations in each subject area, and serve as a supplement to the district curriculum guides.	Dir. Adv. Aca. Studies, Core Content Directors		6/2009
e. Develop a description of the structure of the discipline for each core content area that will be integrated into GT courses.	Dir. Adv. Aca. Studies Core Content Directors		6/2010
2. Teacher Curricular Support			
a. Develop a GT curriculum resource list to assist teachers when differentiating curriculum and instruction.	Dir. Adv. Aca. Studies		6/2009
b. Develop a GT course syllabus template which includes a description of the projects, products, and other assignments and assessments that will be done in the course.	Dir. Adv. Aca. Studies		2/2011
c. Maintain an online collection of GT syllabi for each course.	Dir. Adv. Aca. Studies, GT Fac.		1/2012

Activity	Person Responsible	Resources	Completion Date
d. Create sample lessons in each content area based on the GT curriculum framework, the scope and sequences of skills and products, the structure of the disciplines, and appropriate differentiation strategies.	Dir. Adv. Aca. Studies GT Fac.		6/2012
3. Conduct annual evaluations of the curriculum in order to make necessary adjustments and improvements.	Dir. Adv. Aca. Studies		5/2012

## ACTION PLAN FOR CURRICULUM & INSTRUCTION

**Goal: SBISD will be an exemplary school district in which the gifted and talented program's curriculum and instruction meets the varied depth, complexity, and pacing needs of gifted students.**

**Objective 2: Increase instructional options for gifted students.**

Activity	Person Responsible	Resources	Completion Date
1. Differentiated Learning Plans (DLPs)			
a. Design and implement DLPs for a pilot group of GT students.	Dir. Adv. Aca. Studies, GT Fac.		12/2007
b. Design and implement DLPs for Level III gifted students, K-12.	Dir. Adv. Aca. Studies, GT Fac.		10/2008
c. Expand the implementation of DLPs to include Level II gifted students, K-12.	Dir. Adv. Aca. Studies, GT Fac.		10/2009
d. Expand the implementation of DLPs to include Level I gifted students, K-12.	Dir. Adv. Aca. Studies, GT Fac.		10/2010
2. Implement "test-out" as a routine procedure in the delivery of instruction to gifted students.	Dir. Adv. Aca. Studies, GT Fac.		1/2008
3. Independent Study			
a. Establish independent mini-studies that are student selected and technology assisted as basic requirements in the curriculum for gifted students K-12.	Dir. Adv. Aca. Studies, GT Fac.		10/2008
b. Establish independent studies that are in-depth, student selected, and technology assisted as an annual requirement for gifted students K-12.	Dir. Adv. Aca. Studies		10/2009
c. Implement the Texas Performance Standards Project at all levels.	Dir. Adv. Aca. Studies, GT Fac.		10/2009

Activity	Person Responsible	Resources	Completion Date
4. Encourage teachers from across content areas and grade levels to develop interdisciplinary courses and instructional opportunities.	Dir. Adv. Aca. Studies, GT Fac.		6/2010

## ACTION PLAN FOR PROFESSIONAL DEVELOPMENT

**Goal: SBISD will be an exemplary school district where all personnel involved in the planning, development, and delivery of services to gifted students have the knowledge required to offer appropriate options and curricula for gifted and talented students.**

**Objective 1: Improve professional development for instructional support of gifted students.**

Activity	Person Responsible	Resources	Completion Date
1. Teachers			
a. Provide professional development for teachers in planning for and implementing “test out” and other differentiation strategies.	Dir. Adv. Aca. Studies & GT Fac.		8/2007
b. Provide professional development for teachers involved in the development of Differentiated Learning Plans (DLPs) for a pilot group of gifted students.	Dir. Adv. Aca. Studies & GT Fac.		10/2007
c. Conduct a survey of Special Ed teachers to find out which teachers have attended GT professional development sessions.	Dir. Adv. Aca. Studies & GT Fac.		5/2008
d. Provide professional development for educators involved in the facilitation of student-selected mini-studies.	Dir. Adv. Aca. Studies & GT Fac.		8/2008
e. Conduct professional development for educators involved in the Talent Pool pilot program.	Dir. Adv. Aca. Studies & GT Fac.		8/2008
f. Conduct professional development for Special Ed teachers on meetings the needs of GT students within the special education population.	Dir. Adv. Aca. Studies & GT Fac.		5/2009
g. Provide professional development for educators involved in the facilitation of student-selected in-depth independent study.	Dir. Adv. Aca. Studies & GT Fac.		8/2009
h. Establish a GT Instructional Institute which will assist GT teachers in the writing, planning, and delivery of curriculum and instruction for the gifted.	Dir. Adv. Aca. Studies		8/2009
i. Provide professional development in the design and implementation of Differentiated Learning Plans (DLPs) for classroom teachers.	Dir. Adv. Aca. Studies & GT Fac.		9/2009
j. Provide professional development for educators responsible for delivering instruction in GT multi-age classes and/or interdisciplinary teams.	Dir. Adv. Aca. Studies & GT Fac.		6/2010
k. Provide professional development for educators involved in the facilitation of Independent Study coursework for original credit.	Dir. Adv. Aca. Studies & GT Fac.		9/2010

