

Scope and Sequence of the  
Laveen Elementary School District  
**Gifted Education Program**



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*The governing board of each school district shall develop a scope and sequence for the identification process of and curriculum modifications for gifted pupils to ensure that gifted pupils receive gifted education commensurate with their academic abilities and potentials.*

A.R.S. §15-779.02

# Program Design

## *What is your district's definition of a gifted student and gifted education?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Multiple criteria, nonverbal, verbal, and quantitative</li> <li>• 97% on state-approved tests or services for students with borderline scores</li> </ul>	<ul style="list-style-type: none"> <li>• "Gifted pupil" means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability (A.R.S. §15-779)</li> <li>• The Governing Board of Laveen Elementary School District has adopted a multifaceted approach to screening and identification of gifted learners. Students will be tested in verbal, quantitative, and nonverbal areas.</li> <li>• A student in the Laveen Elementary School District is identified as gifted in one of two ways:               <ol style="list-style-type: none"> <li>1. The student scores at or above the 97th percentile on a State Board-approved assessment in one or more of the following areas: verbal, quantitative, and nonverbal.</li> <li>2. The student earns distinction through a combination of above average scores on a State Board-approved assessment, while demonstrating other characteristics of giftedness including high academic achievement or exemplary recognition by teachers or parents.</li> </ol> </li> </ul>

## *Describe the philosophy and goals for your gifted program.*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Incorporates a K-8 or K-12 continuity of services</li> <li>• Modifies instruction/curriculum to meet student needs</li> <li>• Describes differentiation in process, content and product</li> <li>• "Gifted students are gifted all day, not just for a small segment of that day"</li> <li>• Goal: Start with where the student is academically and accelerate the pace of instruction.</li> <li>• Goal: Train as many teachers as possible about the unique needs of gifted students.</li> <li>• Goal: develop a program that represents the diversity of the school and district.</li> </ul>	<ul style="list-style-type: none"> <li>• The Laveen Elementary School District believes that not all gifted students are alike. Program modifications for gifted students are sufficiently varied and flexible so that those students are provided challenging learning experiences and appropriate resources.</li> <li>• The Governing Board of the Laveen Elementary School District is committed to the encouragement of excellence and optimal talent development among gifted students. The district has developed a comprehensive program of educational interventions to meet the needs of our gifted students.</li> <li>• Appropriate modifications are made in the learning environment and in the complexity and organization of content to be mastered. Learning and thinking processes are emphasized, and the quality and variety of the products that students create demonstrate mastery.</li> <li>• Evaluation and assessment of student products must be tied to criteria established through standards of excellence and through program goals. The teacher and the student will evaluate products. Products may also be evaluated by student peers or by experts in a field.</li> <li>• A variety of service options are provided to enhance the unique potentials of each gifted student.</li> <li>• Articulation of services must be provided to connect program options sequentially from one grade to the next.</li> </ul> <p>Program Goals The curriculum for gifted students will encompass a high level of cognitive and affective concepts and processes beyond those provided in the regular school program:</p> <ul style="list-style-type: none"> <li>• Broad themes, appropriate to several disciplines, will be used to provide the stimulus to help students build cohesive understanding of the interrelationships among various disciplines.</li> </ul>

## Program Design

Indicators	District Description
	<ul style="list-style-type: none"> <li>• These generative topics will promote deeper understanding and will encourage students to make connections, enable students to create powerful mental images, and contribute to in-depth development of students' intellectual potentials.</li> <li>• The diversity of individuals and cultures will be honored and integrated into substantive curricular content.</li> <li>• Provisions will be made for gifted students with special needs to facilitate successful interaction with gifted peers and achievement of individual goals.</li> <li>• Learning environments will incorporate activities to help students develop the following traits and skills: independence, openness to new ideas, innovation, exploration, self monitoring, creativity, planning and decision-making, and other executive thinking processes.</li> <li>• Learning environments will be sufficiently flexible so that instruction may include research, field trips, seminars, conferences, internships, or work with mentors, all of which can take place both in and out of school.</li> <li>• Meeting the affective needs of gifted students will be an integral part of the program.</li> </ul>

