

# Fowler Elementary School District #45



## Gifted Scope and Sequence

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Fowler Elementary School District uses a Collaborative Instructional model to deliver services to gifted students in grades 1-8.

### Program Design

Question	Indicators	District Description
What is your district's definition of a gifted student and gifted education?	<ul style="list-style-type: none"> <li>• 97<sup>th</sup> percentile or above on state approved test</li> <li>• Multiple criteria, verbal, nonverbal or quantitative areas.</li> <li>• Read the state definition and incorporate it into district.</li> </ul>	<p>“Gifted child” 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 special instruction, or special ancillary services, or both, to achieve at levels commensurate with his/her intellect and ability.”</p> <p>Fowler Elementary School District #45 is using the measure of 97<sup>th</sup> percentile on Naglieri Nonverbal Ability Test (NNAT) or Cognitive Abilities Test (CogAT) to ensure that students whose first language is other than English have the opportunity to be identified.</p>
Describe the Philosophy and Goals for your gifted program.	<ul style="list-style-type: none"> <li>• Incorporates 2<sup>nd</sup>-8<sup>th</sup> grade continuity of services.</li> <li>• The diversity of individuals and cultures will be honored and integrated into substantive curricular content.</li> <li>• Differentiation is addressed in:               <ul style="list-style-type: none"> <li>- Content – accelerated curriculum and</li> </ul> </li> </ul>	<p>FESD recognizes that students with exceptional abilities and talents are found in all cultural and linguistic groups, in all economic levels, in all geographic areas, in all domains of intelligence and in groups of individuals who also have disabilities.</p> <p>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, decision-making and other executive thinking processes.</p> <p>Program Goals:</p> <ul style="list-style-type: none"> <li>• Broad themes, appropriate to several disciplines, are used to provide</li> </ul>

	<p>use of interdisciplinary themes</p> <ul style="list-style-type: none"> <li>- Process – use of higher level thinking skills</li> <li>- Products – that vary in complexity level</li> </ul>	<p>the stimulus to help students build a cohesive understanding of the inter-relationships among various disciplines. These generative topics promote deeper understanding by encouraging students to make connections, enabling students to create powerful mental images, and developing students’ intellectual potential.</p> <ul style="list-style-type: none"> <li>• Learning environments incorporate activities to help students develop the following traits and skills: independence, openness to new ideas, innovation, exploration, self-monitoring, creativity, planning, decision making and other thinking processes.</li> <li>• FESD has developed a program that represents the diversity of the schools and district.</li> <li>• FESD trains as many teachers as possible about the unique needs of gifted students.</li> </ul>
<p>How do you group and offer services for gifted students in grades 2-5?</p>	<ul style="list-style-type: none"> <li>• Self-directed learners: <ul style="list-style-type: none"> <li>- Contributing, collaborative workers</li> <li>- Complex thinkers</li> <li>- Problem solvers</li> <li>- Quality producers</li> <li>- Community contributors</li> </ul> </li> <li>• Multiple talents: productive thinking, forecasting, decision making, planning, communication. Inquiry process- exploration, investigation, scientific method.</li> </ul>	<p>Students in grades 2-5 receive services through grouping in heterogeneous collaborative instructional classrooms, differentiated design within the classroom, enrichment, depth of content, interdisciplinary courses, and/or single subject acceleration within the district.</p> <p>Gifted identified students are provided guided instruction from a teacher who is trained to differentiate for gifted students.</p> <p>When possible, grouping all gifted children in a collaborative instructional classroom, within a grade level, provides social, emotional, and academic advantages to students. Teachers can focus instruction to meet all students’ academic needs by differentiating their instruction. Teachers create and use learning extensions and tiered lessons. Students develop their abilities to self-direct.</p> <p>The content is more abstract, complex, varied, and accelerated to incorporate Foundation-level Arizona Academic Standards.</p>
<p>How do you group and offer services for gifted students in grades 6-8?</p>	<ul style="list-style-type: none"> <li>• Class is taught by highly qualified teachers in language arts and mathematics</li> <li>• Class meets daily</li> </ul>	<p>Middle school students are grouped in grade level class with gifted students for English and math. The content is more abstract, complex, varied, and accelerated to incorporate Proficiency Level Arizona Academic Standards. Processes include executive thinking skills (decision-making, planning, forecasting, monitoring), metacognition, community problem solving, open</p>

