

Bouse Elementary School District #26

Gifted Scope and Sequence

| Program Design | | |
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| Question | Indicators | District description |
| What is your district's definition of a gifted student and gifted education? | <ul style="list-style-type: none"> • Multiple criteria, non-verbal, verbal and quantitative • 97% on state approved tests or services for students with borderline scores • Read the state definition and incorporate it into your local district | <p>Students with exceptional abilities and talents are found in all cultural and linguistic groups, in all economic levels, in all geographic areas of the state, in all domains of intelligence, and in groups of individuals who also have disabilities. The official definition of "gifted child" is found in Arizona Revised Statute § 15-779.</p> <p>15-779.</p> <p>In this article, unless the context otherwise requires:</p> <ol style="list-style-type: none"> 1. "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 a gifted pupil. 2. "Gifted pupil" means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability. (A.R.S. 15-779) <p>Early identification is essential for the intellectual and emotional health of gifted children because it enables early intervention. Our school's approach to the screening and identification of gifted learners is as follows:</p> <p>Students currently enrolled in the Bouse School may be nominated for gifted assessment by parents, guardians, teachers, or administrators. Teachers utilize a variety of tools such as achievement data, classroom performance and observation, and checklists to develop a list of candidates.</p> <p>Nominated students are assessed with one or more tests from the Arizona State Board of Education Approved Test List. (http://www.ade.az.gov/asd/gifted/downloads/Test_List.pdf) Students are tested in verbal, quantitative, and nonverbal areas.¹ Students who score at or above the 97th percentile on any of these three sections of the test, or have a full composite score above the 97th percentile, will be identified as gifted. Alternative assessment measures, portfolio data, and other formal and informal evaluation data may be used to augment the assessment process.</p> <p>In compliance with R7-2-406 A.1b, Bouse School accepts current scores at or above the 97th percentile on any State Board approved test submitted by other local education agencies or by qualified professionals, and per R7-2-406.a.1.c, Bouse School will recognize transfer students as soon as assessment results are provided to verify eligibility</p> |

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| | | <p>and prescribe services.</p> <p>The Child Study Team (CST) is typically comprised of the classroom teacher, school psychologist, school principal, and any other person (e.g., previous year's teacher) who may have something to contribute to the process of identification and service recommendation. The CST will analyze results of the testing process and will ascertain whether students meet the criteria for gifted identification. Students are identified as gifted with a score at or above the 97th percentile, based on national norms, on a test adopted by the state board of education in the areas of verbal, quantitative, and/or nonverbal. This team may take into consideration other relevant information or data to determine eligibility and services. The CST also makes recommendations for services for each identified student.</p> |
| <p>Describe the Philosophy and Goals for your gifted program.</p> | <ul style="list-style-type: none"> • Serves K-8 • Modify instruction/curriculum to meet student needs • Describes differentiation in process, content and product • Goal: start with where the student is academically and accelerate the pace of instruction • Goal: train as many teachers as possible about the unique needs of gifted students • Goal: develop a program that gives students a chance to express their creativity | <p>Gifted students develop asynchronously. This means that they are intellectually advanced in one or more areas yet may have difficulties or be average in other areas. Their motor skills may or may not match those of other same age children. The same is true for social skills. In addition, social skills may be advanced. Young gifted children progress through developmental milestones more rapidly, and sometimes prefer to associate with older children or adults who are more likely to understand their vocabulary and the complexity of their ideas.</p> <p>Gifted students of the same age are not alike. There are differences between moderately gifted, highly gifted, and profoundly gifted students that may require as much curriculum differentiation within the group as is necessary between moderately gifted students and their non-gifted peers. Pre and post tests, formal and informal observations, Progress testing, and portfolios provide teachers with information to design challenging and enriching instruction that is above their current functioning level.</p> <p>It is our goal to provide professional development in ways to differentiate process, product, and content to meet the needs of gifted learners and create programs that allow students a chance to express creativity.</p> |
| <p>How do you group and deliver services to your K-8 students?</p> | <ul style="list-style-type: none"> • Self-contained, or pull out differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills | <p>Services are delivered in one of two manners. Differentiating instruction for highly able student is utilized in either a pull out group or individually in the self contained classroom. Instructional strategies utilized may include:</p> <ul style="list-style-type: none"> ▪ Flexible ability/skill grouping (e.g., within regular classroom or by movement to neighboring classrooms) ▪ Variation of product options ▪ Adjusted outcome expectations ▪ Individualized projects ▪ Provision of enrichment opportunities (e.g., classroom learning centers, literature studies, library studies, guided research, advanced computer usage, problem based learning) |