### *How do you group and deliver services to your K-2 students?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Self-contained, cluster, pull out or differentiated instruction within the regular classroom</li> <li>• Specific instructional strategies tailored to the needs of the gifted learner, open-ended questioning, projects, activities that focus on higher order thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• The program for gifted students is designed to aid in the optimum development of their intellectual, emotional, and social abilities and to honor the diversity among the identified gifted students through the provision of varied placement options and differentiated and more challenging curriculum.</li> <li>• The gifted instructional coaches work with the regular education teachers to provide professional development on differentiated instruction and questioning strategies.</li> <li>• Instruction for K-2 is individualized through differentiated instruction in the classroom on a daily basis.</li> <li>• Students in grades K-2 receive instruction focusing on higher order thinking skills, such as the use of problem-solving matrixes and deductive reasoning activities.</li> <li>• Students in grades K-2 receive differentiated instruction in combination with opportunities to participate in supplemental, clustered learning activities, acceleration into a higher grade, or single subject acceleration.</li> </ul>

## Program Design

### *How do you group and deliver services to your 3-6 students?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Self-contained, cluster, pull out or differentiated instruction within the regular classroom</li> <li>• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• The program for gifted students is designed to aid in the optimum development of their intellectual, emotional, and social abilities and to honor the diversity among the identified gifted students through the provision of varied placement options and differentiated and more challenging curriculum.</li> <li>• The gifted instructional coaches work with the regular education teachers to provide professional development on differentiated instruction and questioning strategies.</li> <li>• Instruction for gifted students in grades 3-6 is individualized through differentiated instruction in the classroom on a daily basis.</li> <li>• Students in grades 3-6 receive instruction focusing on higher order thinking skills such as the use of problem-solving matrixes and deductive reasoning activities.</li> <li>• Students in grades 3-6 receive differentiated instruction in combination with opportunities to participate in supplemental, clustered learning activities, acceleration into a higher grade or single subject acceleration.</li> </ul>

### *How do you group and deliver services to your 7-8 students?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills</li> <li>• Content driven, accelerated learning, honors classes, flexible grouping</li> </ul>	<ul style="list-style-type: none"> <li>• The program for gifted students is designed to aid in the optimum development of their intellectual, emotional, and social abilities and to honor the diversity among the identified gifted students through the provision of varied placement options and differentiated and more challenging curriculum.</li> <li>• The gifted instructional coaches work with the regular education teachers to provide professional development on differentiated instruction and questioning strategies.</li> <li>• Instruction for gifted students in grades 7-8 is individualized through differentiated instruction in the classroom on a daily basis.</li> <li>• Students in grades 7-8 receive instruction focusing on higher order thinking skills such as the use of problem-solving matrixes and deductive reasoning activities.</li> <li>• Students in grades 7-8 receive differentiated instruction in combination with opportunities to participate in supplemental, clustered learning activities, acceleration into a higher grade or single subject acceleration.</li> <li>• Participation in honors classes is provided when appropriate, with the intention of preparing a gifted child for additional accelerated learning opportunities in high school. High school opportunities include Advanced Placement classes, honors classes, and the International Baccalaureate program.</li> </ul>

### *How do you group and deliver services to your 9-12 students?*

Not applicable (K-8 district only)

## Program Design

*Describe how you integrate your program standards with the Arizona State Standards at each grade level.*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Use a curriculum mapping approach</li> <li>• Testing for competency before teaching content</li> <li>• Use vertical alignment strategies</li> </ul>	<p>Arizona Academic Standards form the foundation of curriculum for all district programs. Modifications in the curriculum for gifted students will ensure that students have mastered the standards and will provide extensions for students to meet or exceed the standards at the highest level.</p>

*How do you involve parents in your program?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Periodic orientation/communication meetings</li> <li>• Provide information about summer programs like Johns Hopkins, ASU and U of A.</li> <li>• Newsletters, parent support groups</li> </ul>	<p>Web pages for gifted education, newsletters, emails, and phone calls are primary means of informing parents of opportunities to engage with the program. Opportunities to communicate with and interact with the gifted education staff include orientation nights and a series of family events. They are informed about community opportunities for their gifted child via flyers sent home from various sources, including summer programs provided by Arizona State University and Phoenix Union High School District.</p>