	<ul style="list-style-type: none"> <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> </ul>	<p>ended questioning, faster pacing, greater choice of learning activities, varied group interaction, greater variety and evidence of reasoning. Instructional strategies include flexible pacing, content acceleration, grade acceleration, differentiated instruction, and tiered lesson planning when needed.</p>
<p>Describe how you integrate your program standards with the Arizona State Standards at each grade level</p>	<ul style="list-style-type: none"> <li>• Arizona College and Career Ready Standards are the foundation of all district programs.</li> <li>• Curriculum mapping, vertical articulation, and professional development are in place.</li> <li>• Modifications and extensions are developed for students to exceed standards at the highest level.</li> </ul>	<p>All curricula in all grade levels have been aligned with the Arizona College and Career Ready Standards. For gifted students the district curricula are accelerated and expanded to include critical, logical, creative thinking skills, abstract reasoning and problem solving strategies. Expansion of the district curricula emphasizes the complexity, transfer, novelty, depth, and relevance of the concepts of the curricula. Students are given opportunities to apply content knowledge both in and across content areas.</p>
<p>How do you involve parents in your program?</p>	<ul style="list-style-type: none"> <li>• Parent/ student handbook includes information about gifted.</li> <li>• District website includes information to parents about gifted program.</li> <li>• Forms are provided for parents to fill out if they would like to request testing for gifted services.</li> <li>• Information is provided to parents about testing results of students.</li> </ul>	<ul style="list-style-type: none"> <li>• A parent / student handbook is under development which will include Information about gifted programs that will be provided to families at the beginning of each school year and/or when students register at a school.</li> <li>• Information regarding gifted services is available on the District website.</li> <li>• A parent brochure about the gifted program which is distributed to parents.</li> <li>• Parents have the option to request testing for gifted services throughout the school year.</li> <li>• Parents are informed about their student’s progress and activities in gifted programs through open houses, parent-teacher conferences and school newsletters.</li> </ul>

## Curriculum and Instruction

Question	Indicators	District description
<p>How do you differentiate instruction (pace and pedagogy) to grades 2-5 students? Please list several sample activities to illustrate your description.</p>	<p>The critical elements of gifted programs are:</p> <ul style="list-style-type: none"> <li>- flexible grouping</li> <li>- differentiation</li> <li>- continuous progress</li> <li>- intellectual peer interaction</li> <li>- continuity</li> <li>- teachers with specialized education</li> <li>- electronic portfolios</li> </ul>	<p>Instructional strategies used for differentiation may include:</p> <ul style="list-style-type: none"> <li>- <b>Compacting:</b> Giving students full credit for what they know about an upcoming unit and/or providing advanced students opportunities to learn new material in a shorter time period than needed by classmates</li> <li>- <b>Independent Study:</b> Ongoing in-depth research on a topic of a student's own choosing</li> <li>- <b>Flexible Grouping:</b> Grouping and regrouping students throughout the year according to readiness, interest, learning style, achievement level, activity preference, or special needs</li> <li>- <b>Tiered Assignments:</b> Varying the level of complexity, depth, or novelty of a lesson so students can go beyond basic requirements of an assignment</li> <li>- <b>Extension Menu:</b> A selection of topics from which a student can choose to pursue an independent study that extends the learning beyond already mastered content standards</li> <li>- <b>Interest Centers/Groups:</b> Ways to organize students to work together on learning activities or projects</li> <li>- <b>Learning Center:</b> Location of a collection of students'</li> </ul>

		<p>tasks and activities</p> <p>Learning Contract: A signed agreement between student and teacher regarding specific tasks to be completed by the student</p> <p>Questioning Strategies: Using high-level, open-ended questions meant to challenge thinking and learning</p>
<p>What curricular materials do you use for grades 2-5? Be specific.</p>	<ul style="list-style-type: none"> <li>• Teachers use district adopted textbooks and differentiate instruction</li> <li>• Teachers choose supplemental materials that meet the needs of the gifted students and the program model.</li> </ul>	<p>Fowler School District aligns all curricula to the Arizona College and Career Ready Standards. District adopted textbooks and materials are utilized with differentiation.</p> <p>Through curriculum mapping, teachers are encouraged to share differentiation strategies and supplemental resources to support the collaborative instructional model.</p>
<p>What curricular materials do you use for grades 6-8? Be specific.</p>	<ul style="list-style-type: none"> <li>• Teachers use district adopted textbooks and differentiate instruction</li> </ul> <p>Teachers choose supplemental materials that meet the needs of the gifted students and the program model.</p>	<p>Fowler School District aligns all curricula to the Arizona College and Career Ready Standards. District adopted textbooks and materials are utilized with differentiation.</p> <p>Through curriculum mapping, teachers are encouraged to share differentiation strategies and supplemental resources to support the collaborative instructional model.</p>

