

# Washington Elementary School District

## Gifted Scope and Sequence (2023/24)

	Program Design
Question	District Description
What is your district's definition of a gifted student and gifted education?	<ul style="list-style-type: none"> <li>• A gifted student is defined as a child who is of lawful school age, who, due to superior intellect and/or advanced learning ability is not afforded an opportunity for otherwise attainable progress and development with regular classroom instruction and who needs special instruction or services to achieve at levels commensurate with the child's intellect and ability.</li> <li>• Gifted education means appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of the gifted student.</li> <li>• Washington Elementary School District (WESD) administers state-approved cognitive ability tests to students who are referred by teachers, staff, parents, families, and students. Students who score in the 95<sup>th</sup> percentile or higher in verbal, quantitative, or nonverbal batteries of cognitive ability testing are eligible for gifted services in WESD.</li> <li>• WESD uses multiple pathways in an effort to identify gifted students from underrepresented populations, such as English Language Learners and students from Title I schools. Multiple pathways include classroom observations, teacher checklists, universal testing for 2nd grade, and the use of nonverbal tests recommended for identification of underrepresented populations. In addition, a pathway for students who score close to qualification to receive gifted services has been implemented.</li> </ul>
Describe the philosophy and goals for your gifted program.	<ul style="list-style-type: none"> <li>• The WESD Gifted Services philosophy is "We believe that every gifted student is gifted all day, every day. Every teacher is a teacher of gifted students. Gifted students require special educational services to achieve their potential. Through student support and teacher training, we believe that gifted students will have a greater opportunity to become contributing, productive members of society and to lead fulfilling lives."</li> </ul>

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	<ul style="list-style-type: none"> <li>• WESD offers a continuum of gifted services for K-8th grade that includes academic acceleration and expansion. In WESD, services include differentiation in the classroom, resource classrooms, academic replacement classes and self-contained classrooms for high-ability gifted students. Every identified gifted student in grades K-6 receives direct services from a gifted teacher in a group setting with other identified gifted students twice a week. Students in 7th-8th grade are serviced by highly qualified teachers in their area of gifted qualification with other identified gifted students in accelerated classes in mathematics, language arts (ELA) and science.</li> <li>• WESD's Gifted Program provides appropriate levels of challenging instruction everyday for those who demonstrate high levels of accomplishment in one or more domains in cognitive ability testing. In addition, WESD provides enrichment or intensive instruction to those who show potential for high levels of accomplishment.</li> <li>• A goal of the WESD gifted program is to provide professional development to teachers of gifted students in response to student readiness, interest, and approach to learning. Teachers can differentiate content (what students learn or how they get access to information), process (how students make sense of and come to understand content), product (how students show what they've learned), and affect and learning environment (classroom arrangement and climate).</li> <li>• A second goal of the gifted program is to identify underserved populations of students (i.e. African American, Hispanic, Native American, students from poverty, and English Language Learners) in order to achieve similar levels of representation with district demographics and to ensure an equitable program. This goal is being addressed through second grade universal testing, using alternative cognitive tests for identification, and teacher professional development on the characteristics of gifted students.</li> </ul>
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<p>How do you group and deliver services to your K-2 students?</p>	<p>In WESD, identified gifted students in grade K-2 receive direct services from a gifted teacher in a group setting with other identified gifted students. While not mandated district-wide, several school campuses cluster gifted students allowing gifted students opportunities to interact and engage intellectually with like-ability peers.</p> <p><u>The continuum of services offered in WESD for students in grades K - 2 include:</u></p> <p><b><u>Pull-Out Gifted Services:</u></b> Students leave the regular classroom at a scheduled time and are taught by the gifted teacher.</p> <p><b><u>Resource Expansion Services:</u></b> Services focus on one or more curricular areas and are an extension of the regular classroom curriculum. Students identified in verbal, quantitative and nonverbal domains participate in this program at least twice a week for 30-45 minutes in grades K-2.</p> <p><b><u>Targeted Academic Services:</u></b> Students are instructed at an accelerated pace in academic curriculum using the district curriculum based on state standards. Example: A quantitatively gifted 1st grade student takes 2nd or 3rd grade level math replacement daily taught by the gifted teacher as the teacher of record or with a regular education teacher of 2nd or 3rd grade.</p> <p><b><u>Self-Contained Gifted Services (i.e. Gifted Learning Center):</u></b> Self-contained, multi-age program for gifted students who are high-achieving in all three reasoning areas. Students are instructed in flexible groups according to academic ability. District curricula, based on state standards, are expanded and accelerated through interdisciplinary units. Strategies include higher-order thinking skills, cooperative learning, student research, problem-based learning and projects focused on open-ended questions. The program is staffed by gifted teachers who currently hold or are working towards earning their gifted endorsement.</p> <p><b><u>Consult Services:</u></b> Consultation is provided by gifted-endorsed teachers to regular classroom teachers upon request of parents/families or teachers. Consulting is provided in an effort to support differentiation of the curriculum in the regular classroom. Content is expanded, within the parameters of the district curricula and based on state standards being taught. Gifted teachers also support regular education teachers to meet the affective needs of gifted learners and developing plans for student success.</p>
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<p>How do you group and deliver services to your 3-6 students?</p>	<p>In WESD, every identified gifted student in grade 3–6 receives direct services from a gifted teacher in a group setting with other identified gifted students. While not mandated district-wide, several school campuses cluster gifted students allowing gifted students opportunities to interact and engage intellectually with like-ability peers.</p> <p><u>The continuum of services offered in WESD for students in grades 3-6 include:</u></p> <p><b><u>Pull-Out Gifted Services:</u></b> Students leave the regular classroom at a scheduled time and are taught by the gifted teacher.</p> <p><b><u>Resource Expansion Services:</u></b> Services focus on one or more curricular areas and are an extension of the regular classroom curriculum. Students identified in verbal, quantitative and nonverbal domains all participate in this program at least twice a week for 45-60 minutes in 3rd-8th grade.</p> <p><b><u>Targeted Academic Services:</u></b> Students are instructed at an accelerated pace in an academic curriculum using the district curriculum based on state standards. Example: A quantitatively gifted 4th grade student takes 5th or 6th grade level math replacement daily taught by the gifted teacher as the teacher of record.</p> <p><b><u>Self-contained Gifted Services (i.e. Gifted Learning Center):</u></b> Self-contained, multi-age program for gifted students who are high-achieving in all three reasoning areas. Students are instructed in flexible groups according to academic ability. District curricula, based on state standards, are expanded and accelerated through interdisciplinary units. Strategies include higher-order thinking skills, cooperative learning, student research, problem-based learning and projects focused on open-ended questions. The program is staffed by gifted teachers who currently hold or are working towards earning their gifted endorsement.</p> <p><b><u>Consult Services:</u></b> Consultation is provided by gifted-endorsed teachers to regular classroom teachers upon request of parents/families or teachers. Consulting is provided in an effort to support differentiation of the curriculum in the regular classroom. Content is expanded within the parameters of the district curricula, based on state standards being taught. Gifted teachers also support regular education teachers to meet the affective needs of gifted learners and develop plans for student success.</p>
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<p>How do you group and deliver services to your 7-8 students?</p>	<p><b>Students in 7th-8th grade in K-8 schools:</b> WESD has eight K-8 schools. Seventh and eighth grade gifted students in K-8 schools receive Resource Expansion services, Targeted Gifted services, and Consultation services similar to gifted K-6 students in those schools.</p> <p><b>Junior High Students (Grades 7-8):</b> WESD has five junior high schools. Gifted junior high students in grades 7 and 8 are serviced through advanced academic coursework. Verbally identified students are serviced in Honors or Advanced Reading. Quantitatively identified students are serviced in Honors Math and may have the opportunity to take advanced math above their grade level (Algebra or Geometry). Nonverbally gifted students are served in Advanced Science. Additionally, many identified gifted students are serviced in more than one advanced class based on criteria that includes gifted identification, teacher recommendation, and district and state testing results.</p> <p>Advanced/ Honors Reading</p> <ul style="list-style-type: none"> <li>• Class meets daily</li> <li>• Coursework includes integrated advanced language arts and literature studies</li> <li>• Content is above level and pace is accelerated</li> <li>• Coursework allows the students to apply their knowledge and study topics more in-depth</li> <li>• Class is taught by highly-qualified teachers in language arts content area</li> </ul> <p>Advanced Math</p> <ul style="list-style-type: none"> <li>• Class meets daily</li> <li>• Coursework is above-level and pace is accelerated to meet the needs of the students</li> <li>• Coursework allows the students to apply their knowledge and study topics more in-depth</li> <li>• Students are placed in appropriate advanced math course based on their scores on district math tests and math state-mandated assessment scores</li> </ul>
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- Math courses are taught by highly qualified teachers in math content area
- Math coursework is planned in coordination with Glendale Union High School District (feeder high school district)

