

QUARTERLY REPORT ON PROGRAMMING AND PLANNING

AUGUST 15, 2020

QUARTER 2 - APRIL, MAY, JUNE



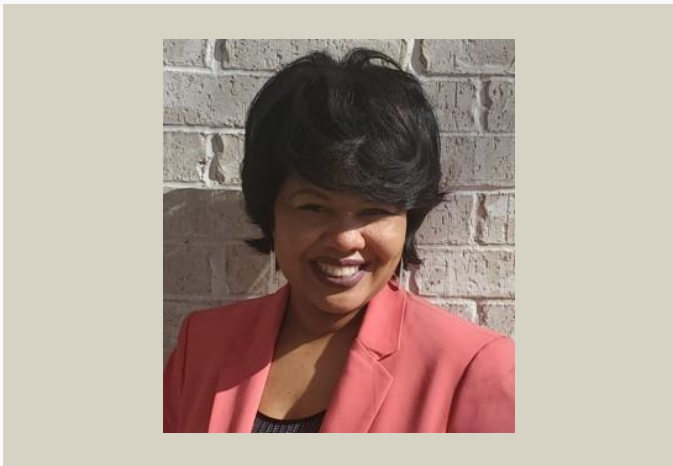
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TASK FORCE UPDATE

The Task Force researches, recommends, informs, and suggests best practices for growing and strengthening the FBISD GT Program aligned to a five-year plan. Membership includes parents, students, administrators, GT department members, district executive leadership, and community members.

In the second quarter, the Task Force completed the assignment of revising and refining the five-year plan for District programming and establishing subcommittees to focus on the five major components of that plan: Acceleration, Communications, Curriculum, Secondary Service Design Enhancement, and Student Identification/Program Expansion. Below are the reports from each subcommittee on progress made for the second quarter.

Acceleration

The GT Task Force Acceleration Subcommittee began work this quarter focused on identifying exemplar districts that provide **acceleration interventions** to meet the needs of their students. To date, this subcommittee has interviewed leadership and gathered information from the following districts: Clear Creek ISD, Lewisville ISD, North West ISD, Richardson ISD, Round Rock ISD and Spring Branch ISD. As a result of these contacts, group members are in the initial stages of drafting potential acceleration models to address the needs of FBISD learners, including both identified GT students and high achieving students who master curriculum at a faster rate or at an earlier age than their peers. Subcommittee members have also been focused on creating a **Fort Bend ISD definition of acceleration** and outlining the ways in which acceleration, as a learning intervention, aligns with Fort Bend ISD's core beliefs and commitments. This subcommittee has submitted its initial work to the full task force twice this quarter to solicit feedback and ensure the subcommittee's work is heading in a positive, clear and feasible direction.

Communications

The Communications subcommittee has worked to significantly improve the **Gifted and Talented web page** for parents, both current and prospective, to gather clear and timely information. The subcommittee has met the goal of completing this task and considers the maintenance of the web page an ongoing commitment of service to the Task Force. The Gifted and Talented **newsletter**, *Celebrating Gifted*, has been revised to include articles of interest for both students and parents, as well as FBISD-specific news as it relates to the GT classrooms in our schools and district-wide GT events. Finally, the Communications Subcommittee has taken on the new publication of the **Quarterly Report** to be distributed every three months so that all programming initiatives, progress, and pilots may be related to the entire GT community.

Curriculum

The curriculum subcommittee has worked diligently to meet several deadlines and improve the resources and professional learning available for the District's teachers and administrators. The Five-Year Plan was closely examined, and the subcommittee met several goals in the process. They were able to receive feedback and make adjustments to provide stakeholders with high quality professional learning for **Innovation Hour** and the **Texas Performance Standards Project**. Campuses were identified and selected for the 2020-2021 Innovation Hour pilot. The focus then shifted toward establishing definitions for **Flexible Grouping** and **Flexible Pacing** in Fort Bend ISD. Curriculum subcommittee members were able to identify and interview exemplar districts with innovative services in these areas. The information received was utilized to inform and progress the development of these services in the District.

Secondary Service Design Enhancement

The Service Design Enhancement subcommittee's primary focus has been to research the expansion of **GT programming options** at the secondary level to ensure our gifted students are reaching their full potential. During the second quarter, the subcommittee assessed the current secondary service options, identified and interviewed exemplar districts with innovative GT programming options for secondary students, and assembled a team of people to virtually visit exemplar districts. The exemplar districts interviewed include Houston ISD, Katy ISD, and Spring Branch ISD.

Student Identification/Program Expansion

The Student Identification/Program Expansion subcommittee has worked to identify a small sampling of campuses that will continue the **GT Learning Plan** in 2020-21. The subcommittee will work closely with these campuses to gather feedback for improving the GT Learning Plan as a service for gifted students. This information will be evaluated to establish protocols for implementation at additional campuses. The subcommittee also reviewed data from the 2019-20 **Universal Screener** and has begun the process of identifying and defining areas for evaluation and improvement of process.

