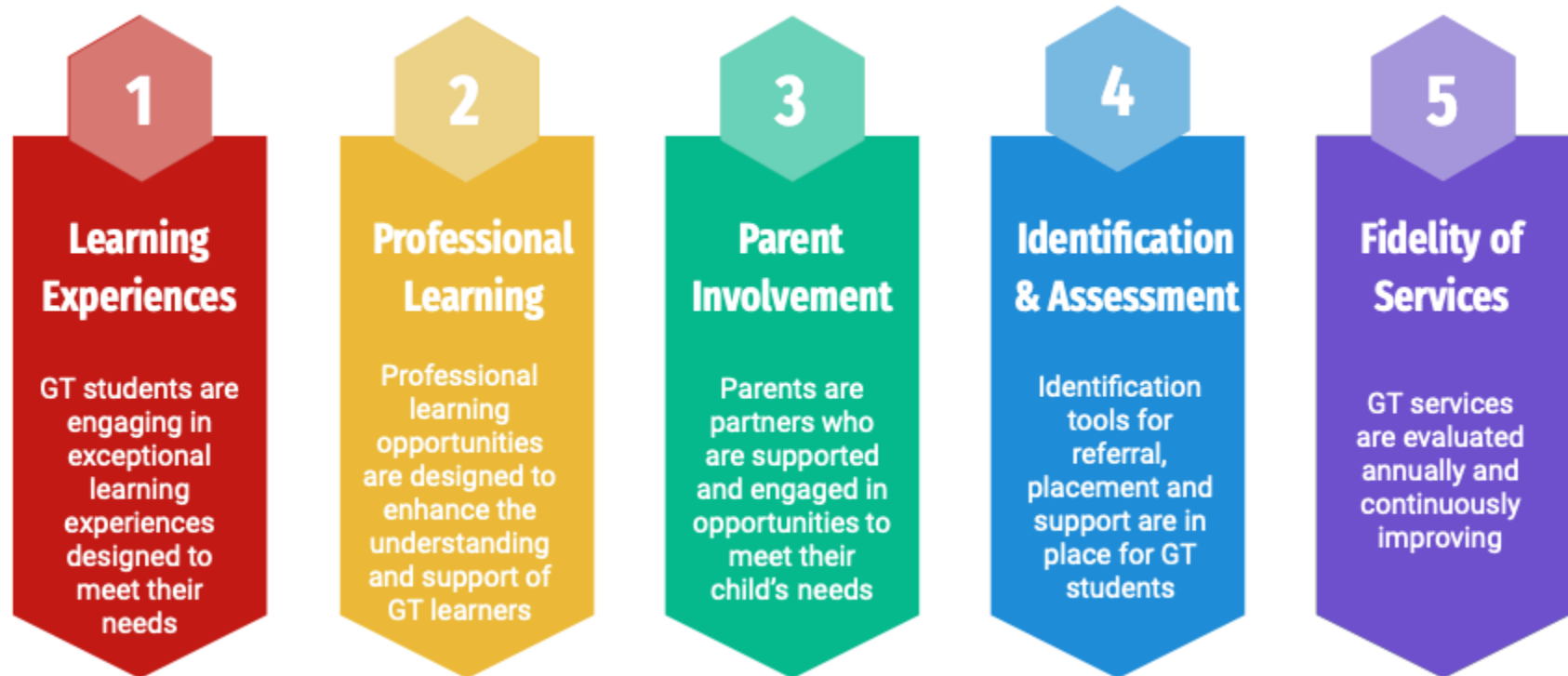


Belton ISD Gifted & Talented Strategic Plan 2023 - 2028




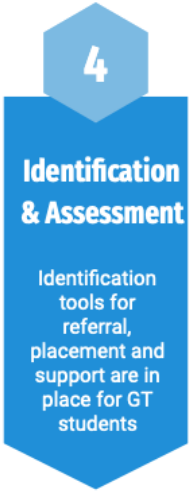
Pillar of Focus	GT State Plan	2023-2024 Strategies	Data Source	2028 Vision (5 Year Plan)
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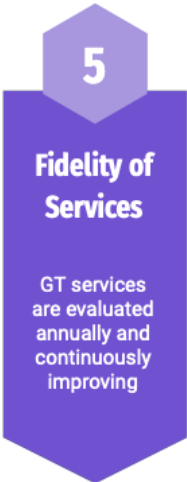
<p>Pillar 1:</p> <div data-bbox="130 318 317 799"> <div>1</div> <div>Learning Experiences</div> <div>GT students are engaging in exceptional learning experiences designed to meet their needs</div> </div>	<p>3.1 Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (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)).</p> <p>3.3 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.</p> <p>3.3.1 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas: arts, leadership, creativity, and career & technical education. (5 Year Goal)</p> <p>3.4 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)).</p> <p>3.6 Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).</p> <p>4.1 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</p>	<ul style="list-style-type: none"> Align GT services across grade level spans district-wide to ensure equity of services Develop curriculum to support 2x per week services at elementary and middle school levels Incorporate opportunities to participate in academic programs of innovation and competitions (TAMU Engineering, Science contests, TPSP project etc) Students will have at least one opportunity to showcase their learning through either a campus or district GT showcase Provide at least 1 GT experience specialized for GT students (i.e. 7th grade collaboration day) Provide summer 	<ul style="list-style-type: none"> Curriculum developed GT teachers identified and provided professional learning Time of services across district is equitable Student and parent feedback 	<p>GT students are experiencing engaging learning every day designed to meet their needs and integrated in their classroom learning experiences, extended beyond pull-out experiences</p>
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	<p>informed of the opportunities (19 TAC §89.3).</p> <p>4.1.1 Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students. (5 Year Goal)</p> <p>4.3.1 Students who have been served in a gifted program for one or more years are provided the opportunity, through gifted/talented curricula, to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product. (5 Year Goal)</p> <p>4.4 Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.</p> <p>4.6 Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills. (5 Year Goal)</p>	programming for K-8th grade GT students		
Pillar of Focus	GT State Plan	2023-2024 Strategies	Data Source	2028 Vision (5 Year Plan)