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

- Use a curriculum mapping approach
- Testing for competency before teaching content
- Use Vertical alignment strategies

Curriculum Expectations for Teachers

Implement the district Board-adopted curriculum.
Integrate the curriculum areas in their instructional delivery.
Promote continuity and cumulative acquisition of knowledge through the effective use of the adopted curriculum.

The Continuous Progress Model

- All students are capable of achieving success.
 - Success leads to more success.
 - Instruction is adapted to improve learning.
 - Clear outcomes, high expectations, and on-going appropriate assessment improve learning.
 - An appropriate level of challenge improves student achievement.
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- Individualized student learning needs are continually assessed and considered to maximize academic progress.

Gifted

Educational services for the gifted differ from regular education in content learned by gifted students. Content is more accelerated to incorporate the Essential Level of Arizona Academic Standards in grades K-5, and the Proficiency Level of the Arizona Academic Standards in grades 6-8.

Although the Bouse Elementary School Grade Level Curriculum provides the basis of content for all students. Gifted students typically advance into greater depth of study as well as acceleration of content.

Gifted students use of a Accelerated Reading list of novels for literature study based on their STAR reading scores that is separate from the reading list for students in the regular classroom.

The elementary gifted program utilizes a vocabulary program designated for its exclusive use. In the area of written expression, gifted students are provided advanced/accelerated work of district curriculum material and enrichment activities.

Elementary math students are expected to master the grade-level curriculum as well as that of the next higher grade level or beyond, although there is also emphasis on in-depth learning through application of content and on student projects.

Students are tested using the Start program and are given accelerated Math projects at the students level that is beyond the classroom expectations. Affective objectives in the

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| | | differentiated curriculum, is embedded into this course work. |
| How do you involve parents in your program? | <ul style="list-style-type: none"> • Periodic orientation /communication meetings and parent teacher conferences • Provide information about summer programs. • Newsletters | <ul style="list-style-type: none"> • Open communication between parents and school exists via email, phone calls, conferences, and opportunities for classroom volunteering and visits • School and classroom newsletters share information on gifted programming and events such as District presentations, state conferences and workshops, and opportunities for summer enrichment • Open houses are held as an opportunity for schools and teachers to share information. • Parent surveys |

Curriculum and Instruction

| Question | Indicators | District description |
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| How do you differentiate instruction (pace and pedagogy) to K-8 students? Please list several sample activities to illustrate your description. | <ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level. • Use real world connections, simulations, Mock Trial, etc. | <p>General education teachers provide differentiation of instruction for their identified K-8 students. Possible suggested strategies are flexible ability/skill grouping (e.g., within regular classroom or by movement to neighboring classrooms) or provision of enrichment opportunities (e.g., classroom learning centers, literature studies, library studies, guided research, advanced computer usage).</p> <p>The development of Individual Learning Plans in collaboration with K - 8 general education teachers and parents is an available strategy for use by our teachers. These plans address ways to differentiate to meet the needs of the individual student.</p> <p>The following support is provided to our teachers:</p> <ul style="list-style-type: none"> • Ongoing differentiation workshops • Opportunities to attend gifted workshops • Professional development materials • Colleague sharing and planning opportunities |
| | | <p>The elementary gifted program utilizes a vocabulary program designated for its exclusive use. In the area of written expression, teachers provide advanced/accelerated work of district curriculum material and enrichment activities.</p> <p>Math students are expected to master the grade-level curriculum as well as that of the next higher grade level or beyond, although there is also emphasis on in-depth learning through application of content and on student projects.</p> <p>Higher-level thinking in the gifted resource in Advanced Language Arts and Math classrooms include computer programs that use a critical thinking curriculum that is overlaid over the content area curriculum. The strands in this curriculum are: 1) Critical Reasoning: Thinking Analytically, 2) Creative Reasoning: Thinking Divergently, and 3) Metacognitive Reasoning: Thinking About Thinking.</p> |