#### Advanced Science

- Class meets daily
- Coursework is above level and pace is accelerated to meet the needs of the students
- Coursework allows the students to apply their knowledge and study topics more in-depth
- Non-verbally gifted are serviced in the advanced science courses
- Science courses are taught by highly-qualified teachers in science content area
- Science coursework is planned in coordination with Glendale Union High School District (feeder high school district)

#### Elective Courses

- Junior high schools offer electives to value learning that integrate academics, fine arts, health, physical fitness and extra-curricular activities in a technologically enriched environment. Electives vary by school. Examples:
  - Entrepreneurship
  - Orchestra/ Band
  - STEM

**Self-Contained Gifted Program (i.e. FLEX Program):** Gifted students who demonstrate high-ability in all three cognitive domains may apply, and once accepted, attend the Flexible Learning Experience Program (FLEX). Coursework includes:

- An Interdisciplinary English Language Arts and Social Studies Course.
- Quarterly independent study projects that focused on four core academic disciplines. While teacher-guided, projects are student-designed, research-oriented and emphasize critical and creative thinking skills. Projects allow for individual choice and research oriented activities, including critical and creative thinking skills.
- FLEX teachers are highly-qualified and properly certified in their individual subject areas. In addition, all FLEX teachers hold gifted endorsements, or are in the process of obtaining an endorsement.
- FLEX students take advanced math courses, based on ability level, as demonstrated on district and state assessments. Advanced math courses include Algebra 1-2 and Geometry. Should a student

	<p>require eleventh grade math, arrangements are made to bus said student to a Glendale Union High School for instruction.</p> <p><b>Consult Services:</b> Consultation is provided by gifted-endorsed teachers to regular classroom teachers upon request of parents/families or teachers. Consulting is provided in an effort to support differentiation of the curriculum in the regular classroom. Content is expanded within the parameters of the district curricula based on state standards being taught. Gifted teachers also support regular education teachers with affective needs of gifted learners and developing plans for student success.</p>
How do you group and deliver services to your 9-12 students?	WESD does not have students in grades 9-12.
Describe how you integrate your program standards with the Arizona State Standards at each grade level.	<p>WESD curricula in all grade levels are aligned with Arizona Academic Standards. For gifted students, the district curricula are accelerated and expanded to include critical, logical, and creative thinking skills, abstract reasoning and problem-solving strategies. Expansion of the district curricula emphasizes the complexity, transfer, novelty, depth, and relevance of concepts in the curricula. Students are given opportunities to apply content knowledge both in and across content areas.</p> <p>WESD uses the NAGC 2019 Gifted Programming Standards to provide the necessary design and development of its gifted program. This helps ensure gifted learners are identified and served in all contexts. The six key areas of the programming standards are: Learning and Development, Assessment, Curriculum and Instruction, Learning Environments, Programming, and Professional Learning. These standards are grounded in theory, research, and practice and are used to provide an important base for all efforts on behalf of gifted learners in the district.</p>

	Identification
Question	District Description
Describe how your referral process for identification involves parents and staff.	<ul style="list-style-type: none"> <li>Any parent, family member, teacher, staff member, or student may refer a student and request evaluation for gifted services.</li> <li>Information regarding referral procedures and testing procedures is published in each school's newsletter three times each school year. Information is also located on the WESD website with a digital and printable referral form in English and Spanish.</li> <li>Teachers of gifted students review records and transfer forms of incoming new students to verify qualification from former placements. Families registering new students can mark a box showing the student had gifted services in a prior district. If this box is marked on the enrollment form, the gifted teacher and gifted coordinator are both emailed so they can obtain prior scores from the previous district. Students transferring into the district with a score in the 95th percentile or higher on a state approved cognitive ability test are eligible to receive gifted services as soon as eligibility is verified.</li> <li>District and state test results are reviewed yearly by the gifted teacher to identify high-achieving students who should potentially be tested for gifted services.</li> <li>Teachers of gifted students request names of students to be referred for testing from classroom teachers throughout the school year.</li> <li>Referral forms are available in each school's teacher work area and digitally on the district website so that teachers can refer students throughout the school year.</li> <li>A description of gifted services in WESD is included in each school's parent/student handbook and is available on the WESD website.</li> </ul>

