



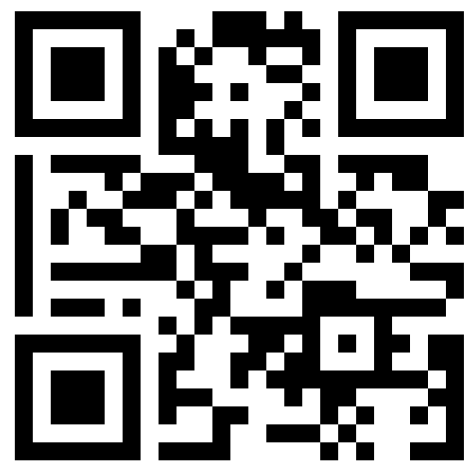
Welcome to
Lamar Consolidated ISD
Gifted & Talented

GIFTED AND TALENTED

PARENT ADVISORY COMMITTEE

MEETING 11/16/2023

lcisdgt@lcisd.org



SCAN THE CODE
TO SEND US AN
EMAIL



SCAN THE CODE
TO ASK A
QUESTION



**MEETING
MODERATOR**

ANDREA FULLICK



2023 - 2024 Event Schedule

GT AWARENESS

Information for family & community
Gifted & Talented identification
assessment is shared annually



 **09/21/23**
Virtual - Zoom Meeting

Mission Statement:
To provide advanced GT learners with the appropriate classroom instruction and services to fulfill their highest potential.

NEW IDENTIFICATION

Information for parents of newly identified GT Students. All parents welcome to attend.

 **04/18/24**
Virtual - Zoom Meeting

GT PARENT ADVISORY

Informational & advisory with an elementary focus on program updates for the 2022-2023 school year. All parents welcome to attend.

 **11/16/23**
Virtual - Zoom Meeting

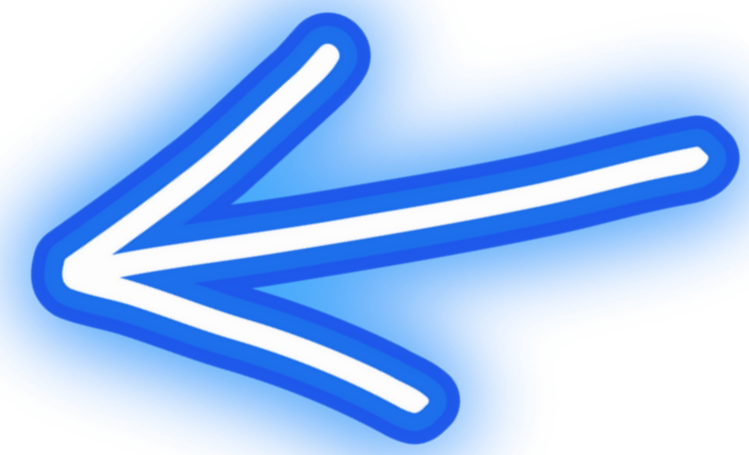
 **02/08/24**
Virtual - Zoom Meeting

DATES

- 11/16/23 - GTPAC
- 02/08/24 - GTPAC
- 4/18/24 - New Identification

TIME:

3:30pm - 4:30pm





ADVANCED ACADEMICS GT FACILITATOR TEAM

VICKI DUNCAN

CHRISTIE BURCH

LOREN CARVER

ANDREA FULLICK

CHRISTINA GARZORIA

MEREDITH HAMM

STACI HARTFIEL

KRISTEN JONES

JACQUIE MADERAZO

BETH MATTHYS

MISTY ORTEGA

SAUNDRA PLETKA

MIRA RHONE

BRAD VALLET

TO BE DETERMINED

- **ADMIN. ASSISTANT**
- **WILLIAMS, VELASQUEZ, & LONG**
- **CAMPBELL & TRAVIS**
- **ALL CAMPUSES 6-12**
- **LINDSEY & PINK**
- **HUGGINS & RAY**
- **DICKINSON & PHELAN**
- **GRAY, TAMARRON, & MEYER**
- **BENTLEY & HUTCHISON**
- **CARTER & CULVER**
- **HUBENAK & JACKSON**
- **ADOLPHUS & AUSTIN**
- **MCNEILL, THOMAS, & SMITH**
- **ARREDONDO & FROST**
- **MORGAN, BOWIE, & BEASLEY**