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| | | <p>Gifted students are offered more choices in the types of student products they create. There is a greater emphasis on projects, in which gifted students can show their creativity and innovation. A list of possible products for content areas taught is available for gifted teachers on a computer database, which the teachers frequently access when planning for instruction. The database also holds various rubrics for the assessment of student products.</p> <p>Bouse Elementary School 8th grade students are prepared for high school through extended preparation for the state AIMS tests and through rigorous study of the AZ performance objectives in either Algebra 1-2 or Geometry 1-2.</p> <p>Spiral review for AIMS is completed throughout the year using daily warm-ups, problem solving activities, performance tasks, or projects. Connected Math resources have been suggested as the basis for activities to introduce or reinforce concepts.</p> |
| <p>What curricular materials do you use for grades K-5? Be specific.</p> | | <p>The curriculum followed in the classroom is aligned to the AZ State Standards and the Common Core Standards. A large portion of our classroom instruction is electronic. With a Promethean board and student computer station in each classroom teachers utilize technology to energize the curriculum and to differentiate the instruction in order to expand the learning levels and creativity in the classroom so all students, included gifted students are challenged. Many of the technological websites and programs test student ability and produce lessons at the student's individual level.</p> <p>These include: Kindergarten Studies Weekly (social Studies), Math Facts in a Flash, Starfall.com, SesameStreet.org, Thinkfinity, Dibels next website, Heath Math Connections, Promethean Planet, YouTube Teacher Tube, Reading Anthology, MathDrills.com, Multipilation.com, internetclassroomsquia.com, Study Island, Daily Language by Evan-Moore, Greek and Latin Roots for Vocabulary development by The Learning Works, Houghton – Mifflin Science, Hough Mifflin Reading, Houghton – Mifflin English, Houghton- Mifflin Social Studies, Houghton- Mifflin Spelling, Civic Education by We The People, Accelerated Reading and Accelerated Math by Renaissance Learning. The teacher provides accommodations and/or acceleration of content and strategies within these programs. Supplemental materials to provide enrichment and extension are also supplied by the classroom teacher. Also, Assorted grade level and extended level books and novels.</p> |
| <p>What curricular materials do you use for grades 6-8? Be specific.</p> | | <p>The curriculum followed in the classroom is aligned to the AZ State Standards and the Common Core Standards. A large portion of our classroom instruction is electronic. With a Promethean board and student computer station in each classroom teachers utilize technology to energize the curriculum and to differentiate the instruction in order to expand the learning levels and creativity in the classroom so all students, included gifted students are challenged. Many of the technological websites and programs test student</p> |