	<ul style="list-style-type: none"> <li>Gifted teachers provide professional development and resources describing the characteristics of gifted students and how to refer potential gifted students at the beginning of each school year.</li> <li>Pre-K staff (Early Education and Head Start) are given professional development and a list of characteristics to refer potential gifted students. The Pre-K gifted coordinator visits the Early Education and Head Start classes to observe students for gifted characteristics. Students who qualify in Pre-K receive gifted services in kindergarten. Pre-K students who are close to qualification (80th-94th percentile) are retested as kindergarteners.</li> </ul>
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<p>Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.</p>	<ul style="list-style-type: none"> <li>• State and district benchmark test scores are examined to identify high-ability students to refer for gifted testing.</li> <li>• Referral forms are available for teachers and parents/families of students in grades PreK-8 (WESD does not have students in grades 9-12). The referral form asks the parent/family member or teacher to screen the student by rating the potential gifted student based on a list of common gifted characteristics.</li> <li>• Referral/screening forms are available in English and Spanish. These are available to print or complete online on the district website and available in the school office and teacher workroom.</li> <li>• WESD uses the NNAT (Naglieri Non-Verbal Abilities Test) to identify English Language Learners. (EL) and those who score close to qualification on the CogAT in Nonverbal for gifted services.</li> <li>• The Alternative Verbal (Alt V) format of the CogAT is assigned to a population K-2 students to increase identification of underrepresented learners (EL, students from schools with less than 5 percent of students identified, and students who attend a Title I school with more than 70 percent free/reduced lunch).</li> <li>• The Naglieri General Abilities Test is used to identify K-1 students from underrepresented populations and schools with less than 5 percent gifted students identified. This test is known to help identify underrepresented student populations.</li> <li>• Students scoring 95th percentile or above in one or more cognitive ability areas are serviced in WESD's gifted program. Students scoring in the 87th-94th percentile range (close to qualification) are tested the next year. Depending on staffing, in most schools, these students are also considered for temporary placement in the gifted program using a district-developed process.</li> <li>• Local norms are used for identification of students who do not qualify for gifted services but score well compared to similar students in WESD or in their school population. These students may receive gifted services and additional testing to determine gifted identification.</li> <li>• Universal 2nd grade testing has been provided by the Arizona Department of Education and will continue to occur for as long as the state provides funding. This allows the district to test students who might not otherwise be referred for testing by teachers or parents/families.</li> <li>• Teachers of gifted serve as a resource for the regular classroom teacher to assist in identification of potential gifted students through consultation or classroom observation.</li> <li>• Parents of students (K-8) who attend charter or private schools, yet reside within the district boundaries, may request gifted testing for their child at no cost to the family. The parent or guardian can call or email the gifted coordinator to arrange gifted testing for charter and private school students.</li> </ul>
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Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.

WESD accepts scores from all tests on the state-approved list provided by the Arizona Department of Education. The district primarily uses the following assessments:

**Cognitive Abilities Test (CogAT Form 7):** This test provides a verbal, quantitative and nonverbal score at all grade levels beginning at age 5.0. It allows testing of students in grade levels K-8. The test has standard norms for both age and grade level scores. Students are not penalized for being very young or older for their particular grade level. The CogAT can be administered individually or in a group setting by a gifted teacher or classroom teacher. It does not require a psychologist to test students. Teachers of gifted students test students in three main district test windows (Fall, Spring, and 2nd grade). Testing also occurs on an on-going basis throughout the school year at the district office through the Gifted Coordinator or as needed at each individual school site.

Using the CogAT assessment, an Alternative Verbal Section (Alt V) can be administered for K-2 students from underrepresented populations (EL, Title I) to assist in identification. The online version of the assessment is available in eight languages. In addition, the online version gives a digital score report for teachers and parents/families in the home language. The CogAT is a state approved gifted ability test widely used across districts in Arizona and scores are easily transferable and deciphered by all districts.

**Naglieri Nonverbal Assessment (NNAT)** – This is an assessment to identify nonverbal gifted abilities only. It does not require English language skills to perform well on this test of giftedness. It may be administered by a gifted teacher. This test can be given as a stand alone test to a student who might only need to take the nonverbal section of the test. This test can also be given after a student scores close to qualification on the CogAT nonverbal section. This is a state approved gifted test.

**Differentiated Abilities Scale (DAS)** – This is a test used for WESD students in Prek-Kindergarten, ages 3.0-6.0. It involves a verbal test and a nonverbal test of giftedness. It is administered one-on-one by a gifted teacher who is trained in its administration and scoring. This is a state approved gifted test.

**Naglieri General Abilities Test** – This is a nonverbal test for K-8 students used to identify verbal, quantitative, and nonverbal gifted learners. The test has no text or verbal instructions and is intended to measure how the student learns in a culturally fair way, according to research. It is administered by a gifted teacher. This is a new state approved gifted test. This test is being used in WESD in primary grades to identify gifted students from underrepresented populations.

<p>How do you inform parents and staff of your referral and identification process?</p>	<ul style="list-style-type: none"> <li>• Every school's parent/teacher handbook includes information for parents/families on how to refer their child for gifted testing and how to find out additional information about the gifted program at that school campus, gifted programs throughout the district, and the district self-contained programs.</li> <li>• Each school includes information about gifted testing and gifted services in the school newsletter three times per year.</li> <li>• Each school front office has a flier on gifted services in English and Spanish.</li> <li>• A district wide newsletter entitled <i>Gifted Gazette</i> is published monthly in English and Spanish with information for where to access test referrals. This is sent out to parents and families over email and available on the district website.</li> <li>• Teachers of gifted students at each school review the referral process with teachers at the beginning of each school year.</li> <li>• Screening forms are available on each school campus and online on the district website in English and Spanish.</li> <li>• Once a child has been referred for testing, a permission to test letter is sent to parents/families explaining the testing procedure, the date of testing, a screening form, and permission to test form that must be returned with parent signature prior to the start of any testing. All forms are in English and Spanish.</li> <li>• Gifted Services holds two in-person family nights, monthly parent meetings, and regular parent classes in which identification and referral information is shared.</li> </ul>
<p>Once eligibility is</p>	<ul style="list-style-type: none"> <li>• After testing is completed, parents/families are notified of scores regardless of qualification through</li> </ul>