## IDENTIFICATION

Question	Indicators	District description
Describe how your referral process for identification involves parents and staff.	<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 in the spring of the year</li> <li>• Referrals from counselors, administrators or support staff</li> <li>• In-service training for all staff and parents</li> <li>• Program description provided to all stakeholders</li> </ul>	<p>Early identification is essential for the intellectual and emotional health of gifted children because it enables early intervention. Consequently, the Fowler Elementary School District #45 has adopted a multi-faceted approach to screening and identification of gifted learners.</p> <ul style="list-style-type: none"> <li>• Parents and teachers may nominate students currently enrolled in district schools.</li> <li>• Students who score at or above the 90th percentile on any section of a standardized achievement test may be nominated for further testing.</li> </ul> <p>General education teachers are provided information regarding the referral process and who should be referred.</p>
Describe your process for the identification of K-8 gifted students, including how your process addresses the variety of student environmental backgrounds.	<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>• AIMS Science Tests</li> <li>• AzMERIT</li> <li>• Use of non-verbal tests</li> <li>• Multiple measures</li> <li>• Personal interviews</li> <li>• Performance in honors/AP/IB classes</li> </ul>	<p>Students are currently tested on the Naglieri Nonverbal Ability Test (NNAT) or Cognitive Abilities Test (CogAT); and a score at the 97<sup>th</sup> percentile is required for placement.</p>
Please list all the testing	<ul style="list-style-type: none"> <li>• Cognitive Abilities Test (CogAT)</li> <li>• Naglieri Nonverbal Abilities Test</li> </ul>	<p>Student, parent and teacher input is essential in the</p>

<p>instruments and data points you use for gifted student identification and explain why you chose these instruments.</p>	<p>(NNAT)</p> <ul style="list-style-type: none"> <li>• Parent Observation Checklists</li> <li>• Teacher Observation Checklists</li> <li>• Gifted Characteristics Checklists</li> <li>• Student work</li> </ul>	<p>identification process, it provides information not shown in test results. Classroom and standardized tests results provide information regarding student achievement and motivation.</p> <p>The Fowler Elementary School District #45 currently uses state approved Cognitive Abilities Test (CogAT) and the Naglieri Nonverbal Abilities Test (NNAT). Student performance in classroom and standardized tests, as well as, gifted characteristics checklists are used in the screening process.</p>
<p>How do you inform parents and staff of your referral and identification process?</p>	<ul style="list-style-type: none"> <li>• Formal letters to parents</li> <li>• Parent informational meetings, conferences</li> </ul>	<p>Parents are informed through formal letters, back to school meetings, conferences, school district newsletters/website.</p>
<p>Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?</p>	<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>	<p>Formal letters are sent home that indicate the data and what it means for placements. Parent meetings are held when needed. If there is an appeal the parents are referred to the Gifted Coordinator at each school site.</p>



## Social and Emotional Development

Question	Indicators	District description
How do you provide for the unique affective needs of your gifted students K-5?	<ul style="list-style-type: none"> <li>• Grade level seminars to train teachers</li> <li>• Coordination of affective activities</li> <li>• Use peer tutoring, cooperative learning strategies</li> </ul>	The teachers facilitate activities which meet individual, group, or societal needs/ interests. They create learning environments designed to encourage interaction, provide experiential learning, promote cognitive growth, and learner autonomy. The teacher guides learners in the acquisition of skills and the use of tools needed to process information, solve problems, and create products.
How do you provide for the unique affective needs of your gifted students 6-8?	<ul style="list-style-type: none"> <li>• Incorporate specific activities into an honors program</li> </ul>	Students that have been identified as gifted are placed in collaborative instructional groups that provide experiential learning opportunities, have learning projects that incorporate gifted learning strategies, teaching approaches and community service projects.
What specific orientation activities do you provide for parents and teachers regarding gifted students' affective needs?	<ul style="list-style-type: none"> <li>• Professional development workshops 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> <li>• Create an open ended referral process for parents, students and teachers</li> <li>• Provide information on as needed basis</li> </ul>	<p>Fowler Elementary School District #45 provides literature to teachers and parents regarding the unique needs of gifted students.</p> <p>Teachers schedule specific meetings with parents during 1<sup>st</sup> and 3<sup>rd</sup> quarter conferences. Teachers use these opportunities to describe the gifted program to parents of children that qualify for services.</p>