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| | | <p>ability and produce lessons at the student's individual level. These include: Reading Anthology, MathDrills.com, Multiplication.com, internetclassroomsquia.com, Study Island, Daily Language by Evan-Moore, Greek and Latin Roots for Vocabulary development by The Learning Works, Houghton – Mifflin Science, Houghton Mifflin Reading, Houghton – Mifflin English, Houghton- Mifflin Social Studies, Houghton- Mifflin Spelling, Civic Education by We The People, Accelerated Reading and Accelerated Math by Renaissance Learning. The teacher provides accommodations and/or acceleration of content and strategies within these programs. Supplemental materials to provide enrichment and extension are also supplied by the classroom teacher. Also, Assorted grade level and extended level books and novels.</p> |
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| Identification | | |
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| Question | Indicators | District description |
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| <p>Describe how your referral process for identification involves parents and staff.</p> | <ul style="list-style-type: none"> • Recommendations from parents/staff • Review of records and answers on transfer forms • Announcements/newsletters to parents • Referrals from counselors, administrators or support staff • In-service training for all staff and parents • Program description provided to all stakeholders | <p>Students in grades K – 8 are referred and screened for gifted identification in the areas of verbal, nonverbal and quantitative. Nominations for screening are generated from any staff member, students, or parents. Testing is offered at least three times a year at all schools. Parents and other stakeholders are informed of testing opportunities through announcements in school newsletters, via the Bouse Elementary School District web site, through parent-teacher conferences, or extending an invitation for students to participate in eligibility testing based data review.</p> <p>Teachers can refer students for testing throughout the year. To help teachers understand the referral process, they receive:</p> <ul style="list-style-type: none"> • In-service training regarding characteristics, identification, and service models • Referral forms <p>Parents receive the following information when testing is requested:</p> <ul style="list-style-type: none"> • A letter explaining the evaluation process • Explanation of program • Permission to test form <p>If an identified gifted student transfers to another district test information is provided to prevent disruption of services.</p> |
| <p>Describe your process for the identification of K-8 gifted students, including how your process addresses the variety of student environmental backgrounds.</p> | <ul style="list-style-type: none"> • AIMS Scores • Use of non verbal tests • Multiple measures • Personal interviews • Classroom performance | <p>K-8</p> <p>After test administration, a Child Study Team typically consisting of the classroom teacher, gifted teacher, administrator and psychologist convenes to determine eligibility and placement. The Bouse Elementary School District provides services to students who identify at 97% or above on a state-approved gifted identification test in any of the three sections (verbal, quantitative, nonverbal) of the test, or have a full composite score</p> |

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| | | <p>at or above the 97th percentile. The Child Study Team considers gifted services for students who also fall within the Standard Error of Measurement by considering a variety of feedback and data.</p> <p>Alternative standardized assessment measures, portfolio data, interviews, and other formal and informal evaluation data may be used to augment the assessment process by the Child Study Team. For transfer students, the Bouse Elementary School District will place students as soon as the Child Study Team verifies eligibility and prescribes services.</p> <p>K-8</p> <p>There is involvement of the appropriate professionals to consider the unique needs of English Language Learners and special education students when looking at gifted eligibility. Testing on an individual basis or the use of appropriate universal accommodations might be utilized. Members of the Exceptional Students Services department work together to address the combined needs of this dual population in respect to identification and service delivery, with the goal to promote achievement for ALL students.</p> |
| <p>Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.</p> | <ul style="list-style-type: none"> • WISC-IV and WJIII • Students grades • Gifted Characteristics observed in the classroom • Student, teacher, parent input • State approved testing list • Standardized Testing results | <ul style="list-style-type: none"> • Testing is scheduled and conducted at least three times per school year in the fall, winter, and spring or when needed. The WISC-IV and WJIII is administered by our school psychologist. <p>These tests were chosen because they're State approved gifted tests, and they offer alternative formats for various student populations. All testing is administered by a certified school psychologist.</p> <p>After test administration in K - 8, a Child Study Team typically consisting of the classroom teacher, administrator and psychologist convenes to determine eligibility and placement. The Child Study Team may use alternative standardized assessment measures, portfolio data, interviews, and other formal and informal evaluation data to augment the assessment process.</p> <p>The Bouse Elementary School District provides services to students who identify in the 97% or above on a state-approved gifted identification test in any of the three sections of the test, or have a full composite score at or above the 97th percentile. For transfer students, the Bouse Elementary School District will place students as soon as the Child Study Team verifies eligibility and prescribes services.</p> |

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| How do you inform parents and staff of your referral and identification process? | <ul style="list-style-type: none"> • Formal letters to parents • Parent informational meetings, conferences • School newsletters/website | <p>K-8 The gifted teacher at the student's school site sends the results of the evaluation process to parents. An explanation of the results is provided in the primary home language of the parent. Gifted resource teachers at the schools follow up with a phone call or meeting to explain services for gifted students.</p> <p>K-8 Appeals are made directly to the school. A team typically consisting of classroom teacher(s), administrator, and school psychologist.</p> |
| Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision? | <ul style="list-style-type: none"> • Formal letters • Focus on data • Parent meetings • Meeting with teacher and Principal. | |