<p>determined, how do you inform parents of the decision and then handle an appeal of that decision?</p>	<p>an official letter sent by the gifted teacher. The letter is available in eight languages and explains the test used, the range of scores, and what those scores mean. The scores the child received are included in the letter. The name and contact information for the gifted teacher is included in the letter if the parent/ family member has additional questions or would like additional information.</p> <ul style="list-style-type: none"> <li>• Students that score in the 95<sup>th</sup> percentile or above one of the three areas (verbal, quantitative, or nonverbal) are eligible for gifted services in WESD. If the student qualifies for services with a 95th percentile or higher in one or more areas, a placement statement will also be included in the letter. The placement statement explains the gifted pull-out services that the child will receive.</li> <li>• If a student scores in the 95<sup>th</sup> percentile in one area, the 90th percentile or above in a second area and 80th percentile or above in a third area, they are eligible to apply to self-contained gifted services at the Gifted Learning Center for K-6 students or FLEX Program for 7-8<sup>th</sup> graders. The parent/family receives a letter with pertinent information about applying to the GLC and Flex program with their child's test scores.</li> <li>• If a student scores in the 87th-94th percentile (close to qualification), some schools provide temporary gifted services until the student can be retested the next school year. A letter about this will be given to parents/families if this service is offered.</li> <li>• Students in grades K-2 who score in the 80th-94th percentile in at least one of the three areas, may retest once one year has passed. The student does not need to be referred again by a parent or teacher. This information is included in a letter.</li> <li>• Students in grades 3-8 who score in the 87th-94th percentile in at least one of the three areas, may retest once one year has passed. The student does not need to be referred again by a parent or teacher. This information is included in a letter.</li> <li>• All students who score below the 80th (K-2nd) or 87th (3rd-8th) need to wait 2 school years to retest for gifted services. The student will need to be referred again by a teacher, parent, or family member. This information is included in a letter.</li> <li>• The gifted teacher will assess each situation and individual circumstances related to testing time frames depending on a case-by-case basis.</li> <li>• Parents/families may also seek outside testing at their own expense. As long as a test from the state-approved list is used, the results will be accepted for placement in the gifted program. A list of outside testing resources is provided on the AAGT website.</li> </ul>
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How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.	WESD does not have students in grades 9-12.
	<b>Curriculum</b>
<b>Question</b>	<b>District Description</b>
What curricular materials do you use for grades 3-6? Be specific.	<p><b>Project Potential Gifted Classes:</b> Using the district-adopted ELA curriculum Benchmark (K-6), a committee of gifted teachers has created lessons based on research and inquiry. Each unit has a topic and essential question per grade level.</p> <p><u>Example:</u> The Benchmark Fourth Grade Unit 3 topic is <i>Technology for Tomorrow</i>. The essential question is “How do we make decisions about developing new technology?” Gifted students use the Research and Inquiry lesson provided by Benchmark to research a technological invention and then create an illustrated, annotated timeline. The timeline will present information about how the invention was developed, how it has been altered and improved, and what challenges it has helped people overcome.</p> <p>Gifted teachers also can extend learning on Benchmark Fourth Grade Unit 3 using gifted curriculum such as Thinklaw, PBL Project, or PBL Project. A project in Boost PBL has students engineer new ways for drones to drop packages without damage.</p> <p><b>Self-Contained K-6 (Gifted Learning Center):</b> Teachers use accelerated grade level standards or curriculum to teach advanced content, supplement the regular curriculum, and adapt the pace and depth of instruction.</p>

What curricular materials do you use for grades 7-8? Be specific.	<p><b>Project Potential Gifted Classes:</b> Using the district-adopted ELA curriculum StudySync (Grades 7-8), a committee of gifted teachers has created lessons using project-based learning. Each unit has a topic and essential question per grade level.</p> <p><b><u>Example:</u></b>          Studysync Eighth Grade Unit 2 topic is <i>Past and Present</i>. The essential question is “How can we help others celebrate who they are?” Gifted students will write a play that focuses on individuality and what makes people who they are. All class members will have essential roles.</p> <p>Gifted teachers also can extend learning on the Eighth Grade Unit 2 topic by using gifted curriculum resources such as Think Law, PBL Project, or PBL Project. An extension lesson from Think Law is having students explore the 13th, 14th, and 19th amendments and debate if an “Equal Rights Amendment” should be added to the constitution.</p> <p><b>Self-Contained Gifted 7th-8th Program (FLEX):</b> Teachers use accelerated standards or curriculum to teach advanced content, supplement the regular curriculum, and adapt the pace and depth of instruction. Advanced math teachers use standards or curriculum designed by the Glendale Union High School District.</p>
What curricular materials do you use for grades 9-12? Be specific.	WESD does not have students in grades 9-12.

	Instruction
Question	District Description
How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.	<p>WESD has at least a 0.5 gifted teacher at each school depending on the number of gifted students. Gifted teachers are either fully endorsed in gifted education or working toward their certificate.</p> <p><b><u>Regular Education Classes:</u></b> Once students have mastered the standards at their grade level, regular education teachers use the curriculum to accelerate learning for gifted students using differentiation of the instructional materials to extend and expand the curriculum. The district ELA and math curriculum have examples of extensions for high ability and gifted learners including higher order thinking questions, project-based learning, math in action, additional leveled readers and extended writing prompts.</p> <p><b><u>Project Potential Gifted Pull-Out Classes:</u></b> Gifted teachers expand on regular classroom ELA instruction using the district curriculum Benchmark's "Research and Inquiry" lessons. Gifted classes use the essential question for the current unit of study in ELA for the grade level and provide project-based learning, research, writing, presenting, and listening opportunities for gifted students to extend and deepen learning.</p> <p>Example:  <u>Benchmark District Curriculum</u> (Grade 2) Research and Inquiry Project: Select a person or an event from history that interests you. You will be sharing your learning by creating a product of your choice.</p> <p>In addition, a gifted curriculum committee has created a spreadsheet of resources for gifted teachers to pull content from programs designed for gifted learners such as PBL project, Boost PBL, PETS, and Think Law. This list is organized by grade level and by connection to the current ELA curriculum.</p> <p>Examples:  <u>Primary Education Thinking Skills</u> (Grades K-2) PETS is a comprehensive tool for teaching students to think convergently, divergently, deductively, and creatively. A typical lesson involves the reading of a story that takes place in Crystal Pond Woods in which the animal characters solve a problem. The students are then asked to solve a similar problem on their own or with a partner.</p> <p><u>Boost PBL Project: (Grades K-2)</u> Sample lesson: You are a part of an elite Boost Team who will be</p>

designing a wildlife park in your city. Your wildlife park needs to have plenty of enclosures for the animals in a way that represents their natural habitat. Your design needs to keep the animals safe and thriving but also allow people to view the animals as well. This supports the 2nd grade Benchmark unit 1 on plants and animals and their habitats.

Think Law (Grades K-2) Sample lesson: *Chicken Little: What can we learn when we face problems?* Students read the story of Chicken Little and question. “How would the story of Chicken Little be different if the birds had asked questions instead of just believing everything they were told?” This supports the 2nd grade Benchmark Unit 1 topic on the choices characters make.

**Self-Contained Program- Gifted Learning Center:**

- ELA: Coursework moves at a faster pace than a regular education ELA class and involves reading at the student’s ability level, not grade level. Gifted students explore areas of interest with self-selected topics and integrate writing and speaking using advanced vocabulary.
- Social Studies: Coursework moves at a faster pace than a regular education social studies class. Social studies content connected to the ELA standards for reading and writing, and presented through project-based learning.
- Math: Coursework moves at a faster pace than a regular education math class. Students have the opportunity to learn math at their ability level from on grade level to well above grade level with flexible, small group instruction and regular informal assessments. Teachers use strategies from “Building Thinking Classrooms” to engage students in demonstrating deeper understanding of higher-level, multi-step math concepts.
- Science: Classes are interdisciplinary with grade-level science content connected to the math standards. Coursework is taught through project-based learning with student interest and choice taken into consideration. Writing and presenting are also integrated with science concepts.
- Students participate in electives which change quarterly. They have the opportunity to choose an area of interest to pursue. *Past examples:* Future Cities competition, Chess, Calligraphy, Yoga, Creative Writing, Engineering, Genius Hour.

**Gifted Summer School:**

- Students in the gifted program may attend summer school for 3.5 weeks. The program is staffed by district teachers with preference given to those with gifted certification. Students in K-8 are split into grade level bands and instructed on STEM themes with hands-on project based learning. Families pay a minimal fee to attend or can ask for a scholarship to attend at a lower cost.