CHAT/QUESTION MONITORING

MEREDITH HAMM

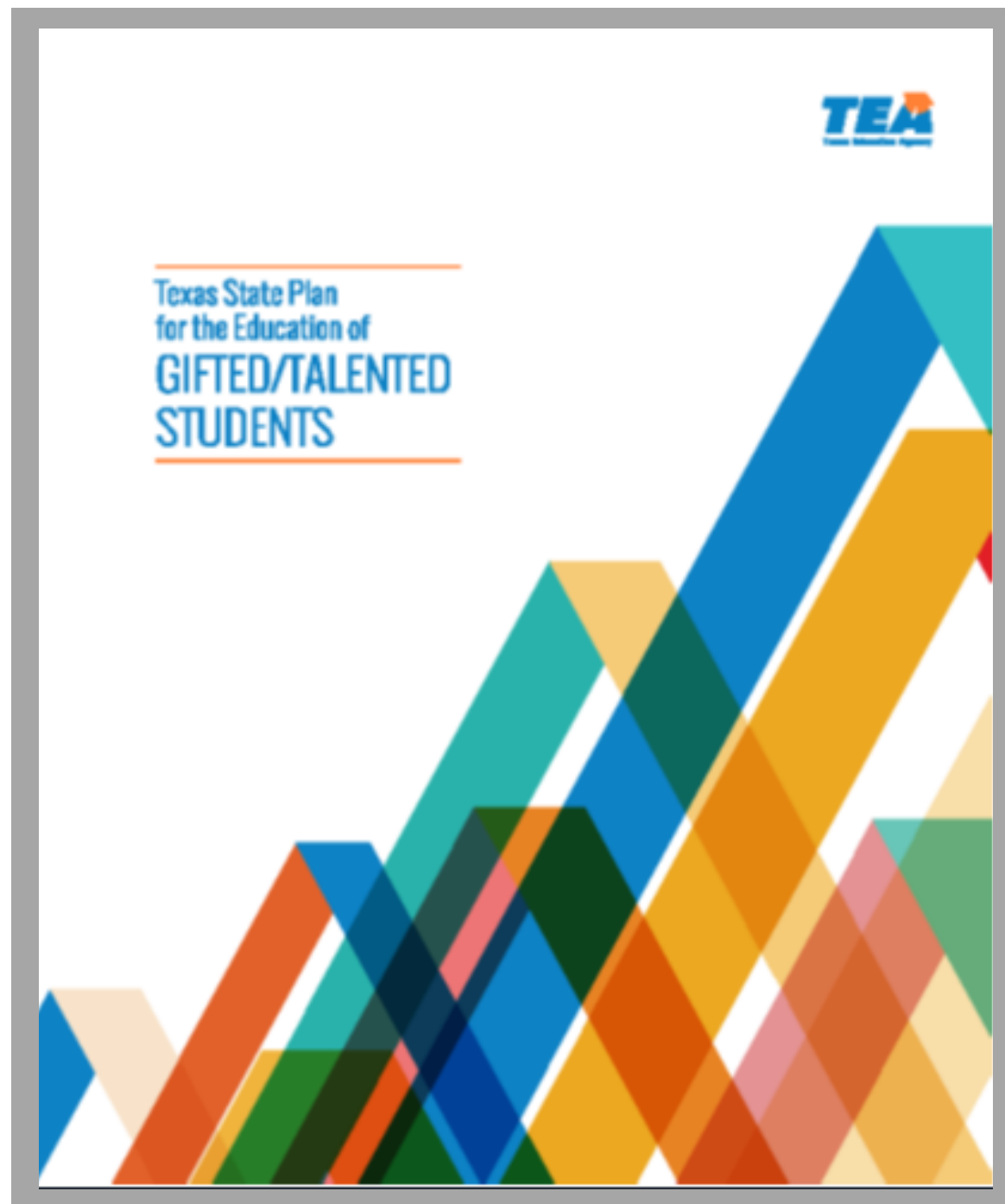


STATE PLAN & GT HANDBOOK

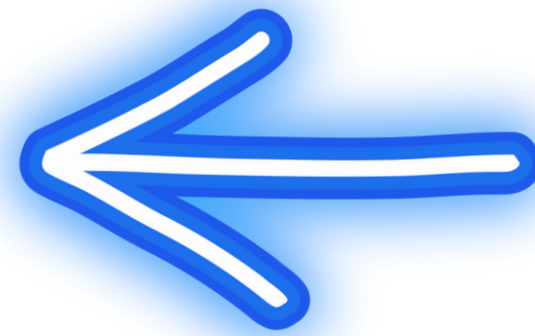
BRADLEY VALLET



STATE PLAN & GT HANDBOOK



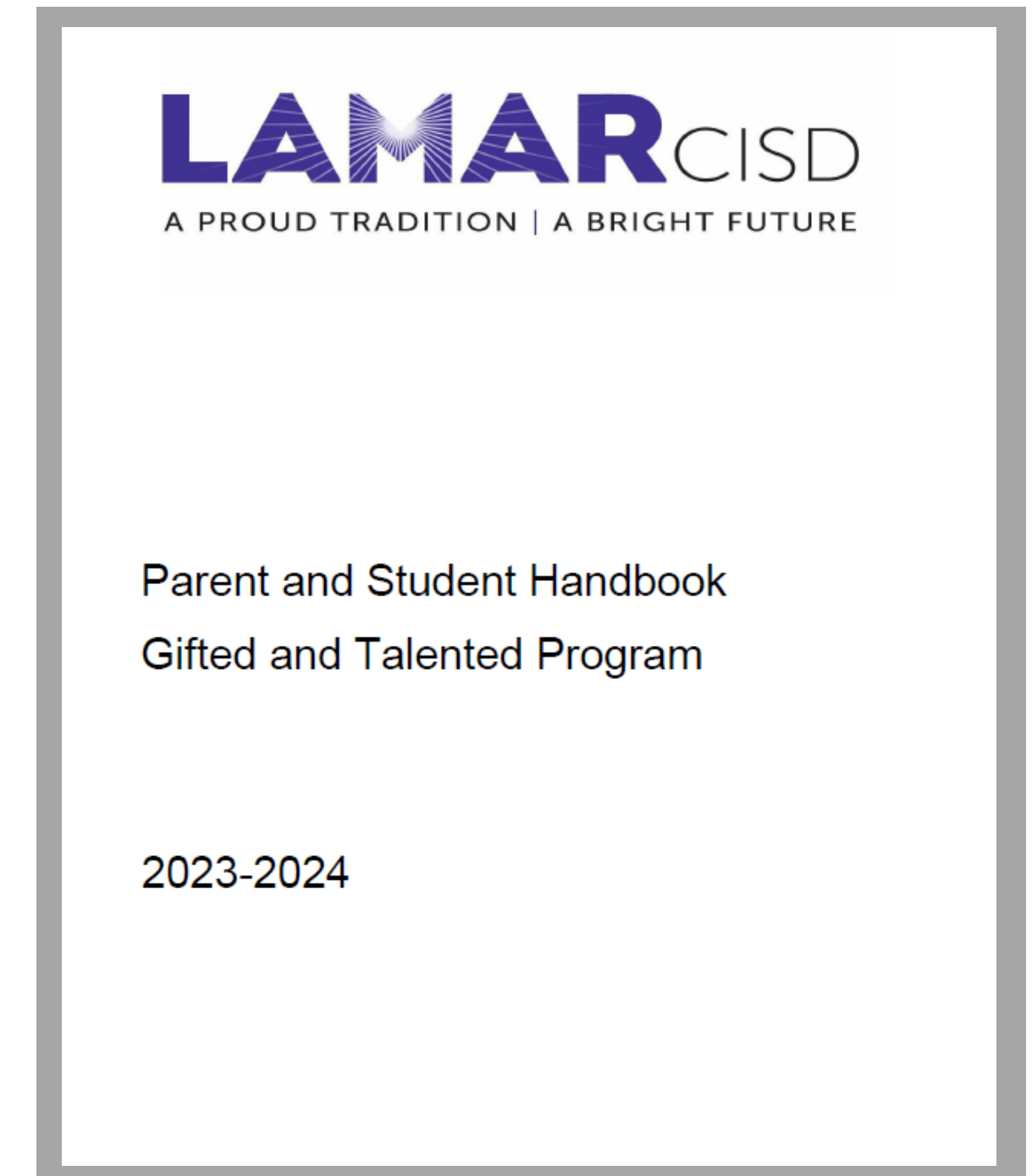
G/T STATE PLAN



&



DISTRICT HANDBOOK





TEXAS STATE DEFINITION:

SEC. 29.121. DEFINITION. IN THIS SUBCHAPTER, "GIFTED AND TALENTED STUDENT" MEANS...

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 AND WHO:

**EXHIBITS HIGH-PERFORMANCE CAPABILITY IN AN INTELLECTUAL, CREATIVE, OR ARTISTIC AREA;
POSSESSES AN UNUSUAL CAPACITY FOR LEADERSHIP; OR
EXCELS IN A SPECIFIC ACADEMIC FIELD.**



**GT PARENT
ADVISORY COMMITTEE
GT-PAC**

KRISTEN JONES



GT PARENT ADVISORY COMMITTEE GT-PAC

MISSION:

THE MISSION OF THE GT ADVISORY COMMITTEE IS TO PROMOTE INFORMED LEADERSHIP FOR GIFTED AND TALENTED STUDENTS BY EMPOWERING LCISD FAMILIES AND EDUCATORS WITH RESOURCES, TOOLS, AND A FORUM FOR VOICES TO BE HEARD, AND TO ENSURE AN ARRAY OF OPPORTUNITIES THAT ENCOURAGE GIFTED AND TALENTED STUDENTS' PASSION FOR LEARNING.

MEETING TIMES:

TWICE A YEAR



GT PARENT ADVISORY COMMITTEE GT-PAC

GOALS:

- **IDENTIFY, REVIEW AND RESPOND TO GIFTED EDUCATION IN THE DISTRICT**
- **SERVE IN AN ADVISORY CAPACITY TO THE DISTRICT ON POLICIES/PROCEDURES/ISSUES REGARDING GT EDUCATION**

DATES:

11.16.23

02.08.24

TIME:

3:30PM - 4:00PM



GT PARENT ADVISORY COMMITTEE GT-PAC

PERFORMANCE STANDARDS -FAMILY/COMMUNITY INVOLVEMENT

TEXAS STATE PLAN

6.4 (ACCOUNTABILITY)

THE OPPORTUNITY TO PARTICIPATE IN A PARENT ASSOCIATION AND/OR GIFTED/TALENTED ADVOCACY GROUPS IS PROVIDED TO PARENTS AND COMMUNITY MEMBERS.

6.41 (EXEMPLARY)

SUPPORT AND ASSISTANCE IS PROVIDED TO THE DISTRICT IN GIFTED/TALENTED SERVICE PLANNING AND IMPROVEMENT BY A PARENT/COMMUNITY ADVISORY COMMITTEE.