## Curriculum and Instruction

*How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Training for teachers in flexible instructional grouping</li> <li>• Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc.</li> <li>• Establish a rubric for the pedagogy to be appropriately applied for this level</li> </ul>	<p>The district provides ongoing training in differentiated instruction and flexible grouping. Flexible instructional groups based on abilities are seen in grades K-2. Acceleration and cooperative learning strategies are provided throughout the school day. Specific examples of differentiated activities include:</p> <ul style="list-style-type: none"> <li>• Higher order thinking activities and assessments</li> <li>• Tiered tasks, extension, and product choice</li> <li>• Compacted curriculum</li> <li>• Independent research investigations</li> </ul>

## Curriculum and Instruction

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*How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your description.*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Training for teachers in flexible instructional grouping</li> <li>• Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc.</li> <li>• Develop an honors curriculum for gifted students</li> <li>• Establish a rubric for the pedagogy to be appropriately applied for this level</li> <li>• Use real world connections, simulations, Mock Trial, etc.</li> </ul>	<p>The district provides ongoing training in differentiated instruction and flexible grouping. Flexible instructional groups based on abilities are seen in grades 7-8. Acceleration and cooperative learning strategies are provided throughout the school day. Specific examples of differentiated activities include:</p> <ul style="list-style-type: none"> <li>• Higher order thinking activities and assessments</li> <li>• Tiered tasks, extension, and product choice</li> <li>• Compacted curriculum</li> <li>• Independent research investigations</li> <li>• Honors classes are provided when appropriate</li> </ul>

*How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.*

Not applicable (K-8 district only)

## Curriculum and Instruction

*What curricular materials do you use for grades K-2? Be specific.*

Indicators	District Description
	<p>The district has adopted new resources aligned to <i>Arizona College and Career Ready Standards</i>:</p> <ul style="list-style-type: none"> <li>• Math – McGraw-Hill, <i>My Math</i></li> <li>• English Language Arts – McGraw-Hill, <i>Reading Wonders</i></li> </ul> <p>Supplemental Gifted Materials:</p> <ul style="list-style-type: none"> <li>• Textbook supplements for advanced learners</li> <li>• Primary Thinking Skills Program</li> <li>• Math Olympiad Materials</li> <li>• Simple 6 Writing Program</li> <li>• Product choice materials</li> <li>• Jacob’s Ladder</li> <li>• Interact Investigation Units</li> <li>• College of William and Mary Navigator Guides</li> </ul>

*What curricular materials do you use for grades 3-6? Be specific.*

Indicators	District Description
	<p>The district has adopted new resources aligned to <i>Arizona College and Career Ready Standards</i>:</p> <ul style="list-style-type: none"> <li>• Math – (Grades 3-5) McGraw-Hill, <i>My Math</i></li> <li>• Math – (Grade 6) <i>Glencoe Math</i></li> <li>• English Language Arts – (Grade 3) McGraw-Hill, <i>Reading Wonders</i></li> <li>• English Language Arts – (Grades 4-5) Pearson, <i>Reading Street</i></li> <li>• English Language Arts – (Grade 6) Pearson, <i>Common Core Literature</i></li> </ul> <p>Supplemental Gifted Materials:</p> <ul style="list-style-type: none"> <li>• Textbook supplements for advanced learners</li> <li>• Primary Thinking Skills Program</li> <li>• Math Olympiad Materials</li> <li>• Simple 6 Writing Program</li> <li>• Product choice materials</li> <li>• Jacob’s Ladder</li> <li>• Interact Investigation Units</li> <li>• College of William and Mary Navigator Guides</li> </ul>