	<p>2021-22 Mysteries of the World 2022-23 Space: Out of this World</p>
<p>How do you differentiate instruction (pace and pedagogy) to 3-6 students? Please list several sample activities to illustrate your description.</p>	<p><b><u>Regular Education Classes:</u></b> Once students have mastered the standards at their grade level, regular education teachers use the curriculum to accelerate learning for gifted students using differentiation of the instructional materials to extend and expand the curriculum. The district ELA and math curriculum have examples of extensions for high ability and gifted learners including higher-order thinking questions, project-based learning, math in action, additional leveled readers, and extended writing prompts.</p> <p><b><u>Project Potential Gifted Pull-Out Classes:</u></b> Gifted teachers expand on regular classroom ELA instruction using the ELA curriculum Benchmark’s “Research and Inquiry Lessons.” Gifted classes use the essential question for the current unit of study in ELA for the grade level and provide project-based learning, research, writing, presenting, and listening opportunities for gifted students to extend and deepen learning.</p> <p>Example:</p> <p><u>Benchmark District Curriculum</u> (Grade 4) Unit 9 Research and Inquiry Question: How does access to resources affect people’s lives? Project: Research a city anywhere in the world and write a research report. Present your information about the city's growth and the economic forces that shaped it.</p> <p>In addition, a gifted curriculum committee has created a spreadsheet of resources for gifted teachers to pull content from using programs designed for gifted learners such as PBL project, Boost PBL, PETS, and Think Law. This list is organized by grade level and by connection to the current ELA curriculum.</p> <p>Examples:</p> <p><u>Boost PBL Project:</u> <i>UN Goals</i> (Grades 4-6) You are part of an elite team of Boost Designers who will design a Public Service Announcement (PSA) for the UN Global Goals. Your PSA needs to be backed by current research and in a shareable online format. Your PSA needs to incorporate persuasive writing and narrative writing. It needs to be creative and memorable. This supports a Grade 6 Unit 2 Benchmark lesson called ‘Beyond Democracy.’”</p> <p><u>ThinkLaw Lesson:</u> <i>Do I have to go to School?</i> (Grades 4-6) Students explore how government influences their daily lives with a study of the case Wisconsin vs. Yoder 1972 and evaluate a root cause analysis. This supports a Grade 4 Unit 2 Benchmark lesson which asks the question, “How</p>

	does the government influence the way that we live?"
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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.	<p><b><u>Regular Education Classes:</u></b></p> <p>Once students have mastered the standards at their grade level, regular education teachers use the curriculum to accelerate learning for gifted students using differentiation of the instructional materials to extend and expand the curriculum. The district ELA and math curriculum have examples of extensions for high-ability and gifted learners including higher-order thinking questions, project-based learning, math in action, novel studies and extended writing prompts.</p> <p><b><u>Project Potential Gifted Pull-Out Classes:</u></b></p> <p>Gifted teachers expand on regular classroom language arts instruction using the ELA curriculum and Study Sync's "Project Based Learning" lessons. Gifted classes use the essential question for the current unit of study for the grade level and provide project-based learning, research, writing, presenting, and listening opportunities for gifted students to extend and deepen learning.</p> <p>Examples:</p> <p><b><u>Study Sync (District Curriculum):</u></b> Grade 7 Project Based Learning When do differences become conflicts? Create a conflict resolution class for your classmates.</p> <p><b><u>StudySync (District Curriculum):</u></b> Grade 8 Project Based Learning How can I assist others in a crisis? Create an emergency preparedness workshop for your school.</p> <p>A gifted curriculum committee has created a spreadsheet of resources for gifted teachers to pull content from using programs designed for gifted learners such as PBL project, Boost PBL, and Think Law. This list is organized by grade level and by connection to the current ELA curriculum.</p> <p>Examples:</p> <p><b><u>PBL Project:</u></b> (Grade 7-8) <i>Dealing with Disappointment</i>. Students participate in a class discussion with guiding questions and a student-selected project to demonstrate a strategy to deal with disappointment. This lesson extends the StudySync 7th grade Unit 2 topic "Highs and Lows"</p>
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asking the question, “What do we learn from love and loss?”

Boost PBL: (Grade 7-8) *Underground City*: You are part of an elite team of Boost Designers who will design a civilization that exists entirely underground! How is this civilization organized? What are the laws? What type of government do they have? How does their economy work? What products do they have? What kind of money do they use? What jobs do they have? You’re going to create a model of this underground civilization. You can make this in Minecraft or you can make this by hand using repurposed materials. Make it so that anyone who visits this civilization would be able to discover every aspect of this civilization. This lesson extends the StudySync 8th grade Unit 6 topic “Beyond Reality.”

**Self-Contained Gifted Program (FLEX):**

- ELA/ Social studies: Students read text above grade level, are exposed to higher-level vocabulary, and are asked to analyze, evaluate, and present their learning. Coursework for verbally gifted students moves at a faster pace than a regular education ELA class. Students produce writing connected to their reading. Teachers connect grade level social studies content to the ELA standards for reading, writing, and presenting through project-based learning.
- Math: Students are offered math at their ability level. Students take a range of 7th to 8th grade math (on grade level) to several years above grade level (Algebra, Geometry, Algebra II, and beyond.) Coursework for quantitatively gifted students moves at a faster pace than regular education classes and students are challenged with project-based learning to build on their understanding of concepts.
- Science: Coursework moves at a faster pace than regular education science classes. Advanced concepts are presented to prepare students for honors high school science coursework.
- Independent study: Students self-select a topic for Independent Study based on grade level standards and interest. They research, plan and execute their product, and present in core subject areas (math, ELA, social studies, science) each quarter.
- Students have the opportunity to take electives such as STEM, Jazz Band, Percussion, Strings, Journalism, Yearbook, Student Council and participate in athletics.

	<b>Social Development</b>
<b>Question</b>	<b>District Description</b>
How do you provide for the unique affective needs of your gifted students K-6?	<ul style="list-style-type: none"> <li>• All gifted teachers have access to affective curriculum resources and lessons located on the gifted google site. Lessons focus on person/social awareness and adjustment, and includes the study of values, attitudes, and self.</li> <li>• All gifted students in WESD have an opportunity to interact with other identified gifted students as part of the gifted programming at each school site.</li> <li>• All gifted students in WESD have an opportunity to interact with an endorsed teacher of gifted as part of the gifted programming at each school site.</li> <li>• At least one professional development session a year will be dedicated to the affective needs of gifted learners.</li> <li>• The teachers at the Gifted Learning Center meet weekly to discuss the academic, social-emotional, and behavior needs of the students. GLC teachers have a designated block of time in their daily schedule for affective lessons and topics.</li> <li>• School counselors, behavior support staff and special education teachers service individual and small groups of students in the GLC Program to address unique affective needs.</li> <li>• Teachers of gifted students attend the state gifted conference. Information from the conference is shared with other teachers of gifted, regular education staff and parents.</li> <li>• School counselors are consulted if a serious need is identified (e.g. self-harm, severe depression, bullying, etc.)</li> </ul>