ELEMENTARY SURVEY RESULTS

ANDREA FULLICK



EXECUTIVE SUMMARY

~ K12 INSIGHTS

- **96% OF PARTICIPATING PARENTS AGREED OR STRONGLY AGREED THEIR CHILD IS EXCITED ABOUT LEARNING IN THE PULL-OUT PROGRAM. THIS IS A 4-PERCENTAGE POINT INCREASE FROM THE PREVIOUS ADMINISTRATION IN 2020-2021 (92%).**
- **THERE WAS A 5-PERCENTAGE POINT INCREASE IN AGREEMENT TO THE STATEMENT, “THE INFORMATION I RECEIVE ABOUT THE GT PROGRAM IS EASY TO UNDERSTAND” FROM 84% AGREE AND STRONGLY AGREE IN 2020-2021 TO 89% IN 2023-2024.**
- **THE ITEM, “THE GT FACILITATOR IS RESPONSIVE TO PARENT QUESTIONS, CONCERNS, ETC.” HAD A 11-PERCENTAGE POINT DECREASE IN AGREEMENT FROM 86% STRONGLY AGREE OR AGREE IN 2020-2021 TO 75% THIS YEAR.**
- **THE MAJORITY OF PARTICIPANTS (74%) SAID THEY PREFER THE GT GROUPING PRACTICE OF CLUSTERING GT STUDENTS WITH HIGH ACHIEVERS IN ONE OR TWO CLASSROOMS.**
- **82% OF PARTICIPANTS RESPONDED THEY FIND THE NEWSLETTER SENT OUT MONTHLY BY A GT FACILITATOR VERY INFORMATIVE OR INFORMATIVE. 76% OF PARTICIPANTS RATE THEIR EXPERIENCE WITH VIRTUAL GT PARENT MEETINGS AS EXCELLENT OR GOOD.**



SURVEY PARTICIPATION

School Year	Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate (%)	Public-access Link Responses	Total Responses
2023-2024	Parents	2,616	335	—*	154	489
2020-2021	Parents	1,290	237	18%	—	237
2019-2020	Parents	1,291	583	45%	—	583

*Participation rates cannot be calculated when participants can also take the survey using a public-access link.



TEACHING & LEARNING

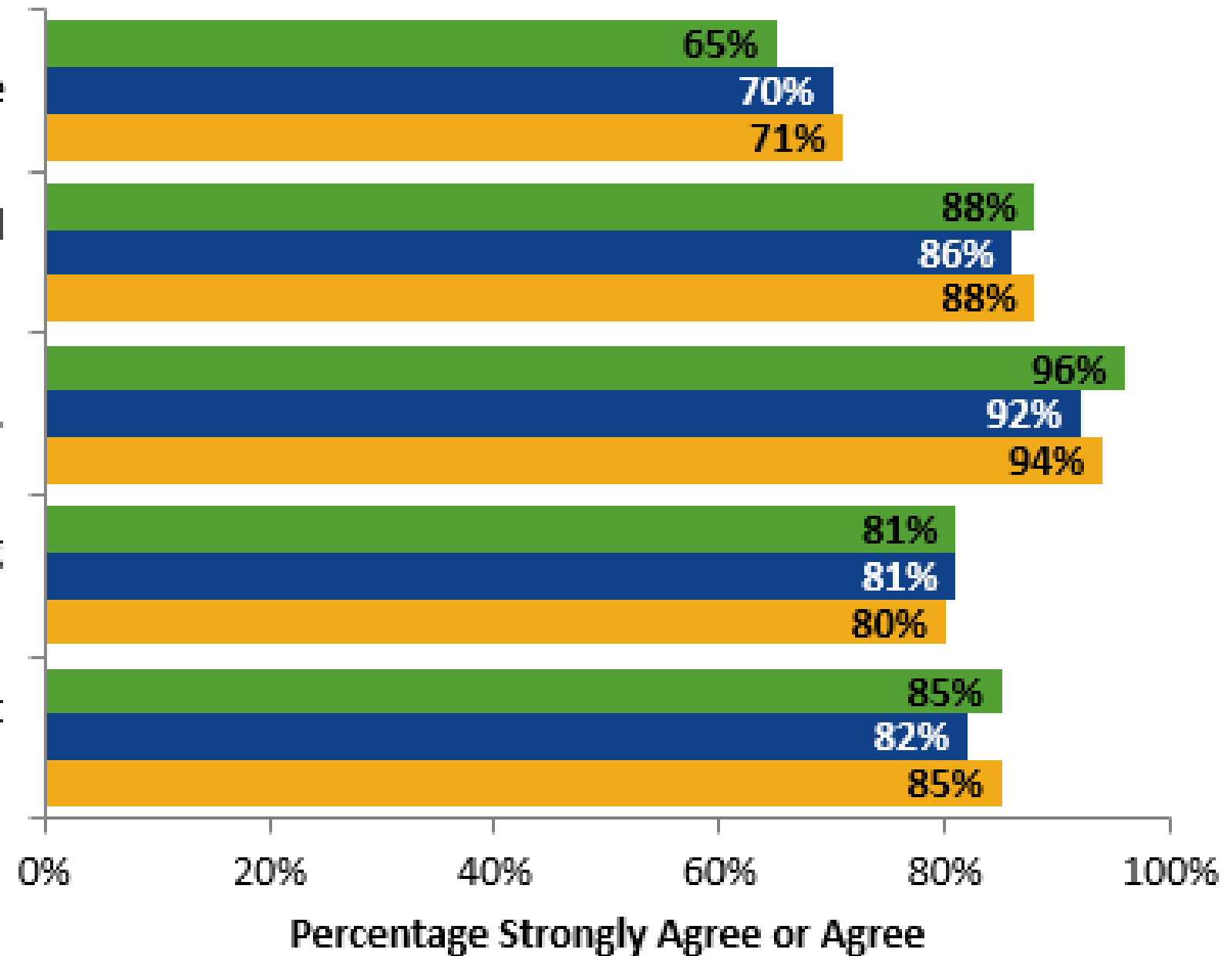
My child receives a sufficient amount of GT instruction each week in the Pull-Out Program. (Students are 'pulled out' of the classroom for a minimum of 90 minutes weekly.)

The GT Facilitator uses "pull-out" time to teach higher-level thinking and learning skills.

My child is excited about learning in the Pull-Out Program.

My child is exposed to a wide range of instructional learning opportunities and materials in the Pull-Out Program.

My child is provided enrichment opportunities in the Pull-Out Program.



■ 2023-2024 (N=488)

■ 2020-2021 (N=237)

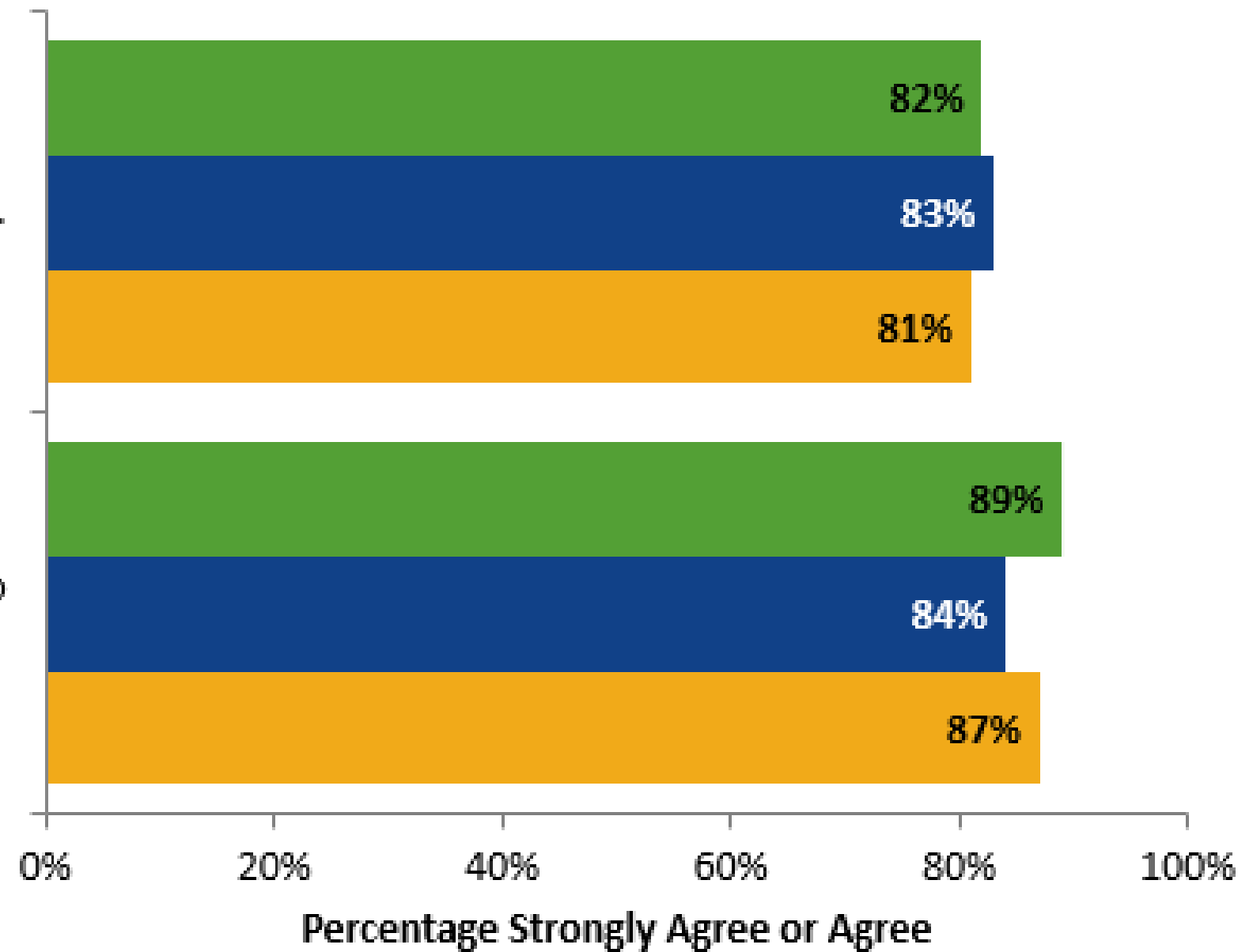
■ 2019-2020 (N=582)