## Curriculum and Instruction

*What curricular materials do you use for grades 7-8? Be specific.*

Indicators	District Description
	<p>The district has adopted new resources aligned to <i>Arizona College and Career Ready Standards</i>:</p> <ul style="list-style-type: none"> <li>• Math – <i>Glencoe Math</i></li> <li>• English Language Arts – Pearson, <i>Common Core Literature</i></li> </ul> <p>Supplemental Gifted Materials:</p> <ul style="list-style-type: none"> <li>• Textbook supplements for advanced learners</li> <li>• Primary Thinking Skills Program</li> <li>• Math Olympiad Materials</li> <li>• Simple 6 Writing Program</li> <li>• Product choice materials</li> <li>• Jacob’s Ladder</li> <li>• Interact Investigation Units</li> <li>• College of William and Mary Navigator Guides</li> </ul>

*What curricular materials do you use for grades 9-12? Be specific.*

Not applicable (K-8 district only)

## Identification

*Describe how your referral process for identification involves parents and staff.*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Recommendations from parents/staff</li> <li>• Review of records and answers on transfer forms</li> <li>• Announcements/newsletters to parents</li> <li>• Referrals from counselors, administrators or support staff</li> <li>• Professional development for all staff and parents</li> <li>• Program description provided to all stakeholders</li> </ul>	<p>The Governing Board of the Laveen Elementary School District has adopted a multifaceted approach to screening and identification.</p> <ul style="list-style-type: none"> <li>• Early identification is important for the intellectual and emotional health of gifted children because it enables early intervention.</li> <li>• Nomination is based on a combination of above-average scores on AzMERIT and other characteristics of giftedness, including high achievement or exemplary recognition by teachers or parents.</li> <li>• Students currently enrolled in district schools may be nominated by parents, guardians, preschool teachers, teachers, administrators, support staff, related service providers, or peers. They may also nominate themselves.</li> <li>• Copies of referral and nomination forms are available at all district schools and the district office. These forms will be provided to all parents or guardians upon request.</li> </ul>



## Identification

*Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Use a matrix for underrepresented students including at risk, ELL and equity compared to school population</li> <li>• AzMERIT Scores</li> <li>• Use of non verbal tests</li> <li>• Multiple measures</li> <li>• Personal interviews</li> <li>• Performance in honors/AP/IB classes</li> <li>• Service 97%, but what about 96,95, 94 and others</li> </ul>	<p>The Governing Board of the Laveen Elementary School District has adopted a multifaceted approach to screening and identification of gifted learners. Students will be tested in verbal, quantitative, and nonverbal areas.</p> <ol style="list-style-type: none"> <li>1. Students who are nominated will be assessed with one or more tests from the State Board of Education Approved Test List. Students will be tested in verbal, quantitative, and nonverbal areas.</li> <li>2. Placement in the gifted program will be offered to:               <ol style="list-style-type: none"> <li>a. Students who place at or above the 97<sup>th</sup> percentile on any one or more of these three sections of the test</li> <li>b. Students who score at or above the 95<sup>th</sup> percentile on any one or more of these three sections of the test</li> <li>c. Students who receive a full composite score at or above the 95<sup>th</sup> percentile</li> <li>d. Students who place at or above the 94<sup>th</sup> percentile on any one or more of these three sections, plus a Gifted Matrix score of 10 or higher</li> </ol> </li> <li>3. Students who transfer from another district's gifted program are evaluated in a timely manner to determine placement. Placement is made once eligibility has been verified.</li> </ol>

*Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.*

Indicators	District Description
<ul style="list-style-type: none"> <li>• CogAT, Raven, Naglieri</li> <li>• Students grades</li> <li>• Gifted Characteristics Checklists</li> <li>• Student, teacher, parent input</li> <li>• State approved testing list</li> <li>• Standardized Testing results</li> </ul>	<ul style="list-style-type: none"> <li>• Otis-Lennon School Ability Test (Grades K-2)</li> <li>• Cognitive Abilities Test (K - 8)</li> <li>• Exemplary performance on standardized testing</li> <li>• Teacher and parent input</li> </ul>

*How do you inform parents and staff of your referral and identification process?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Formal letters to parents</li> <li>• Parent informational meetings, conferences</li> <li>• School newsletters/website</li> </ul>	<p>Parents are informed about the district's gifted program through:</p> <ul style="list-style-type: none"> <li>• school newsletters</li> <li>• district newsletters</li> <li>• district website</li> <li>• district parent handbook</li> <li>• parent-teacher conferences</li> <li>• phone calls to parents</li> </ul>