Social and Emotional Development

| Question | Indicators | District description |
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| How do you provide for the unique affective needs of your gifted students K-8? | <ul style="list-style-type: none"> • Experiential learning approach • Use peer tutoring, cooperative learning strategies • Encourage uniqueness of all students and respect for all individuals though Character Counts • Incorporate higher level activities into the classroom. • Expose students to peers at higher grade levels. • Experiential learning approach | <ul style="list-style-type: none"> • Provide workshops as needed to teachers • Provide professional materials to teachers • Opportunities to Send representatives to the Social and Emotional Needs of Gifted Conference (SENG) • Share new learning at teacher meetings • Collaborate with special education teachers, behavior intervention teachers, and psychologists. • Support from school psychologists, behavior intervention teachers, and special education staff • <p>Gifted students in kindergarten through grade eight can have various grouping configurations including cluster grouping, direct services through technology or a self-contained model.</p> <p>Consistent with the Bou8se Elementary School's beliefs about the gifted children, the learning environments for gifted students offer an opportunity for gifted children to interact with each other—that is, to interact in academic environments with students that are functioning at the same (relatively speaking) level of cognition. Students of high ability need to work cooperatively in small groups to observe the thinking processes of other gifted children and to challenge each other while they apply the skills they are learning but also learn to work independently, and with students at all levels.</p> <p>Guidance, through affective objectives in the differentiated curriculum, is embedded into course work. This may include exploration of giftedness, self-understanding, social interaction, personal responsibilities, and individual development through such techniques</p> |

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| | | as goal setting. For the Jr. High opportunities are available to work with area high schools to encourage growth and develop high school skills needed to be successful. |
| What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs? | <ul style="list-style-type: none"> • Provide literature about the unique needs of gifted students to teachers/parents • Professional Development opportunities | <ul style="list-style-type: none"> • Literature and professional development is provided as needed. |
| How do you monitor, identify and provide assistance to "at risk" gifted students? | <ul style="list-style-type: none"> • Create an open ended referral process for parents, students and teachers • Provide counseling services on an as needed basis • Competency testing in core subjects to allow students to "move-on" | <ul style="list-style-type: none"> • Collaboration between staff • Support from Assistive Technology • Collaboration with the technology department • Provide awareness and information for the unique needs of twice exceptional students • Prevention services • Social workers • Child Study Teams • IEP team and team of professionals recommend counseling services as appropriate |

Professional Development

| Question | Indicators | District description |
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| How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students? | <ul style="list-style-type: none"> • In-service training, staff development, professional learning communities • Fund attendance at conferences, workshops and training in gifted education • Provide instructional materials for gifted learners • Teachers develop personal professional growth plans | <ul style="list-style-type: none"> • Teachers meet regularly to share and discuss instructional strategies and implementation techniques. • Provide paid opportunities for teachers to attend conferences and classes on gifted education. • ADE training opportunities • Teachers at Bouse Elementary School develop Professional Growth Plans as part of the evaluation process that center around their primary responsibilities to educate all children. |
| Please list the titles of the training you conducted last year and those planned for the current year. | <ul style="list-style-type: none"> • How to differentiate instruction to meet gifted learners needs • Identifying the gifted learner • The meaning of gifted testing results | FY 2011 <ul style="list-style-type: none"> • Extending Nonverbal for Gifted Learners • Extending Math for Gifted Learners • Extending Reading & Writing for Gifted Learners FY 2012 <ul style="list-style-type: none"> • Gifted Traits & Implications • Identifying Gifted Students (site based trainings) |

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| | | <ul style="list-style-type: none"> • Cognitive Guided Instruction training • Teaching Gifted Students in the Regular Classroom |
| How have your training events targeted the needs of administrators, counselors, psychologists and support staff? | <ul style="list-style-type: none"> • Specific training events that illustrated for administrators how to support gifted education in their schools • | <ul style="list-style-type: none"> • Administrators receive information through meetings and newsletters concerning how to support gifted education in their schools. • Administrators and other staff members are also invited to attend gifted workshops and conferences. • ADE training opportunities advertised • Survey staff for feedback on training topics • Collaborating with psychologists • There is only 1 administrator at our school and 5 regular classroom teachers who differentiate instruction to service all ability levels in there multi grade classroom. |
| Describe the feedback received from post training evaluations. What did participants say about the effectiveness? | | Feedback from trainings has been favorable in terms of topics covered, content of workshops, and support. There is observable evidence that strategies learned from the workshops and conferences are being implemented in the classroom. Future workshops will be planned based on feedback from participants. |