PROGRAM INFORMATION

I have received adequate information about the GT program.

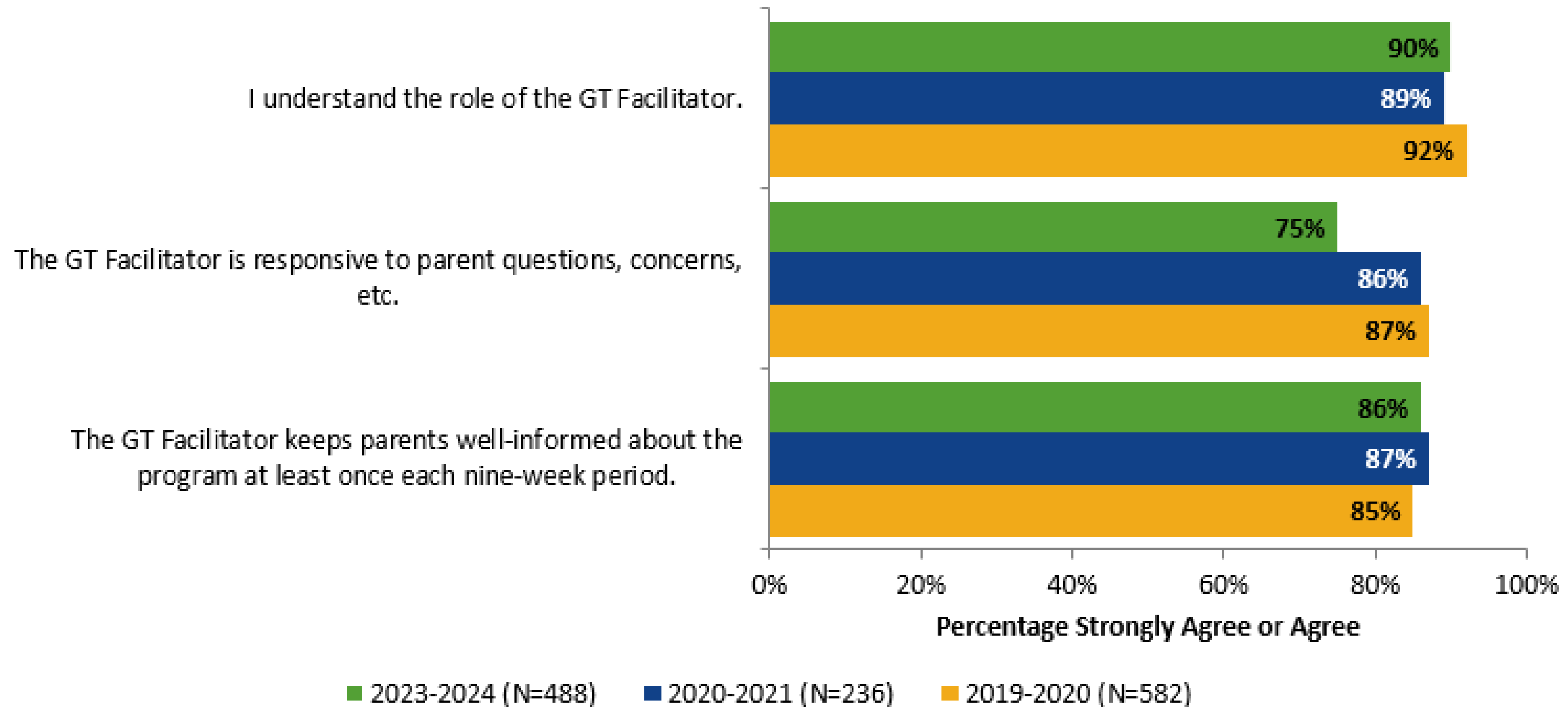
The information I receive about the GT program is easy to understand.



■ 2023-2024 (N=487) ■ 2020-2021 (N=237) ■ 2019-2020 (N=582)



GT FACILITATORS





SURVEY ITEMS TO NOTE

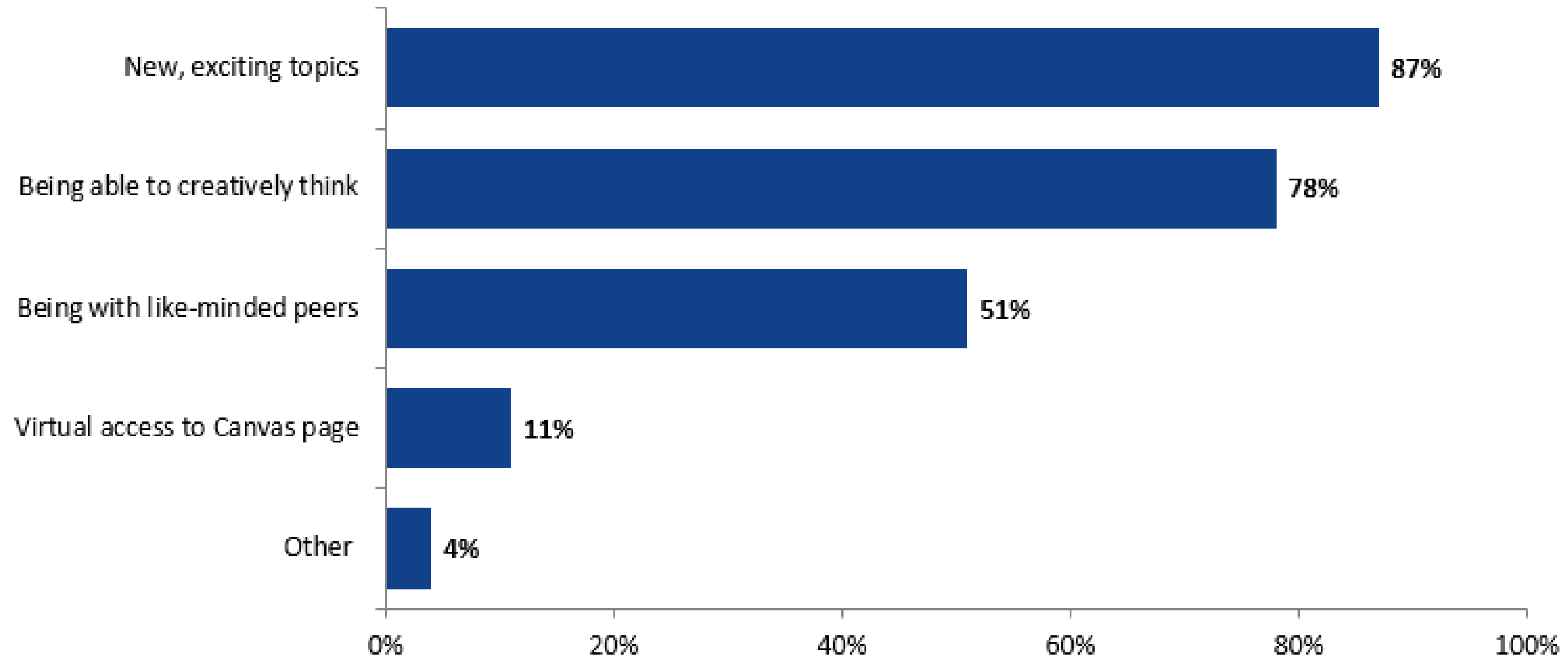
Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
My child is excited about learning in the Pull-Out Program.	96%	Teaching and Learning
I understand the role of the GT Facilitator.	90%	Program Facilitators
The information I receive about the GT program is easy to understand.	89%	Program Information
The GT Facilitator uses "pull-out" time to teach higher-level thinking and learning skills.	88%	Teaching and Learning
The GT Facilitator keeps parents well-informed about the program at least once each nine-week period.	86%	Program Facilitators