<p>How do you provide for the unique affective needs of your gifted students 7-8?</p>	<ul style="list-style-type: none"> <li>• Gifted students in WESD have an opportunity to interact with an endorsed teacher of gifted as part of the gifted programming at each school site. 7-8<sup>th</sup> grade schools provide accelerated classes for Math, Language Arts and Science.</li> <li>• K-8 schools provide flexible grouping for 7<sup>th</sup> and 8<sup>th</sup> grades in their schedules to allow students to work with other students who are at the same level in advanced academic classes.</li> <li>• Highly gifted students are eligible for self-contained gifted services at the FLEX (Flexible Learning Experiences) Center for 7-8<sup>th</sup> graders. The FLEX Center offers an interdisciplinary language arts and social studies curriculum, including one year of America Studies, and one year of World Cultures Studies, also offering a semester each year of Independent Study activities. Students are also serviced in advanced math and advanced science classes</li> <li>• The teachers in the FLEX Program meet biweekly to discuss and provide support for the academic and affective needs of junior high gifted students.</li> <li>• National Junior Honor Society is offered as a program at middle schools and K-8 schools (7<sup>th</sup> and 8<sup>th</sup> grade levels). This program incorporates leadership training, service-learning, etc.</li> <li>• Teachers of the gifted/advanced classes receive ongoing training through the gifted department during each school year that relates to gifted students and gifted education. Training includes book studies and speakers/presenters from the gifted education field. Books and materials that are kept at each school site as a resource for teachers and parents of gifted students are an integral part of each training session. Teachers of the gifted share their knowledge from these professional development opportunities with the regular classroom staff at their school sites through a variety of ways throughout the school year.</li> <li>• Many teachers of gifted/advanced classes attend the state gifted conference. Information from the conference is shared with other teachers of gifted, regular education staff and parents.</li> </ul>
<p>How do you provide for the unique affective needs of your gifted students 9-12?</p>	<p>WESD does not have students in grades 9-12.</p>

<p>What specific orientation activities do you provide for parents and teachers regarding gifted students' affective needs?</p>	<ul style="list-style-type: none"> <li>• The Gifted Services Coordinator has a resource library that serves as a lending library for teachers, parents and administrators related to gifted education.</li> <li>• Information on the affective needs of gifted learned from the National Association of Gifted Child is linked on the district gifted website.</li> <li>• Information is shared with parents when speakers/presentations related to gifted education are held throughout the Phoenix area including the state gifted conference that has a strand specifically for parents.</li> <li>• The district wide gifted newsletter regularly includes articles like, “How to Motivate Your Gifted Child”, etc.</li> <li>• Parent classes are offered at the district-level each year. The social-emotional needs of the gifted are regularly discussed.</li> <li>• All teachers receive training in the characteristics of the gifted learner (e.g., tendencies toward perfectionism, overly sensitive, etc.)</li> <li>• The gifted teachers and gifted coordinator are resources for parents/families in the affective needs of gifted learners and are available by email, phone, or in person conference.</li> </ul>
<p>How do you monitor, identify and provide assistance to “at risk” gifted students?</p>	<p>Teachers of gifted students identify their student’s academic and social needs by classroom observation, journaling with students, reports from regular education teachers or other school staff, or student/ parent requests for assistance. Academic and social characteristics are reported and monitored on quarterly progress reports.</p> <p>Students with academic needs are supported through collaboration between the gifted teacher, homeroom teacher, and parents. Students participate in intervention groups with the teacher of gifted and/or the regular classroom teacher during the intervention block built into every schools’ schedule.</p> <p>Gifted students that are “at risk” socially and emotionally work with a variety of school staff (e.g. the school psychologist, social worker, counselor) as needed. Some “at risk” students have individual plans to work on goals which are created with teachers and parents and review regularly to assess progress or refinements.</p> <p>Students who have an educational disadvantage resulting from a disability or difficulty with English language skills are identified using observations, teacher recommendations, and assessments (NNAT and NGAT) designed for underidentified populations of gifted learners. Teachers and staff receive professional development on what gifted characteristics to look for in special populations.</p>

	<b>Professional Development</b> (of Administrators, Teachers, School psychologists and Counselors)
Question	District Description
How do you provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?	<ul style="list-style-type: none"> <li>• WESD conducts full day (3 times a year) and half-day gifted in-service trainings (monthly) for gifted teachers throughout the school year. Gifted teachers attending these sessions share information and materials from these professional learning opportunities with the staff at their school site.</li> <li>• Teachers of gifted students attend the state gifted conference as well as other mini conferences offered by Arizona Association for the Gifted and Talented (AAGT) throughout the year. Attendees share learning and strategies with colleagues at their school sites and at gifted teacher meetings.</li> <li>• Regular classroom teachers and gifted teachers are offered self-paced professional development courses in gifted education on a variety of topics throughout the year. Classes are a combination of in-person, virtual, or book studies and based on the National Association For Gifted and Talented Teacher Preparation Standards. Examples of topics include: Learning and Development of Gifted Learners and Instructional Planning and Strategies. These courses can be used to obtain credit hours for a provisional or full gifted endorsement through the Arizona Department of Education.</li> <li>• The Gifted Services Coordinator provides professional development upon request to any school in the district on topics including differentiation strategies, critical thinking, what it means to be gifted, problem-based learning, etc.</li> <li>• Each school site has a resource library of books and materials related to gifted education that is housed in the gifted teacher's classroom. These are available for regular classroom teachers to assist in servicing the gifted students in their classroom.</li> <li>• The Gifted Services Coordinator has a resource library of books, games, and materials available to teachers, administrators and parents/families related to gifted students/gifted education.</li> <li>• Teachers of Gifted Students offer professional development to their school staff on identification and the academic and affective needs of gifted learners.</li> <li>• Administrators, school psychologists, counselors, and other school staff are presented with professional development presentations on identification and services and resources for gifted students in their school on request.</li> </ul>

<p>Please list the titles of the training you conducted last year and those planned for the current year.</p>	<p><b>2023-2024</b></p> <ul style="list-style-type: none"> <li>• Begin/ Bridge: How to Identify and Serve Gifted Learners</li> <li>• Identifying Students from Underrepresented Populations</li> <li>• Using Gifted Data to Create Goals and Drive Instruction</li> <li>• Supporting Affective Needs of Gifted Learners: Underachievement</li> <li>• Supporting Affective Needs of Gifted Learners: Anxiety</li> <li>• Getting In Sync with Studysync</li> <li>• Hitting the Mark with Benchmark</li> </ul> <p><b>2022-2023</b></p> <ul style="list-style-type: none"> <li>• Here We Grow: Using Gifted Data to Support Students and Teachers</li> <li>• Identification of Students for Gifted Services Using the Naglieri General Abilities Test</li> <li>• Using the District ELA Curriculum in Project Potential</li> <li>• Preview of the new math curriculum (I Ready) and how to support teachers of gifted students.</li> <li>• Begin/ Bridge: How to Identify and Serve Gifted Learners</li> </ul> <p><b>2021-2022</b></p> <ul style="list-style-type: none"> <li>• Cognitive Abilities Testing- How to Administer CogATOnline</li> <li>• Collaboration- CoTeaching, Coplanning, and Coaching Book Study</li> <li>• Begin/ Bridge: How to Identify and Serve Gifted Learners</li> </ul>
<p>How have your training events targeted the needs of administrators, counselors, psychologists and support staff?</p>	<ul style="list-style-type: none"> <li>• Teachers of gifted students have opportunities to share with their administrators and teaching colleagues information from our professional development opportunities.</li> <li>• WESD administrators can request training for their staff on any gifted topic.</li> <li>• The Gifted Services Coordinator works with the district Social Services, Special Education, and various members of Academic Services throughout the year to plan professional development for teachers and other school support staff, including administrators.</li> <li>• Gifted trainings are open to anyone in the district.</li> </ul>