Activity	Person Responsible	Resources	Completion Date
l. Create a cadre of teachers who are successful in meeting the needs of GT students whose classrooms are designated as model GT classrooms and may be visited by teachers across the district.	Dir. Adv. Aca. Studies & GT Fac.		5/2011
m. Provide professional development in the development of Mini-Maymester courses.	Dir. Adv. Aca. Studies & GT Fac.		7/2011
n. Conduct professional development for content area teachers in understanding the "Structure of the Discipline" for their content area.	Dir. Adv. Aca. Studies, GT Fac., Core Content Directors		12/2011
2. Provide professional development for professionals who will be responsible for leading guided discussion groups with GT students.	Dir. Adv. Aca. Studies		10/2007
3. Provide professional development for counselors assisting GT students with graduation and college plans.	Dir. Adv. Aca. Studies		10/2008
4. Librarians			
a. Provide professional development to school librarians for the facilitation of student-selected mini-studies.	Dir. Adv. Aca. Studies & GT Fac.		8/2008
b. Provide professional development to school librarians for the facilitation of student-selected in-depth independent study.	Dir. Adv. Aca. Studies & GT Fac.		8/2009
c. Provide professional development to school librarians for the facilitation of Independent Study coursework for original credit.	Dir. Adv. Aca. Studies & GT Fac.		9/2010
5. Provide professional development in the design of Differentiated Learning Plans (DLPs) for the GT selection committee.	Dir. Adv. Aca. Studies		1/2010
6. Conduct annual evaluations of the professional development in order to make necessary adjustments and improvements	Dir. Adv. Aca. Studies		5/2012

## ACTION PLAN FOR PROFESSIONAL DEVELOPMENT

**Goal: SBISD will be an exemplary school district where all personnel involved in the planning, development, and delivery of services to gifted students have knowledge to enable them to offer appropriate options and curricula for gifted/talented students.**

**Objective 2: Strengthen professional development for GT program support**

Activity	Person Responsible	Resources	Completion Date
1. Foundational Requirements			
a. Require all teachers providing direct instruction to gifted students in their identified areas of giftedness to complete the initial 30 hours of GT professional development before the end of the first semester of their GT assignment. (Must include the five strands delineated by the Texas Association for the Gifted and Talented.)	Dir. Adv. Aca. Studies		12/2007
b. Conduct a one-hour overview of the GT program for the Board of Trustees. After the initial presentation, it will be provided to new Board members.	Dir. Adv. Aca. Studies		2/2008
c. Require bi-annual GT Updates for district counselors.	Dir. Adv. Aca. Studies		5/2008
d. Provide a basic foundation level of GT professional development for all faculty members (3-hour professional development focused on GT characteristics and identification/screening).	Dir. Adv. Aca. Studies & GT Fac.		11/2008
e. Provide an overview of GT characteristics for all campus staff members.	Dir. Adv. Aca. Studies & GT Fac.		1/2009
f. Require bi-annual GT Updates for district and campus administrators.	Dir. Adv. Aca. Studies		5/2009
g. Require teachers of GT-only classes to hold the Gifted and Talented Supplemental Certificate before the end of the first semester of the class.	Dir. Adv. Aca. Studies		12/2009
2. Specific Initiatives			
a. Conduct professional development for teachers, administrators, & counselors on the appropriateness of acceleration and Credit by Exam.	Dir. Adv. Aca. Studies & GT Fac.		2/2008
b. Conduct professional development for administrators in the schools establishing Talent Pool pilots.	Dir. Adv. Aca. Studies		5/2008