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
My child receives a sufficient amount of GT instruction each week in the Pull-Out Program. (Students are 'pulled out' of the classroom for a minimum of 90 minutes weekly.)	29%	Teaching and Learning
I have received adequate information about the GT program.	17%	Program Information
The GT Facilitator keeps parents well-informed about the program at least once each nine-week period.	8%	Program Facilitators
The information I receive about the GT program is easy to understand.	7%	Program Information
I understand the role of the GT Facilitator.	6%	Program Facilitators



PULL OUT PROGRAM EVALUATION

My child is most excited about the Pull-Out Program because they enjoy: (N=486)





PARENT FEEDBACK POSITIVES



- Pullout - favorite day of week



- Curriculum/Themes/Topics



- Kid perception/Excitement



- Hands on activities/Technology/Labs



- Smaller class size



PARENT FEEDBACK POSITIVES



- Summer programs/camps



- Communication/Newsletter



- GTF responsiveness



- Higher level thinking/Creativity opportunities



- Differentiation/Enrichment/Exploratorium



PARENT FEEDBACK NEWSLETTER

- Not receiving the letter
 - verify your email address in Skyward
 - add any additional email addresses to Skyward
- More pictures
 - safety/security/privacy issue
- Timing
 - sent the last week of the month
- Future activities
 - add a section of what's coming up
- At home enrichment
 - See the GT Canvas page
 - Please make sure your child has accepted the invite



PARENT FEEDBACK OVERALL IMPROVEMENTS



- Time in GT Classroom

- Board policy - Any changes to the service plan/program options require board approval.
- Parent Assurances - GTFs will re-emphasize those expectations with campus staff members.



- Interruptions to Pullout

- In future: all 2nd grade testing will occur in Jan with general referral testing
- Parent Assurances - campus activities/swimming/field day/class parties/spelling bee/mandated testing/holidays/etc.
- GTF scheduling:
 - 11 GTFs / 30 campuses (rapidly growing district)
 - No pullout during: specials/recess/lunch/before/after school
 - Effort to maintain small group atmosphere/low GTF:student ratio



PARENT FEEDBACK OVERALL IMPROVEMENTS



- Clustering on Campus
 - Board policy - GT Handbook
 - Administrative decision - contact campus administrators with questions/concerns
 - Based on campus numbers & other educational requirements such as bi-lingual



- Differentiation in classroom
 - Teacher Hub
 - Student Canvas for enrichment in classroom
 - Teacher driven/individualized instruction - contact teacher directly with questions/concerns



PARENT FEEDBACK OVERALL IMPROVEMENTS



- Extracurricular Enrichment Opportunities
 - Student Canvas
 - GT Newsletter - added section
 - TPSP.org projects
 - Baylor TIP
 - GT Summer Camps
 - Fort Bend Co. Youth Creative Arts Competition



- GTF campus assignments
 - Driven off district growth and campus number



- Check Campus Programs Website



- Check the LCISD Advanced Studies Website

**Model accessing: Canvas, Campus Website, District Website



IDENTIFICATION TIMELINE

CHRISTIE BURCH



TIMELINE

Aug

- GT Referrals accepted for grades 1-12 (Spring Testing)
- Newly enrolled student testing & identification

Sept

- GT Referrals accepted for grades 1-12 (Spring Testing)
- Elementary GT Pullout Classes begins
- GT Awareness Meeting

Oct-Nov

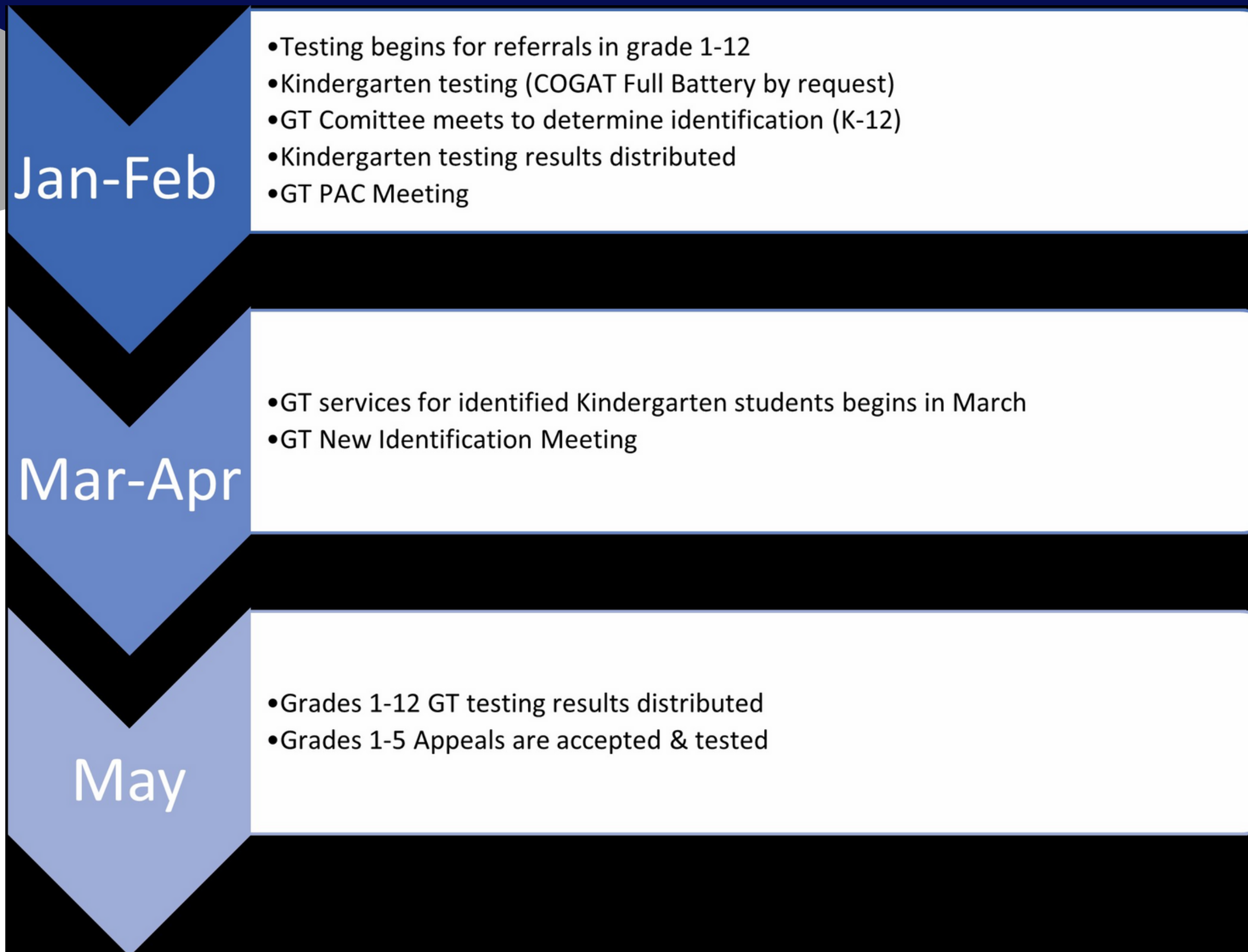
- GT Parent Survey
- GT Referrals accepted for grades 1-12 (Spring Testing)
- All Kindergarten students are assessed (COGAT Pre-Screener)
- Kindergarten testing (COGAT Post Test) for qualifiers
- All 2nd grade students are assessed (MAP testing Reading & Math)
- 2nd grade testing (COGAT Full Battery) for qualifiers
- GT PAC Meeting