## Identification

*Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Formal letters</li> <li>• Focus on data</li> <li>• Parent meetings</li> <li>• Meeting with teacher, Principal, and Gifted Director</li> </ul>	<ul style="list-style-type: none"> <li>• Once a student is identified as a “gifted” student, a formal letter is sent to the parent/guardian, along with a permission form giving the school permission to service the student in a gifted program.</li> <li>• The gifted coordinator handles initial appeals. If needed, the Director of Curriculum and Instruction handles secondary appeals. The outcome of appeals is based upon a comparison of data with district eligibility criteria. Parents are notified of the outcome of appeal reviews. When a child is found ineligible for participation in the gifted program, the gifted coordinator will educate the parent about other educational options available within regular education. Parents are also informed of their right to re-nominate their child the following school year.</li> </ul>

## Social and Emotional Development

*How do you provide for the unique affective needs of your gifted students K-6?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Grade level seminars to train teachers</li> <li>• Coordination of affective activities</li> <li>• Experiential learning approach</li> <li>• Provide common learning seminars for gifted students by grade level using pull out, cluster or self contained configurations</li> <li>• Use peer tutoring, cooperative learning strategies</li> <li>• Establish a parent support group</li> </ul>	<ul style="list-style-type: none"> <li>• School district personnel provide both academic and personal/social guidance and counseling services related to advanced learning opportunities for gifted students, and their parents.</li> <li>• Gifted students are afforded the opportunity to work with other gifted students during supplemental clustering learning sessions.</li> <li>• During these sessions and during classroom activities, cooperative learning strategies and positive interdependence are incorporated into daily learning.</li> </ul>

## Social and Emotional Development

### *How do you provide for the unique affective needs of your gifted students 7-8?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Incorporate specific activities into an honors program</li> <li>• Experiential learning approach</li> <li>• Provide common learning seminars for gifted students by grade level such as a humanities class</li> <li>• Establish a parent support group</li> </ul>	<ul style="list-style-type: none"> <li>• School district personnel provide both academic and personal/social guidance and counseling services related to advanced learning opportunities for gifted students, and their parents.</li> <li>• Gifted students are afforded the opportunity to work with other gifted students during supplemental clustering learning sessions.</li> <li>• During these sessions and during classroom activities, cooperative learning strategies and positive interdependence are incorporated into daily learning.</li> </ul>

### *How do you provide for the unique affective needs of your gifted students 9-12?*

Not applicable (K-8 district only)

### *What specific orientation activities do you provide for parents and teachers regarding gifted students' affective needs?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Grade level seminars to train teachers</li> <li>• Provide literature about the unique needs of gifted students to teachers/parents</li> <li>• Conduct locally developed gifted parent nights</li> </ul>	<ul style="list-style-type: none"> <li>• The Laveen Elementary School District annually educates all staff on giftedness and gifted education at staff meetings at each school site.</li> <li>• Professional development classes are provided to further educate staff about best practices in educating the gifted child.</li> <li>• Parent orientations are offered each semester to inform parents about the gifted education program.</li> <li>• Family nights encourage additional parent participation, along with their gifted child.</li> </ul>

### *How do you monitor, identify and provide assistance to "at risk" gifted students?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Create an open-ended referral process for parents, students and teachers</li> <li>• Provide counseling services on an as needed basis</li> <li>• Develop alternate approaches for students in high school to earn credit</li> <li>• Competency testing in core subjects to allow students to "move-on"</li> </ul>	<ul style="list-style-type: none"> <li>• School district personnel provide both academic and personal/social guidance and counseling services related to gifted students.</li> <li>• "At risk" gifted students can be referred by teachers, parents, or the students themselves.</li> <li>• Participation in district counseling programs is available as appropriate.</li> </ul>