AISHA HOLMES, NEWEST DISTRICT GT STAFF MEMBER

Secondary Program Manager

Greetings,

I am elated and honored to join such an amazing team. I am a proud graduate of the University of Houston, where I received a Bachelor of Science in Interdisciplinary Studies and Master of Science in Education Administration. I have a total of twenty-two years in the field of education where I have served as a teacher, Magnet Coordinator, Instructional Specialist, and Gifted and Talented Specialist. For the past fifteen years, I have worked primarily with gifted education. My expertise includes developing, implementing, and monitoring new initiatives for gifted and talented programs, facilitating professional learning sessions to teachers and administrators, and coordinating enrichment opportunities for gifted students. I am most passionate about creating innovative academic opportunities for gifted learners to ensure their individual abilities, strengths, and interests are nurtured to reach their full potential. Lastly, I am thankful for this opportunity to serve the gifted students in the Fort Bend community.

PARENT ADVISORY COMMITTEE (PAC)

The PAC was unable to meet during the second quarter due to the District closure, and plans to host a Parent Symposium (For Parents, By Parents) had to be halted. However, the PAC is running an open and widely publicized membership drive through August 26, 2020.

PILOTS AND CAMPUSES

It is the goal of the Gifted and Talented Department in Fort Bend ISD to continue to develop innovative programming based on current research. As programming is developed, it is "piloted" at level grade levels and campuses in order to collect feedback prior to launching the initiative District-wide. The 2020-2021 pilot programs are Innovation Hour and GT Learning Plan (revised).

Innovation Hour

Participating grade levels: 2nd, 6th, 9th

Participating Campuses: AFE, BRE, CSE, LCE, MYE, PE, WSE, GMS, QVMS, CHS

Innovation Hour will give students who are identified as Gifted and Talented the opportunity to explore a topic they are curious and/or passionate about while in the school setting. Featuring six key components – Passion, Plan, Pitch, Project, Product and Presentation – students will be able to hone their social and communication skills while also utilizing their creative thought processes as they explore subject matter that they have chosen in a way that is teacher-guided, but self-directed. Innovation Hour will help to support, guide and celebrate the passions of our gifted and talented students while helping them to truly become life-long learners and thinkers who are truly inspired and equipped to pursue futures beyond what they can imagine.

Parents of students participating in the Innovation Hour Pilot Program have received a Parent Guide outlining the details of the program's implementation and FAQs.

GT Learning Plan

Participating Campuses: WBE, CSE, HRE, EAJ, BJE, JNE, SOE, DCMS, FSMS, AHS, BHS

The Gifted and Talented Learning Plan (GTLP) is a written record of a gifted student's academic and affective learning goals, as well as the research-based teaching strategies being used with each gifted child to meet his/her individual needs. The development of academic and affective goals empowers students by giving them choice and voice in setting their own expectations for their learning. The goal-setting process is collaborative between the student and teacher, and parents may support the goal setting process by helping their child identify areas of need, and/or by discussing proposed goals and desired outcomes with their students. Parents will receive a detailed parent guide prior to the implementation of the GT Learning Plan on these pilot campuses.

NEW AND NOTEWORTHY

The New and Noteworthy section of the Quarterly Report is intended to highlight changes that are taking place District-wide and have an effect on GT programming such as changes in Board policy, the Gifted and Talented Handbook, or new initiatives in the curriculum.

Curricular Alternatives - Elementary Campuses

Curricular Alternatives are lessons and activities that allow students to explore a topic with more depth and complexity. They are designed by GT-trained teachers with current classroom experience, and they are a part of each content area's curriculum interventions. Curricular Alternatives are for students who have shown proficiency in the regular classroom content; therefore, they are given this DIFFERENT (not additional) work to challenge them on another level. All elementary GT teachers have been trained on the "what" and "why" of curricular alternatives, and they have been given research-based strategies for implementing them successfully in their classrooms.

Texas Performance Standards Project Expansion To All Grade Levels

For the first time, the FBISD TPSP Showcase will include representatives from ALL grade levels, and each campus will host its own showcase. It is an exciting time for our gifted and talented students to share their learning and creativity with their community. COGS will serve as the coordinator of each campus showcase. The showcase is an opportunity for students to present their projects to an outside audience, and the campus has been given the freedom to choose the format of the event that best fits its GT population size, space restrictions, schedule restrictions, and community needs. Some potential format ideas include class-to-class presentations, a campus project fair during a special time in the school day, or an evening event that includes parents and school community at-large to hear students share their projects.

After the campus event, the campus COGS will organize a committee of campus GT teachers, and, using the rubrics provided by TPSP, this committee will select a project from each grade level to represent the campus at a district showcase.