Dec

- Kinder Cut score Appeals accepted for Spring testing
- Referral deadline for Spring Testing - Last Friday of Fall Semester



SPRING TESTING & IDENTIFICATION TIMELINE





SCREENING & ID QUANTITATIVE

MISTY ORTEGA



SCREENING & ID QUANTITATIVE

ALL LCISD KINDER COGAT PRE-SCREENER

- IF CUT SCORE MET - COGAT POST-TEST: OCTOBER
- IF CUT SCORE NOT MET - PARENT MY APPEAL
 - FULL COGAT ADMINISTERED: JANUARY

ALL LCISD 2ND GRADERS MAP SCREENER

- IF CUT SCORE MET - FULL COGAT ADMINISTERED - OCTOBER
- IF CUT SCORE NOT MET - PARENT MY REFER
 - FULL COGAT ADMINISTERED: JANUARY



SCREENING & ID QUANTITATIVE

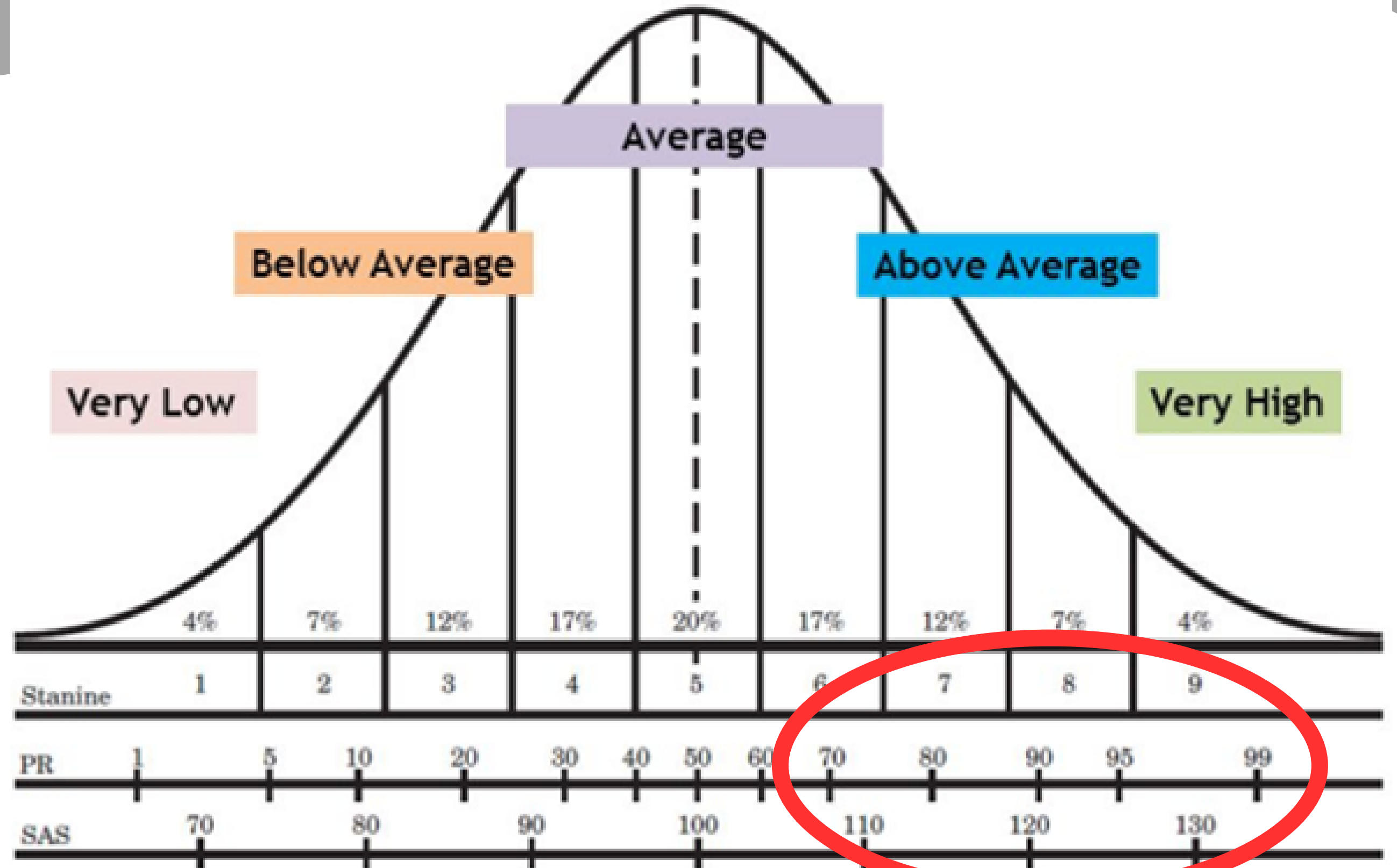
GRADES 1-12 - BY REFERRAL COGAT

- FULL COGAT ADMINISTERED: JANUARY

COGAT EXPLAINED



Relationship of Stanines, Percentile Ranks, and Standard Age Scores on the CogAT Bell Curve