<p>Pillar 2:</p> <div data-bbox="130 350 317 829"> <div>2</div> <div>Professional Learning</div> <div>Professional learning opportunities are designed to enhance the understanding and support of GT learners</div> </div>	<p>5.1 A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/ talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).</p> <p>5.4 A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.</p> <p>5.5 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.</p> <p>5.6 Teachers who provide instruction and services that are a part of the district's defined gifted/ talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).</p>	<ul style="list-style-type: none"> • Develop a professional learning plan to address teacher/counselor /principal support for 6 hour and 30 hour learning opportunities aligned to GT standards • Create a professional learning website • Develop on-demand ecourses to support obtaining the 6 hour update requirement • Redesign professional learning opportunities for counselors/ and principals specific to their role • Provide professional learning series to support classroom teachers with differentiation for GT students • Identify a better way to track GT certification 	<ul style="list-style-type: none"> • Number of teachers/ counselors/ principals earning 6 hour and 30 hour professional learning requirements • Feedback on professional learning • Professional plan developed • Ecourses developed 	<p>Professional learning opportunities are offered in a variety of ways and tools that support the understanding and enhance the understanding of gifted education principles, strategies, and instructional practices.</p> <p>Professional learning opportunities are recognized at the state and/or national level as exemplar</p> <p>Parents and teachers are providing professional learning opportunities for their peers</p>
Pillar of Focus	GT State Plan	2023-2024 Strategies	Data Source	2028 Vision (5 Year Plan)

<p>Pillar 3:</p>  <p>3</p> <p>Parent Involvement</p> <p>Parents are partners who are supported and engaged in opportunities to meet their child's needs</p>	<p>6.5 An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).</p> <p>6.8 The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253).</p> <p>6.11.1 Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.</p> <p>6.13.1 A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.</p>	<ul style="list-style-type: none"> ● Increase membership in GT advisory group to include representation from all campuses ● Develop a communication system where parents are informed of opportunities for GT students (camps, scholarships, professional learning) ● Offer professional learning opportunities for parents to better support their child ● Develop on-boarding support for parents when students are identified as GT 	<ul style="list-style-type: none"> ● Parent feedback on GT services, professional learning and opportunities ● Number of GT offerings per grade level ● Number of communications to parents regarding opportunities for students or parents 	<p>Foster strong partnerships with parents and the community. Provide regular communication channels, workshops and resources to educate parents about gifted education and supporting their child's needs.</p> <p>GT parents believe and communicate services in Belton ISD are exceptional.</p> <p>GT parents believe they are provided the support needed to understand and support their child.</p> <p>GT parents are engaged in professional learning and opportunities that enhance the experience of their child.</p>
Pillar of Focus	GT State Plan	2023-2024 Strategies	Data Source	2028 Vision (5 Year Plan)