<p>Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?</p>	<p>Teachers are asked to take a survey on Google Forms after each professional development. Overall, teachers describe the trainings as being engaging, timely, and relevant to their teaching practice with activities or strategies they can take back to their classrooms and use or share with their colleagues.</p> <p>Gifted teacher feedback from 2022-23 surveys:</p> <ul style="list-style-type: none"><li>● “Gifted PD was phenomenal this year and I look forward to more great opportunities next year.”</li><li>● “This was such a fun PD!”</li><li>● “Excellent PD again!!! Thanks for the resources and collaborative opportunities.”</li><li>● “Even though I already have a good base on growth mindset, the info and videos were helpful reminders.”</li></ul>
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	Parent Involvement
Question	District Description
How do you involve parents in your program?	<ul style="list-style-type: none"> <li>• District-wide parent meetings are held each month.</li> <li>• A district level newsletter entitled the <i>Gifted Gazette</i> goes home monthly through email and is published on the WESD gifted website.</li> <li>• WESD provides a parent pamphlet about WESD gifted services and an informational flier that goes home with new students' test scores called "My Child is Gifted, Now What?" The flier lists the new student orientation meeting dates for fall and spring, links to the gifted website, links to parent meetings, and links to newsletters.</li> <li>• Information about gifted programs is published yearly in each school's parent/student handbook.</li> <li>• Information is available to parents/families regarding gifted programs on the District website, accessed from the District homepage.</li> <li>• Each gifted teacher shares information about the gifted program at their school site at meetings, through their own newsletters, online communication tools, etc.</li> <li>• Information regarding gifted programs and opportunities for testing are published three times per year in each school newsletter.</li> <li>• Parents/families have the option to request testing for gifted services throughout the school year through the WESD website google form, or by contacting their school's gifted teacher.</li> <li>• Parents/families are kept informed about the gifted program on each campus through back to school events, open houses, school newsletters and school web pages.</li> <li>• Parents/families have the opportunity to take classes on gifted education topics throughout the year offered by the district coordinator. These are advertised on the WESD website and <i>Gifted Gazette</i> newsletter.</li> <li>• Family nights are held twice a year to involve families of gifted students in learning. Each family night begins with a New Student Orientation for students/families new to the gifted program.</li> <li>• Parents/families are kept informed about their student's progress and activities in gifted programs through quarterly progress reports and parent-teacher conferences.</li> <li>• Gifted teachers and the Gifted Services Coordinator have a lending library to provide parents/families with resources to assist them in their role as parents/families of gifted children.</li> <li>• Parents/families have the opportunity to tour the self-contained programs (GLC/ FLEX), meet the teachers, and observe the program by making an appointment with the Gifted Services Coordinator.</li> <li>• Each self-contained program also has an informational "Open House Night" in the spring.</li> </ul>

	<ul style="list-style-type: none"> <li>WESD offers a four-week Project Potential summer school program. Flyers are emailed each year to homes of gifted identified students each spring.</li> </ul>
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	Community Involvement
Question	District Description
How do you make your program philosophy, goals and recruitment procedures available to all parents?	<ul style="list-style-type: none"> <li>The district gifted web page provides information about the gifted services offered, gifted testing referrals and general information about giftedness for parents/families.</li> <li>Each school offers opportunities for parents/families to visit and observe student programs. Two “New Student Orientations” and two “Family Nights” are held by Gifted Services each year.</li> <li>Parents/families of gifted students can attend classes in which program philosophy and goals are addressed.</li> <li>Inquiries about the program are answered promptly (emails, phone calls, etc.).</li> <li>Parent-Teacher conferences are available throughout the year to provide support and communication as needed.</li> <li>The gifted progress report details student goals and the degree to which each student is progressing towards meeting them.</li> <li>A flier about the WESD gifted programs is available in all WESD school offices in English and Spanish.</li> <li>Social media is leveraged (Facebook is updated regularly with upcoming events and gifted classroom spotlights).</li> <li>Members of the community visit gifted classrooms in person and virtually to speak to students about topics related to their units of study, community members volunteer their time to help with events like chess competitions and engineering. Gifted teachers solicit help from parents, families and community members for help with class projects and to present to students to expand their knowledge. Gifted teachers arrange community service field trips and expose students to different aspects of the community they live in.</li> </ul>
How do you provide access to your scope and sequence for all parents?	<ul style="list-style-type: none"> <li>A copy of the Scope and Sequence is available for all parents/families to review upon request.</li> <li>The Scope and Sequence is also available on the district website.</li> </ul>

<p>Describe how you incorporate parents into a support or advisory group.</p>	<ul style="list-style-type: none"> <li>• Parents/family members are asked to join a cohort of gifted parents/families who meet virtually each month to provide ideas and support for gifted students' needs districtwide. This group meets virtually throughout the year.</li> <li>• A request for participants, the meeting information, and the link to the parent meeting is sent out monthly in the <i>Gifted Gazette</i> Newsletter. The goal is to have one parent representative per school.</li> <li>• Parents/families are informed of opportunities to attend presentations relevant to their gifted student's education through flyers, the <i>Gifted Gazette</i> newsletter, and email messages.</li> </ul>
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<p>How do you involve parents and the gifted community in the evaluation of your program?</p>	<ul style="list-style-type: none"> <li>• Parents/families and students are surveyed yearly to measure satisfaction and effectiveness of WESD Self-Contained Gifted Programs, GLC and FLEX Programs, Project Potential, and the Gifted Summer School. Many individual schools also survey parents/families on an annual basis.</li> </ul> <p>Parent comments from the Gifted Summer School survey:</p> <ul style="list-style-type: none"> <li>• “Thank you so much for everything this summer. (Student) has enjoyed it tremendously.”</li> <li>• “(Student) wanted me to share with you what she was able to complete so far on her solar system project. She had a blast in the class and clearly wasn’t ready for it to end. Thanks for teaching and entertaining the kiddos this summer.”</li> </ul>
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	<b>Program Assessment</b>
<b>Question</b>	<b>District Description</b>
What data sources do you use to assess your program's effectiveness?	<ul style="list-style-type: none"> <li>• WESD uses parent, teacher, and student surveys to evaluate the degree to which WESD's gifted program aligns with the National Association for Gifted Children's Standards.</li> <li>• WESD uses student district benchmark and state test data to measure student growth and academic achievement.</li> <li>• All gifted teachers develop professional growth goals and work towards completing them by the end of the year. A reflection tool and reporting form has been developed.</li> <li>• The Gifted Coordinator reviews the gifted test referrals and identification data by demographics of the gifted program and compares it to the school demographics.</li> <li>• The Gifted Coordinator uses parent, family, regular education teacher, school staff, and gifted teacher input (surveys, emails, phone calls, personal interactions) to improve the WESD gifted program.</li> </ul>
Describe how you use test data, both norm-referenced and criterion-referenced, in your evaluation process.	<ul style="list-style-type: none"> <li>• Pre-assessment, benchmark, and state assessment data are used to determine students' prior knowledge and provide a starting point for instruction based on student's ability level rather than grade level.</li> <li>• Teachers design daily lessons to meet both state standards and the needs of the gifted student.</li> <li>• Test data (district benchmark and state assessments) are utilized to monitor the progress of gifted learners. Students are expected to show a year's growth based on their individual learning abilities.</li> <li>• District benchmark and state assessment data are used to refer potentially gifted students for testing.</li> </ul>
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	Informal methods such as surveys, emails, phone calls, and personal interactions are used to evaluate the gifted program and make modifications based on the results. Gifted teachers, principals, regular classroom teachers, parents, families, students, and community partners are all included in the data collection and reporting process.