SCREENING & ID QUALITATIVE

JACQUIE MADERAZO



SCREENING & ID QUALITATIVE

PARENT PERCEPTION INVENTORY

- GIVES PARENTS A VOICE IN THE THE SCREENING/EVALUATION PROCESS

TEACHER PERCEPTION INVENTORY

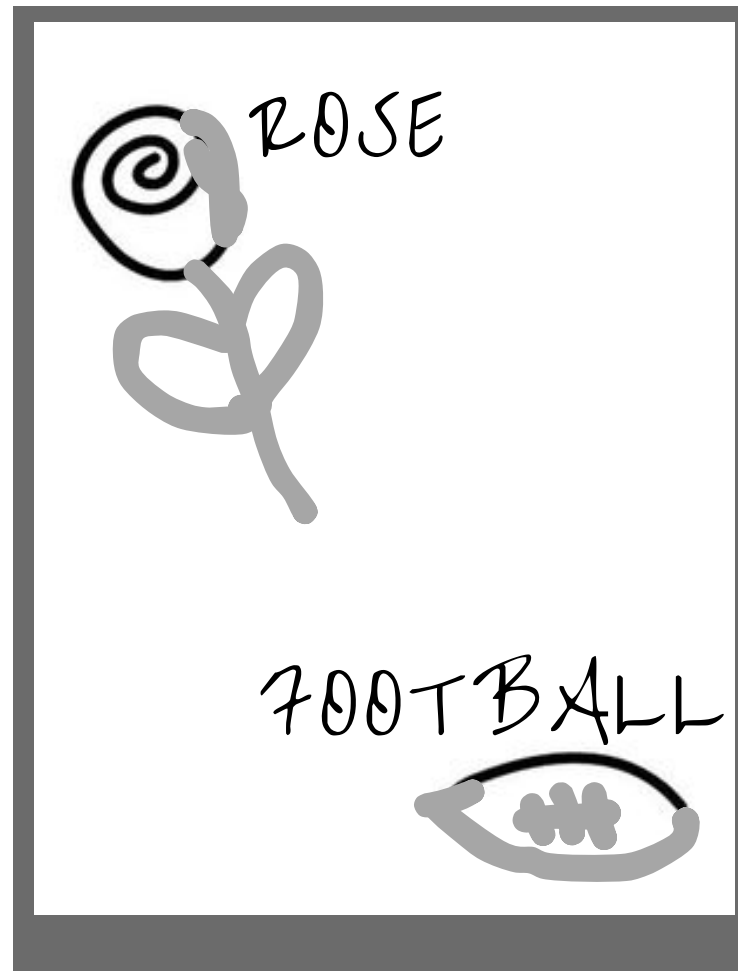
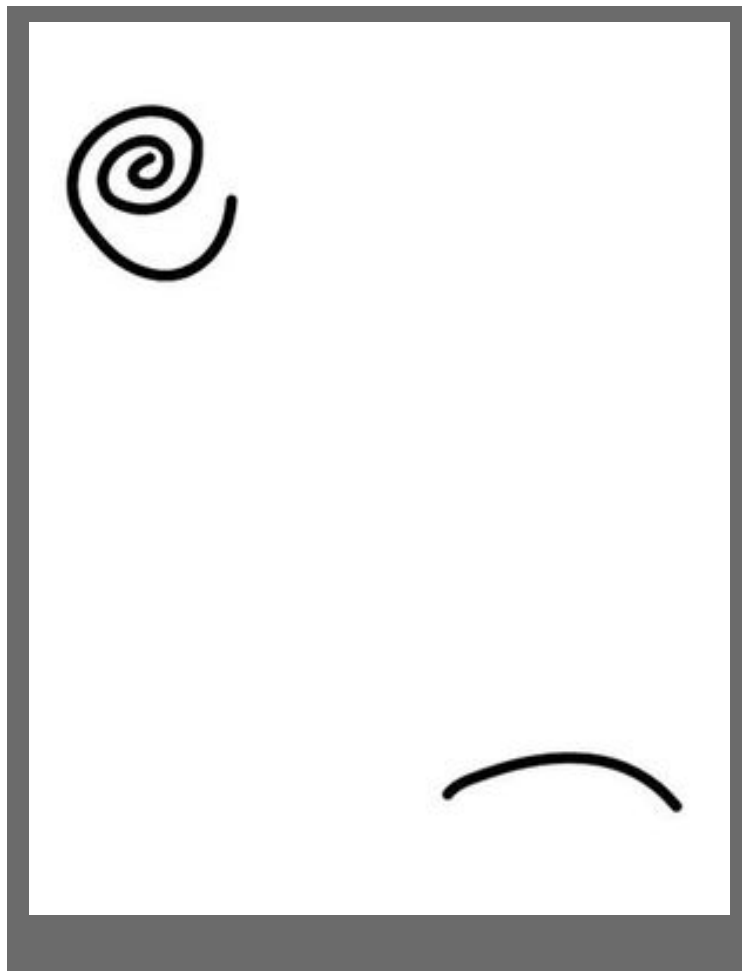
- GIVES TEACHERS A VOICE IN THE THE SCREENING/EVALUATION PROCESS



SCREENING & ID QUALITATIVE

PORTFOLIOS (DRAW STARTS/PATTERNS)

- DRAW START EVALUATES THE STUDENTS' CREATIVITY
- EXAMPLE: STUDENT IS GIVEN TWO "DOODLES" AND ASKED TO FINISH THE DRAWING THEN EXPLAIN WHAT HE/SHE DREW



FROG JUMPING
IN THE WATER



DELIVERY OF SERVICES

STACI HARTFIEL



DELIVERY OF SERVICES

IDENTIFICATION

- GT IDENTIFICATION DOES NOT GO AWAY AFTER ELEMENTARY
- GT IDENTIFICATION REMAINS ON THE STUDENT'S RECORD AS LONG AS THEY ARE ENROLLED IN LCISD
- IF A STUDENT TRANSFERS TO A DIFFERENT SCHOOL DISTRICT, THEY MAY REQUIRE ADDITIONAL TESTING DEPENDING ON THEIR IDENTIFICATION STANDARDS



DELIVERY OF SERVICES

ELEMENTARY PULL-OUT PROGRAM

- UNITS OF STUDY
 - 1ST GRADE: OLOGIES / TRAVEL TOPIA
 - 2ND GRADE: OLOGIES / TRAVEL TOPIA
 - 3RD GRADE: BIO-CHEMISTRY / CODING
 - 4TH GRADE: CSI / CODING
 - 5TH GRADE: MISSION TO MARS / CODING
 - KINDER: SOCIAL / EMOTIONAL / HANDS ON
- ALL GRADE LEVELS: EXPLORATORY / WORD OF THE WEEK / CREATIVE WRITING



DELIVERY OF SERVICES

SECONDARY PROGRAM

- GR. 6-8
 - COURSE SELECTION - PAP/GT COURSES & *PRE-AP FOR 8TH GRADE ONLY
 - DEFAULT ENROLLMENT IN PAP/GT CLASS IN ALL CORE SUBJECTS (ELAR, SOCIAL STUDIES, MATH, SCIENCE)
- GR. 9-12
 - COURSE SELECTION - PAP, PRE-AP, AP, DUAL CREDIT COURSES IN CORE SUBJECTS (ELAR, SOCIAL STUDIES, MATH, SCIENCE)
- DIFFERENTIATED INSTRUCTION IN THE 4 CORE SUBJECTS (ELAR, SOCIAL STUDIES, MATH, SCIENCE)

***GT STUDENT MUST BE ENROLLED IN AT LEAST ONE OF THE ABOVE CLASSES TO MAINTAIN GT IDENTIFICATION STATUS**



PROFESSIONAL DEVELOPMENT

SAUNDRA PLETKA



PROFESSIONAL DEVELOPMENT

Accountability

Exemplary

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)).

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).

5.6.1 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 based on evaluation of G/T services.

5.6.2 All staff receive an orientation to the district's gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/ talented.



PROFESSIONAL DEVELOPMENT

30 Foundational Hours 5 Days

- Day 1 - Nature & Needs of GT**
- Day 2 - Identification & Assessment for GT**
- Day 3 - **Creativity & Instructional Strategies**
- Day 4 - **Enhancing Depth & Complexity for GT**
- or**
- Day 4 - Social & Emotional for GT**
- Day 5 - Curriculum Differentiation for GT**

****TEXTEAM Training & College Board APSI may be used in place of Day 3 & Day 4.**

6 Hour Annual Update

- Texas Association for the Gifted/Talented (TAGT) Annual Conference
- National Association for Gifted Children (NAGC) Annual Conference
- College Board-sponsored AP/Pre-AP 1- & 2-day workshops
- Vertical team training in AP and/or Pre-AP
- International Baccalaureate (IB) workshops and training
- Advanced content-area for secondary teachers
- Creative Problem Solving Coaching and Judging (Destination Imagination, Future Problem Solving, Academic Decathlon, Math Counts)
- Graduate Level University Courses in G/T
- Level II G/T Workshops by Houston Area G/T Co-op Presenters
- Level II G/T Workshops sponsored by LCISD Advanced Studies
- Level II G/T Workshops approved in advance by district Director of Advanced Studies
- Region 4 G/T Workshops



TEACHER HUB DEMO



LAMAR CISD GIFTED & TALENTED TEACHER HUB

THE PURPOSE OF THIS CANVAS PAGE IS TO SERVE AS A SOURCE OF INFORMATION FOR ALL LCISD GIFTED & TALENTED TEACHERS.

Featuring:

- Classroom resources
- GT Professional Development
- GT Referrals & Identification
- LCISD GT General Information
- Texas GT Information





**DELIVERY OF
SERVICES
IN CLASSROOM**

CHRISTINA GARZORIA



DELIVERY OF SERVICES IN CLASSROOM

DIFFERENTIATED INSTRUCTION

MODIFICATION OF CURRICULUM AND INSTRUCTION ACCORDING TO THE FOLLOWING:

- **CONTENT** - WHAT INFORMATION IS PRESENTED
- **PACING** - HOW QUICKLY THE INFORMATION IS PRESENTED
- **PROCESS** - THE MANNER THE INFORMATION IS PRESENTED
- **PRODUCT** - HOW THE STUDENT DEMONSTRATES COMPREHENSION

...TO MEET UNIQUE STUDENT NEEDS IN THE CLASSROOM



DIFFERENTIATED INSTRUCTION

CONTENT - What info?	<ul style="list-style-type: none">• Depth and Complexity of the material• Including Abstract/Hypothetical Context• Open Ended• Thematic
PACING - How quickly?	<ul style="list-style-type: none">• Pre-Assessment/Early Learning• In-depth learning• Explore a topic of interest
PROCESS - Form of delivery?	<ul style="list-style-type: none">• Self-Directed/Independent Study• Traditional Lecture• Instructional Video/Interactive Online Activity• Text Book/Audio Book• Case Study• Team/Partner Learning
PRODUCT - Show learning?	<ul style="list-style-type: none">• Written/Oral Reports• Develop a Game/Website• Build a diorama/Lego model/scale model• Graphic Organizers vs. Traditional Notes



ADDITIONAL ENRICHMENT

BETH MATTHYS



ADDITIONAL ENRICHMENT OPPORTUNITIES

ELEMENTARY

- **BAYLOR TIP**

- **TPSP**

Baylor TIP

TALENT IDENTIFICATION PROGRAM

The Center for Gifted Education and Talent Development launched the Baylor Talent Identification Program (TIP) in 2021. Baylor TIP offers above-grade-level assessments for students in Grades 4-6 and Grades 7 and up. [Read more](#) about the initiative!