## Professional Development

Question	Indicators	District description
<p>How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?</p>	<ul style="list-style-type: none"> <li>• In-service training, staff development, professional learning communities</li> <li>• Fund workshops and training in gifted education</li> <li>• Quarterly gifted teacher meetings</li> </ul>	<p>Fowler Elementary School District #45 provided funding in 2010-2011 for coursework to assist teachers in obtaining a gifted endorsement through the Arizona Department of Education.</p> <p>Fowler Elementary School District #45 is again providing funding throughout the 2018-2019 school year for coursework to assist teachers in obtaining a gifted endorsement through the Arizona Department of Education. Teachers that work towards the endorsement will work with the district and enter into a 50/50 partnership. Teachers that earn the endorsement will be reimbursed up to 50% of the cost of the coursework.</p> <p>Fowler Elementary School District is working with various professional development providers and Arizona Department of Education to provide coursework opportunities.</p>
<p>Please list the titles of the trainings you have conducted.</p>	<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>• Strategies to Challenge Gifted Students</li> <li>• Collaborative Instructional Model</li> <li>• Rigor</li> </ul>	<p>Continued professional development is provided throughout the school year. Professional development opportunities typically occur on our early release professional development days or district in-service days.</p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies for Gifted Students</li> <li>• Differentiated Instruction</li> <li>• Best practices to meet the needs of gifted students</li> </ul>

	<ul style="list-style-type: none"> <li>• Differentiation in the classroom</li> <li>• Gifted Learner Menus</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>• Specific training events that illustrated for administrators how to support gifted education in their schools</li> <li>• ADE sponsored training on school improvement</li> </ul>	<p>School administrators have attended state training opportunities regarding the social and emotional needs of gifted learners. All elementary principals attended the Cluster Grouping Model training provided at Fowler Elementary School District #45 in the Summer 2010.</p> <p>Opportunities for school administrators to attend professional development regarding the social and emotional needs of gifted students will be offered throughout the 2018-2019 school year. Fowler Elementary School District is working in partnership with the Arizona Department of Education to explore further professional development opportunities.</p>
<p>Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?</p>	<ul style="list-style-type: none"> <li>• All participants were given the opportunity to reflect and give written feedback on the trainings.</li> </ul>	<p>Teacher feedback on recent trainings has been positive and well received. Teachers have identified the need for more training and would welcome the opportunity to participate in upcoming trainings.</p>

## Parent and Community Involvement

Question	Indicators	District description
<p>How do you make your program philosophy, goals and recruitment procedures available to all parents?</p>	<ul style="list-style-type: none"> <li>• Provide a gifted brochure to parents.</li> <li>• Curriculum Night for gifted parents</li> <li>• Web site for gifted students and parents</li> <li>• Parent – teacher conferences</li> <li>• Parent letters describing learning opportunities in classrooms</li> <li>• Informal parent / teacher meetings</li> <li>• Hold informational evenings for parents of gifted students</li> </ul>	<p>The curriculum director provides office staff with information they can use to answer parents’ questions. Brochures are provided at each school office with FAQ’s about Gifted services provided at Fowler Elementary School District #45. The district website also has a link about Gifted Education Services for parents.</p> <p>Each school offers opportunities for parents to visit and observe student programs. Informal meetings for parents of gifted students are held throughout the year. Teachers of gifted students send parent letters describing the differentiated learning opportunities in the classroom.</p> <p>Each site provides information for parents of Gifted Students during fall conferences. This is an opportunity to share information regarding the Fowler Elementary School District gifted program and answer any parent questions.</p>
<p>How do you provide access to your scope and sequence for all parents?</p>	<ul style="list-style-type: none"> <li>• Copies of scope and sequence are available at each school campus</li> <li>• Scope and sequence is available on district website.</li> </ul>	<p>A copy of the scope and sequence is available for all parents to review upon request. A copy of the scope and sequence is also available on the district website.</p>
<p>Describe how you incorporate parents into a support or advisory group.</p>	<ul style="list-style-type: none"> <li>• Invite gifted parents to join PTO and site councils</li> </ul>	<p>Parents are encouraged to participate in school and district committees including site councils and school planning councils. Parents are also informed of opportunities to attend presentations relevant to their gifted student’s education through newsletters, fliers and district website.</p>