<p>What are the key indicators that your program is positively affecting students?</p>	<ul style="list-style-type: none"> <li>• Our gifted program is growing by the number of students identified. Regular attendance in gifted programs is strong.</li> <li>• Families from outside the district select WESD based on the programs we offer, especially in our self-contained programs. Self-contained gifted programs have more applicants than spaces available. Gifted Summer School Program spaces fill up quickly.</li> <li>• District and state test data showing students' progress in students' areas of giftedness indicate that gifted services are positively affecting students. Gifted students' ELA and math scores on STAR show the majority of gifted students are achieving high proficiency and high growth. Gifted students' AASA scores show the majority of students are proficient or highly proficient in ELA and math.</li> <li>• Parental/family involvement in the program is high on family nights.</li> <li>• Parents/families attend classes on gifted education regularly.</li> <li>• Parent and student surveys indicate satisfaction with WESD gifted services.</li> </ul>
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<p>Describe the performance standards you have for all gifted students.</p>	<ul style="list-style-type: none"> <li>• Gifted students are expected to achieve (or receive support to help them achieve) commensurate with their level of ability in their area of giftedness.</li> <li>• Students are expected to meet or exceed (or receive support to help them meet/exceed) the standards based on state assessment in their area of giftedness.</li> <li>• Students are expected to demonstrate the habits of a scholar (ie...perseverance, excellence, intellectual risk taking) routinely.</li> </ul>
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	Budgeting
Question	District Description
What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct student services, professional development and district coordination?	<p>To fund gifted education AZ districts must have a current governing board and Arizona Department of Education approved Scope and Sequence for Gifted Education and have teachers who have gifted endorsements or are working towards their gifted endorsement.</p> <p>In FY 2023, HB 2898 established a Group B add-on weight for gifted pupils.</p> <ul style="list-style-type: none"> <li>• The new “G” weight is limited to educational programs for gifted pupils who score at or above the 97th percentile on a state approved gifted test. Qualifying pupils generate a 0.007 Group B add-on funding under GIFT11.</li> <li>• In addition, all students who qualify for the gifted program using WESD’s <u>locally developed and approved criteria</u> have the descriptor “Other Giftedness” and are included in reporting of gifted student numbers under GIFT10.</li> </ul> <p><b><u>2023-24 Proposed Expenditures</u></b>  (19%) Professional Development: \$8,700: AAGT Gifted Conference (<i>previously paid for by Title IV</i>)  (58%) Identification/Testing: \$27,200: CogAT, NNAT, Nag. Gen., DAS  (0.2%) Supplies/Resources: \$1,000  (22%) Direct Student Services/ Gifted Curriculum: \$10,000 (PBL Project, Think Law, Boost PBL)</p>

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

WESD offers a continuum of services for students in grades K-8.

**Regular Education Gifted Services:**

Every K-8 school provides gifted services through **Project Potential**.

- Schools with 1–50 identified gifted students are serviced by a half-time (0.5) gifted teacher. Most often, this model is a pullout program with all identified gifted students receiving direct services from the gifted teacher twice a week. The regular classroom teacher provides differentiation in the regular education classroom setting. Gifted teachers consult with the regular classroom teacher.
- Schools with 51–75 identified gifted students are provided direct service by a full-time (1.0) gifted teacher. This model includes gifted pull-out classes twice a week. In addition, some schools offer academic replacement classes, most often in grades 3-8 math. Differentiation also occurs in the regular classroom. Gifted teachers consult with the regular classroom teacher.
- Schools with 76-100 identified gifted students are serviced by 1.5 gifted teachers. This model includes gifted pull-out classes twice a week. In addition, some schools offer academic replacement classes, most often in grades 3-8 math. Differentiation occurs in the regular classroom. Gifted teachers consult with the regular classroom teacher.
- Schools with 100-125 identified gifted students are serviced by 2 full time (2.0) gifted teachers. This model includes gifted pull-out classes twice a week. In addition, some schools offer academic replacement classes, most often in grades 3-8 math. Differentiation occurs in the regular classroom. Gifted teachers consult with the regular classroom teacher.
- Schools with 126-150 identified gifted students are serviced by 2.5 gifted teachers. This model includes gifted pull-out classes. In addition, some schools offer academic replacement classes, most often in grades 3-8 math. Differentiation occurs in the regular classroom. Gifted teachers consult with the regular classroom teacher.

**Self-Contained Gifted Services:**

A district-wide K-6 (GLC) and 7th-8th grade (FLEX) self-contained program is available for gifted students who are high ability in all three cognitive ability areas. These programs are application-based. Teachers in self-contained programs teach gifted students all day (as opposed to a pull-out model).

- GLC: Program has a suggested maximum enrollment of 23 students per teacher in K-6.
- FLEX: Program has a suggested maximum enrollment of 25 students per teacher in 7th



	and 8th grade.
To what extent does the district support the funding of your gifted program? Please elaborate and be specific as to staff and financial resources.	<ul style="list-style-type: none"> <li>• District M&amp;O budget supports a full-time Gifted Services Coordinator.</li> <li>• District M&amp;O budget supports gifted teachers positions (0.5-1.0) for each school campus as determined through the staffing model described above.</li> <li>• Each gifted teacher has a designated classroom for providing services to students. Each is appropriately equipped with teacher and student furniture, technology, instructional materials. etc.</li> <li>• Testing supplies are purchased at the district level for all schools.</li> <li>• District provides funds to purchase professional development materials and supplies for teachers and administrators, as well as a professional lending library for teachers, administrators, and parents/families.</li> </ul>