## Professional Development

*How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• In-service training, staff development, professional learning communities</li> <li>• Fund attendance at conferences, workshops and training in gifted education</li> <li>• Provide instructional materials for gifted learners</li> <li>• Join the Arizona Association for Gifted and Talented (AAGT)</li> <li>• Teachers develop personal professional growth plans</li> </ul>	<ul style="list-style-type: none"> <li>• The Laveen Elementary School District provides funding, when available, for the gifted staff to attend conferences and workshops for training in gifted education.</li> <li>• Laveen Elementary School District annually educates all staff on giftedness and gifted education at staff meetings at each school site.</li> <li>• Professional development classes are provided to further educate staff about best practices in educating the gifted child.</li> </ul>

*Please list the titles of the training you conducted last year and those planned for the current year.*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Characteristics of the gifted learner</li> <li>• Instructional needs of the gifted learner</li> <li>• How to differentiate instruction to meet gifted learners needs</li> <li>• Identifying the gifted learner</li> <li>• The meaning of gifted testing results</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Giftedness</li> <li>• The Identification of Gifted Students</li> <li>• Social and Emotional Development of Gifted Students</li> <li>• Underachievement in Gifted Students</li> <li>• Curriculum Differentiation for Gifted Students</li> <li>• Developing Programs and Provisions for Gifted Students</li> <li>• Thinking by Design: Thinking Tools for Gifted Students</li> <li>• The Art of Problem Solving: The Math Olympiad Program</li> <li>• Differentiating Mathematics for Gifted Learners</li> <li>• Writing and the Gifted Learner</li> <li>• Cooperative Learning and the Gifted Learner</li> <li>• Learning Styles</li> <li>• Multiple Intelligences</li> </ul>

## Professional Development

*How have your training events targeted the needs of administrators, counselors, psychologists and support staff?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Specific training events that illustrated for administrators how to support gifted education in their schools</li> <li>• Training for counselors in the social and emotional needs of the gifted learner</li> <li>• ADE sponsored training on school improvement</li> </ul>	<ul style="list-style-type: none"> <li>• The trainings are targeted to all school level personnel including counselors and administrators.</li> <li>• Trainings include school staff meetings, half day in-services, grade level meetings, administrative meetings, and staff development courses.</li> </ul>

*Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?*

Indicators	District Description
	<p>Participants have been uniformly positive in feedback about staff trainings and have expressed they had learned more about the gifted learner and how to identify and service gifted students.</p>

## Parent and Community Involvement

*How do you make your program philosophy, goals and recruitment procedures available to all parents?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Provide parents with a gifted handbook for working with the district</li> <li>• Open house for gifted parents</li> <li>• Web site for gifted students and parents</li> <li>• Parent – teacher conferences</li> </ul>	<ul style="list-style-type: none"> <li>• The current Scope and Sequence is available at each school in the Laveen Elementary School District.</li> <li>• Information about gifted education is posted on the district website, school newsletters, and in the parent handbook.</li> </ul>

*How do you provide access to your scope and sequence for all parents?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Gifted scope and sequence distributed to all gifted parents, available in all school offices and website</li> </ul>	<ul style="list-style-type: none"> <li>• The current Scope and Sequence is available at each school in the Laveen Elementary School District.</li> <li>• The Scope and Sequence is provided to parents at each orientation evening.</li> </ul>

*How do you involve parents and the gifted community in the evaluation of your program?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Surveys, personal interviews, town hall type meetings</li> <li>• Site council agenda item</li> <li>• End of year presentations</li> </ul>	<ul style="list-style-type: none"> <li>• To assess the overall effectiveness of our gifted program, the district surveys parents and staff annually. Parents provide feedback on the gifted program at orientation and family nights.</li> <li>• The gifted coordinator meets with involved parents about gifted education. The current focus is on raising additional funds through tax credit donations as well as planning family nights.</li> </ul>

## Program Assessment

*What data sources do you use to assess your programs effectiveness?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Surveys from parents, students and teachers</li> <li>• Standardized test scores</li> <li>• AzMERIT performance scores</li> <li>• AP/IB scores</li> </ul>	<p>The following are used in assessing the district's Gifted Program:</p> <ul style="list-style-type: none"> <li>• Analysis of AzMERIT performance scores from year to year</li> <li>• District wide assessments</li> <li>• Other sources of qualitative data</li> </ul>

*Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Track progress of gifted students year to year individually</li> <li>• Compare scores of gifted students with the rest of the population to assess differences</li> <li>• Students class grades compared to identification scores</li> </ul>	<ul style="list-style-type: none"> <li>• Students are tracked through district assessments.</li> <li>• AzMERIT scores are compared annually on an individual level.</li> <li>• Student grades are looked at and compared to the student's identification scores.</li> <li>• Teachers are trained to analyze their own class data and to track gifted students with their "typical peers."</li> </ul>

*Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Track progress of gifted students year to year individually</li> <li>• Compare scores of gifted students with the rest of the population to assess differences</li> <li>• Students class grades compared to identification scores</li> </ul>	<ul style="list-style-type: none"> <li>• Students are tracked through district assessments.</li> <li>• AzMERIT scores and student growth percentiles are compared annually on an individual level.</li> <li>• Student grades are looked at and compared to the student's identification scores.</li> <li>• Teachers will be trained to analyze their own class data and to track gifted students with their "typical peers."</li> </ul>

## Program Assessment

*How do you use informal measures like surveys, open forums and teacher interviews to gather data?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Look for trends, common strengths, weaknesses, areas for improvement in parent surveys</li> <li>• Direct observation of the program in action</li> </ul>	<ul style="list-style-type: none"> <li>• To assess the overall effectiveness of our gifted program, the district surveys parents and staff annually. Parents provide feedback on the gifted program at orientation and family nights.</li> <li>• Information from surveys and feedback will be compiled to help the district identify areas of needs and successes.</li> <li>• Direct observation of the program by the district administrator and site administrator will occur on a regular basis.</li> </ul>

*What are your keys indicators that your program is positively affecting students?*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Student interest, excitement with the program</li> <li>• Parental positive feedback</li> <li>• Students test score analysis</li> <li>• Stays with the program, no dropouts</li> <li>• Regular attendance in class</li> </ul>	<ul style="list-style-type: none"> <li>• Student desire to be in the program/student enthusiasm</li> <li>• Growth on AzMERIT</li> <li>• 95% attendance rate</li> <li>• Positive parental feedback from surveys</li> </ul>

*Describe the performance standards you have for all gifted students.*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Proficiency as determined by the annual AzMERIT assessment</li> <li>• Meets the individual learning goals established for the students</li> <li>• The gifted population demographics must reflect the same picture as the total school population</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking student growth on the AzMERIT</li> <li>• Tracking score on district assessments (Galileo)</li> <li>• Tracking gifted population to ensure there is no disproportionality of ethnicity and gender.</li> </ul>



## Budgeting

*What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct student services, professional development and district coordination?*

Indicators	District Description
	<ul style="list-style-type: none"> <li>• The district uses 100% of the supplemental allocation on direct student services, such as teacher salaries, enrichment materials, and testing materials, when allocated by the State of Arizona.</li> <li>• In the absence of funding, the district uses M&amp;O to fund gifted teacher salaries, enrichment, and testing materials.</li> <li>• Capital expenditures, professional development, and district coordination are funded by the district's capital budget.</li> </ul>

*Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Type of program: pull out, cluster, self contained or differentiated instruction within the classroom</li> <li>• Ratio within the structure you chose 1 to how many students?</li> </ul>	<ul style="list-style-type: none"> <li>• The Laveen Elementary School district currently uses an inclusion/differentiated instruction model with additional supplemental clustering opportunities.</li> </ul>

*To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources.*

Indicators	District Description
<ul style="list-style-type: none"> <li>• Teacher salaries?</li> <li>• Rooms, appropriately equipped?</li> <li>• Professional development</li> <li>• Funding for a Director?</li> </ul>	<p>The district supports the gifted program by:</p> <ul style="list-style-type: none"> <li>• Supplementing the teacher salaries, providing the needed rooms and making sure those rooms are properly equipped</li> <li>• Funding professional development</li> <li>• Purchasing additional gifted materials</li> <li>• Providing a program administrator, who is the Director of Curriculum and Instruction</li> </ul>