Activity	Person Responsible	Resources	Completion Date
c. Conduct professional development for the implementation of school-wide planned screening activities.	Dir. Adv. Aca. Studies & GT Fac.		9/2008
d. Conduct professional development on the changes in the student portfolios for GT identification.	Dir. Adv. Aca. Studies & GT Fac.		10/2008
e. Conduct on-going intensive professional development for teachers of the GT Talent Pool classes (beginning 8/2008).	Dir. Adv. Aca. Studies & GT Fac.		on-going
3. Course Development			
a. Develop a standardized GT Awareness session that can be delivered in a variety of community settings.	Dir. Adv. Aca. Studies		5/2008
b. Develop a series of one hour Parent Education session to be delivered in a variety of community settings.	Dir. Adv. Aca. Studies		5/2009
4. Complete a critical assessment of all GT professional development determining the appropriate level of active participation needed.	Dir. Adv. Aca. Studies		5/2009

## ACTION PLAN FOR FAMILY AND COMMUNITY INVOLVEMENT

**Goal: SBISD will be an exemplary school district in which community members and families are encouraged to participate in services designed for gifted and talented students.**

**Objective 1: Increase parent awareness of the GT program.**

Activity	Person Responsible	Resources	Completion Date
1. Investigate the addition of a GT component to the SBISD Welcome Center.	Dir. Adv. Aca. Studies		9/2007
2. Implement GT awareness training within community settings.	Dir. Adv. Aca. Studies		12/2007
3. Increase the amount of information available to parents and the community through the internet and electronic communication.	Dir. Adv. Aca. Studies		On-going
4. Increase parent awareness concerning the Independent Study requirement for GT students.	Dir. Adv. Aca. Studies & GT Fac.		9/2009

## ACTION PLAN FOR FAMILY AND COMMUNITY INVOLVEMENT

**Goal: SBISD will be an exemplary school district in which community members and families are encouraged to participate in services designed for gifted and talented students.**

**Objective 2: Improve parent education concerning the GT program.**

Activity	Person Responsible	Resources	Completion Date
1. Provide GT program information in families' primary languages.	Dir. Adv. Aca. Studies		12/2007
2. Establish district and school level parent-support groups for parents of GT students.	Dir. Adv. Aca. Studies & GT Fac.		1/2008
3. Parent education sessions			
a. Provide parent education on GT identification, including the bi-annual testing schedule and the guidelines for how existing testing will be used in lieu of repetitive testing.	Dir. Adv. Aca. Studies		1/2008
b. Provide parent education on the school-wide activities for screening and referral.	Dir. Adv. Aca. Studies & GT Fac.		1/2009
c. Provide parent education on the entrance guidelines and program elements of the Talent Pools, including how parents can assist their children at home.	Dir. Adv. Aca. Studies & GT Fac.		9/2009
d. Provide parent education on parenting gifted students, hosted in a variety of community settings.	Dir. Adv. Aca. Studies & GT Fac.		5/2010
e. Provide parent education on Differentiated Learning Plans (DLPs).	Dir. Adv. Aca. Studies & GT Fac.		9/2010
f. Following parent education sessions, information from the sessions will be made available on-line.	Dir. Adv. Aca.		On-going
4. Establish a GT Week during which parents will be invited to observe their children's GT classrooms and participate in other activities designed to help parents gain an understanding of the GT program in which their children are participating.	Dir. Adv. Aca. Studies & GT Fac.		11/2011

## ACTION PLAN FOR FAMILY AND COMMUNITY INVOLVEMENT

**Goal: SBISD will be an exemplary school district in which community members and families are encouraged to participate in services designed for gifted and talented students.**

**Objective 3: Strengthen community involvement in the GT program.**

Activity	Person Responsible	Resources	Completion Date
1. Develop opportunities for community volunteers to be meaningfully involved in the GT program.	Dir. Adv. Aca. Studies & GT Fac.		3/2009
2. Create a Speakers' Bureau of successful adult GT learners to speak to current GT students.	Dir. Adv. Aca. Studies & GT Fac.		5/2009
3. Establish a list of potential mentors for students involved in the Texas Performance Standards Project Exit Level.	Dir. Adv. Aca. Studies		5/2010
4. Establish partnerships with area businesses and institutions to provide access to primary resources for students in their independent studies and applied creative problem-solving activities.	Dir. Adv. Aca. Studies & GT Fac.		5/2011