<p>How do you involve parents and the gifted community in the evaluation of your program?</p>	<ul style="list-style-type: none"><li>• Parent surveys</li><li>• Review feedback from parent conferences</li><li>• Site council agenda item</li></ul>	<p>Parents are encouraged to participate in program evaluation in several different formats. Parent meetings, and open dialogue during conferences provide opportunities for parents to evaluate our programs. The data collected will be reviewed by the Gifted Committee to ensure program effectiveness.</p>
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## Program Assessment

Question	Indicators	District description
<p>What data sources do you use to assess your programs effectiveness?</p>	<ul style="list-style-type: none"> <li>• Parent questionnaire</li> <li>• Standardized testing</li> <li>• Student Portfolios</li> <li>• District Quarterly Benchmark Scores</li> </ul>	<p>A review of the gifted programs is completed each year by the teachers and administrators. The review includes changes the school projects for their program for the next school year. The review is shared with the District Gifted Committee.</p> <p>Teachers working with gifted students review formal assessments given to the gifted students to help design curriculum to meet the gifted child's needs.</p> <p>All 2<sup>nd</sup>-8<sup>th</sup> grade students will have an electronic portfolio that will showcase the work they have completed and will be scored based on a rubric.</p> <p>Teachers review feedback form parents and teachers to assess the effectiveness of the current programs.</p>
<p>Describe how you use test data, both norm-referenced and criterion-referenced in your evaluation process.</p>	<p>The principals and teachers in Gifted classes meet yearly to:</p> <ul style="list-style-type: none"> <li>- schedule and prepare for testing</li> <li>- address student placements</li> <li>- analyze student achievement</li> <li>- plan professional development</li> <li>- discuss parental support</li> </ul>	<p>Test data is used to design daily lessons, which meet state standards and the needs of the gifted student. District and state assessments are utilized to monitor the progress of the gifted learner. Students are expected to show a year's growth based on their individual learning abilities.</p>
<p>How do you use informal</p>	<ul style="list-style-type: none"> <li>• Look for trends, common strengths, weaknesses, areas for improvement in</li> </ul>	<p>The District Gifted Committee analyzes the annual reviews from each site. We utilize direct observation of the program to look at strengths and weaknesses and identify areas for</p>

<p>measures like surveys, open forums and teacher interviews to gather data?</p>	<p>parent and teacher surveys</p> <ul style="list-style-type: none"> <li>• Observation of the program in action</li> </ul>	<p>improvement.</p>
<p>What are your key indicators that your program is positively affecting students?</p>	<ul style="list-style-type: none"> <li>• Student interest, excitement with the program</li> <li>• Parental feedback</li> <li>• Students test score analysis</li> </ul>	<p>District and state assessment data validate students' progress in their area of giftedness indicating that the gifted programs are positively influencing students. Feedback from parents and teachers indicates that students are positively impacted by our program.</p>
<p>Describe the performance standards you have for all gifted students.</p>	<ul style="list-style-type: none"> <li>• Meets or exceeds on high stakes testing</li> <li>• Meets the individual learning goals established for the students</li> </ul>	<p>Gifted students are expected to demonstrate high levels of proficiency in their area of giftedness. Students should score proficient or highly proficient based on AzMERIT assessments in their area of giftedness as well as the standards on the district benchmark assessments.</p>

## Budgeting

Question	Indicators	District description
What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct student services, professional development and district coordination?	Testing materials	100%
Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.	The gifted pupil to teacher ratio is 3 to one in 2 <sup>nd</sup> -8 <sup>th</sup> grade	Classroom ratios are approximately 25 to 1 with an average of 3 students being serviced in grades 2-8 at each site.
To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources		The Fowler School District provided training for teachers to become endorsed. Teachers that work towards the endorsement will work with the district and enter into a 50/50 partnership. Teachers that earn the endorsement will be reimbursed up to 50% of the cost of the coursework.