Mission

To identify exceptional talent in STEM and the humanities and provide world-class learning opportunities commensurate with students' exceptional potential.

HOW TO USE GRADE BAND ▾ TASK LIBRARY RESOURCES search 🔍

Texas Performance Standards Project

The Texas Performance Standards Project (TPSP) comprises a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. TPSP enhances gifted/talented (G/T) programs from kindergarten through high school.

PRIMARY (K-2) INTERMEDIATE (3-5) MIDDLE SCHOOL (6-8) HIGH SCHOOL (9-12)



ADDITIONAL ENRICHMENT OPPORTUNITIES

ELEMENTARY

• SUMMER CAMPS

LAMARCISD
A PROUD TRADITION | A BRIGHT FUTURE

SUMMER ENRICHMENT OPPORTUNITIES

Your child can participate in fun and challenging activities where they will learn new skills, make new friends, and enrich their minds.

ROBOTICS, CODING, AND MORE!

CAMP INVENTION FOR 1ST-4TH GRADERS
Camp Invention is an enrichment STEM summer camp where GT students build creative inventions and lasting friendships. Campers will discover engineering concepts while building robots, exploring coding (through multiple platforms), and learning innovative ways robots enhance productivity. ***Specifically for GT identified students.**

GIRLS WHO CODE FOR 5TH-7TH GRADERS
Girls Who Code Camp offers hands-on experiences with challenging and innovative concepts. Students learn problem solving and analytical skills while fostering an interest in science, technology, engineering, and math (STEM) related careers plus work in teams to use programming languages to build games, web pages and robots.

DIGITAL FLYERS
LEARN MORE ABOUT SESSION DATES AND LOCATIONS

Scan the QR code to register

<https://www.lcisid.org/students-parents/summer-programs/summer-connect>

• STUDENT CANVAS PAGE

Lamar Consolidated ISD Gifted & Talented

[GT Facilitators](#)

[Parent Information](#)

[Upcoming Events](#)

[Advanced Studies Website](#)



SCAN THE CODE TO ASK A QUESTION

lcisdgt@lcisd.org



[Enrichment Opportunities](#)



STUDENT CANVAS DEMO



Lamar Consolidated ISD Gifted & Talented

GT
Facilitators

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Enrichment
Opportunities



COMMUNICATIONS

LOREN CARVER



NEWSLETTER DEMO

NOTE FROM THE FACILITATOR

The year is flying by, and we have zoomed through November! I hope your family enjoyed the restful break for Thanksgiving. Your amazing scholars have been hard at work as we dig deeper into our curriculum. It has been wonderful to work with and teach your children! Check out photos from our adventures on our [Twitter](#).

HELPFUL LINKS

Looking for resources to help your students develop social and emotional skills? Check out some of these links below.

 **Davidson Institute™**

Hoagies' Gifted Education Page
The "all things gifted" page

UPCOMING EVENTS

December is full of exciting scientific discoveries through exploration in all our units of study. Check out **"WHAT'S NEXT"** to learn more.



- [CLICK TO DEMO THE MONTHLY GT NEWSLETTER](#)



DISTRICT WEBSITE

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LAMARCISD
A PROUD TRADITION | A BRIGHT FUTURE

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- [PSAT/NMSQT/Khan Academy and Na](#)
- [Academic Decathlon](#)
- [Student Tools](#)
- [Parent Resources](#)
- [Gifted and Talented](#)

Helpful Links

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- [Directory](#)
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- [Advanced Studies](#)
- [Athletics](#)
- [Attendance, Truancy and Dropout Pre](#)
- [Career & Technical Education](#)

Advanced Studies

[Home](#) / [Departments](#) / [Academics](#) / [Advanced Studies](#)



Mission Statement

To provide advanced learners with the appropriate classroom instruction and services to fulfill their highest potential.

Philosophy

The philosophy regarding advanced learners in LCISD, including the faculties, staffs, and board is that:

- Every student deserves the opportunity to advance academically as far as his/her ability, motivation, and effort can take him/her.
- Access to the opportunities as stated above is guaranteed to every student, regardless of gender, ethnicity, economic position, language proficiency, or disability.

College and Career Coordinator
Anthony Yim
Anthony.Yim@lcsd.org

Advanced Academics Coordinator
Amber Boston
Amber.Boston@lcsd.org

Administrative Assistant
Victoria Duncan
vicki.duncan@lcsd.org

GT Events
[23.24 GT Events Flyer](#)

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Menu

Gifted & Talented

WELCOME
to GT
2023-2024

LOREN CARVER
GT FACILITATOR

I earned a Bachelor of Business Administration in Marketing, and I worked in banking for ten years. After staying at home with my children, I transitioned to education. I have been with Lamar CISD since 1996, and I taught third grade and fifth grade for a total of twenty-one years. In my personal life, I love spending time with my family especially my two granddaughters, taking care of my Boston Terrier, Ginger, and

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SERVICE MODELS



MIRA RHONE



SERVICE MODELS

- **PULL-OUT**
- **PUSH-IN**
- **MAGNET SCHOOLS**
- **FULL DAY PULL-OUT**
- **WHOLE GROUP CLUSTER**
- **INDEPENDENT PROJECT / TPSP**



GT Pullout Program Assurances



- All identified students are in pullout classes with campus GT Facilitators for a minimum of 90 consecutive minutes per week, offering development of higher order skills and problem solving. Students will explore thematic curriculum units at each grade level which will allow student choice and exploration of students' strengths and interests.



- Research based, best practices for cluster groups indicate an optimum number for GT students is a 6 - 10 minimum number of GT students in each cluster group with attention given to teacher training, student personalities and gender. Non-identified students in GT cluster classes should be other high ability students.



- A continuum of learning experiences is provided that leads to the development of advanced level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP).



- GT 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 GT service options.



- Teachers who provide instruction and services that are a part of the program for GT students have a minimum of 30 hours of staff development for gifted students and receive a minimum of 6 hours annually of professional development in gifted education.



- GT Facilitators will send out a monthly notification each school year via email, Weebly, Facebook, blogs, etc. Parents will be notified through email of monthly GT notifications and/or updates.



- Pull out classes will not meet or be made up for state/district testing such as STAAR, benchmarks, Performance Measure Assessments (PMA); CogAT testing by the campus or by the GT Facilitators for fall/spring screening; GT Facilitator professional development such as TAGT or TCEA; school holidays, or campus field trips or campus special events. GT Facilitators will notify parents when students are not pulled and the plan for making up classes.

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Pull out classes cannot be scheduled or have makeups during Specials (which includes P.E., music, art, and recess), lunch, or before or after school. While the identified GT students are absent from the GT classroom for the Pull-Out Program, the GT trained classroom teacher should not

- introduce new material,
- take grades on material, and/or
- require any work to be made up that students missed during the time they were pulled out for the GT Program.





QUESTIONS?

**SCAN THE CODE TO
ASK A QUESTION**

**THE PRESENTATION &
RECORDING FROM
TODAY'S MEETING WILL
BE POSTED TO THE
LCISD ADVANCED
STUDIES WEBSITE**

***Thank
you!***



lcisdgt@lcisd.org