<p>Pillar 4:</p>  <p>Identification & Assessment</p> <p>Identification tools for referral, placement and support are in place for GT students</p>	<p>2.14.1 The identification process for gifted/ talented services is ongoing, and assessment of students occurs at any time the need arises.</p> <p>2.5 An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period.</p> <p>2.17 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.</p> <p>2.29 Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians.</p>	<ul style="list-style-type: none"> • Provide overview of assessment procedures and services of GT students and their families prior to referral period, as well as to current and new families to Belton ISD • Develop a framework of sources committees can use when making GT referrals and placement decisions • Develop a tracking system to identify and report progress of GT students 	<ul style="list-style-type: none"> • On-boarding support for current and new GT families • Framework and professional learning system for GT referral committees • Tracking system with progress of GT students 	<p>Identification and placement practices are fair and comprehensive to identify gifted and talented students across all grade levels, utilizing multiple measures, and ensuring equitable access for underrepresented populations.</p>
<p>Pillar of Focus</p>	<p>GT State Plan</p>	<p>2023-2024 Strategies</p>	<p>Data Source</p>	<p>2028 Vision (5 Year Plan)</p>

<p>Pillar 5:</p>  <p>5</p> <p>Fidelity of Services</p> <p>GT services are evaluated annually and continuously improving</p>	<p>1.10 Develop a 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 G/T contact information.</p> <p>1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.</p> <p>1.8 District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.</p> <p>1.9 Curriculum for gifted/talented students is modified based on annual evaluations.</p>	<ul style="list-style-type: none"> • Develop a comprehensive manual and website of GT programs, services, and assessments • Develop and implement system for feedback and revision of GT curriculum • Develop and implement evaluation resources for selecting materials for differentiated learning 	<ul style="list-style-type: none"> • Needs assessment • Teacher/parent feedback 	<p>Regularly access the effectiveness of the gifted and talented program through data analysis, feedback from stakeholders, and program evaluation. Use this information to make informed adjustments and improvements to better meet the needs of gifted students</p> <p>GT services are evaluated annually and continuously improving</p>
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Strategic Plan Scorecard

2023-2024

Strategic Action Items	Q1: 10/15/23	Q2: 12/15/23	Q3: 3/15/24	Q4: 6/15/24
Learning Experiences				
100% of K-8 campuses in BISD will be serving GT students in a pull-out program (ideally a minimum of 2x per week for 45 minutes per time)				
Curriculum Units will be developed for grade spans 1st/2nd; 3rd/4th; 5th/6th; and 7th/8th				
Students will have at least one opportunity to showcase their learning through either a campus or district GT showcase				
1 GT experience (field experience) for students in grades 4th, 7th and 10th is held				
K-8th grade GT students participate in summer programming (baseline percentage)				
Professional Learning				
Develop a professional learning plan to address teacher/counselor/principal support for 6 hour and 30 hour learning opportunities aligned to GT standards				
Create a professional learning website				
Develop on-demand ecourses to support obtaining the 6 hour GT update				
Redesign professional learning opportunities for counselors/ and principals specific to their role				
Provide professional learning series to support classroom teachers with differentiation for GT students				
Identify a better way to track GT certification hours				

Parent Involvement				
100% of BISD campuses will have representation on the GT advisory group				
Develop a communication systems where parents are informed of opportunities for GT students				
Provide at least one in-person and website professional learning opportunities for parents				
Develop on-boarding support for parents when students are identified as GT				
Identification and Assessment				
Provide overview of assessment procedures and services of GT students and their families prior to referral period, as well as to current and new families to Belton ISD				
Develop a framework of sources committees can use when making GT referrals and placement decisions				
100% of students will be included in a tracking system to identify and report progress				
Explore identification assessments to better address each and every student				
Fidelity of Services				
Develop a comprehensive manual and website of GT programs, services and assessments				
Develop and implement system for feedback and revision of GT curriculum				
Develop and implement evaluation resources for selecting materials for differentiated learning				

Complete	On-Track	Not Started	In-Progress	Blocked
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Parent Feedback (1st - 8th grade parents)

Pillar of Reference	Question	Benchmark Results - September	Spring Results - April
Fidelity of Services & Parent Involvement	As a parent, I am aware of the Gifted and Talented program at my child's school. (Strongly agree, agree, neutral, disagree, strongly disagree)		
Learning Experience	My child is provided pull-out opportunities for differentiated learning experiences to meet their needs. (Strongly agree, agree, neutral, disagree, strongly disagree)		
Learning Experience	My child is provided enrichment opportunities specifically designed to meet their needs. (Strongly agree, agree, neutral, disagree, strongly disagree)		
Parent Involvement	My child has engaged in extended opportunities to showcase their academic abilities. (Strongly agree, agree, neutral, disagree, strongly disagree)		
Parent Involvement	As a parent, I am well informed of the services my child receives through the GT program. (Strongly agree, agree, neutral, disagree, strongly disagree)		
Parent Involvement	As a parent, I have been provided opportunities to learn more about supporting my child's GT needs. (Strongly agree, agree, neutral, disagree, strongly disagree)		
	Overall, how satisfied are you with the GT program. (Extremely satisfied, Satisfied, Neutral, Slightly Dissatisfied, Extremely Dissatisfied)		