Parent and Community Involvement

| Question | Indicators | District description |
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| How do you make your program philosophy, goals and recruitment procedures available to all parents? | <ul style="list-style-type: none"> • New Web page on school website • Parent – teacher conferences | <ul style="list-style-type: none"> • District web site • Teacher web sites • Open houses • Newsletters • Parent-teacher conferences • Emails • |
| How do you provide access to your scope and sequence for all parents? | <ul style="list-style-type: none"> • Gifted scope and sequence distributed to all gifted parents, available in all school offices and website | <ul style="list-style-type: none"> • Will place on our school's website • Copies will be housed at school office |
| Describe how you incorporate parents into a support or advisory group. | <ul style="list-style-type: none"> • Write letters inviting all gifted parents to join our group • Develop a regular schedule of meetings, posted on website or in newsletter • Provide opportunities to hear and converse with gifted guest speakers | <ul style="list-style-type: none"> • Parents will be asked to participate in Site Council Meetings |

| How do you involve parents and the gifted community in the evaluation of your program? | <ul style="list-style-type: none"> • Surveys, personal interviews, town hall type meetings • Site council agenda item • End of year presentations | <ul style="list-style-type: none"> • Parent surveys • Student surveys • On going feedback • Data analysis |
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| Program Assessment | | |
| Question | Indicators | District description |
| What data sources do you use to assess your programs effectiveness? | <ul style="list-style-type: none"> • Surveys from parents, students and teachers • Standardized test scores • AIMS performance scores • Terra Nova performance scores | <ul style="list-style-type: none"> • Surveys from parents, students, and teachers • Standardized test scores • AIMS and Terra Nova performance scores • Staff feedback • Administrative feedback |
| Describe how you use test data, both norm referenced and criterion referenced in your evaluation process. | <ul style="list-style-type: none"> • Track progress of gifted students year to year individually • Compare scores of gifted students with the rest of the population to assess differences • Students class grades compared to identification scores | <p>With technology to embed gifted test scores we can evaluate the students' data and track their process. Reports are generated to expedite and accurately identify possible students for gifted eligibility.</p> <p>The data is used to assist with placing gifted students.</p> <p>Continued dialogue with area high schools to provide the opportunity for a combined effort to increase student success.</p> |
| How do you use informal measures like surveys, open forums and teacher interviews to gather data? | <ul style="list-style-type: none"> • Look for trends, common strengths, weaknesses, areas for improvement in parent surveys • Direct observation of the program in action | Survey results, school administrative feedback, and community input. |
| What are your key indicators that your program is positively affecting students? | <ul style="list-style-type: none"> • Student interest, excitement with the program • Parental positive feedback • Students test score analysis • Regular attendance in class | <ul style="list-style-type: none"> • Student academic growth • Eligibility for Advanced Language Arts and Advanced Math lessons • Placement into high school • Student excitement and involvement in their own learning • Parent appreciation of course content, teacher communication, and instructional aptitude • Continued participation in our gifted programs |
| Describe the performance standards you have for all gifted students. | <ul style="list-style-type: none"> • Meets or exceeds on annual AIMS assessment • Meets the individual learning goals established for the students • The gifted population demographics must reflect the same picture as the total school population. | <ul style="list-style-type: none"> • State and district standards on assessments commensurate with student ability • Reflective evaluation by the students • Self, peer, and teacher evaluation of project work • Parent/teacher/student conferences • Survey results |

| Budgeting | | | | | | | | | | | | | | |
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| Question | Indicators | District description | | | | | | | | | | | | |
| What percentage of your supplemental allocation is used in the following categories: capitol expenditures, direct student services, professional development and district coordination? | There is no supplemental money available at this time for gifted. | <p>The following items are paid for through M&O, REAP, or Title Grants:</p> <ul style="list-style-type: none"> Classroom supplies, technology subscriptions for technology websites, and Professional development. | | | | | | | | | | | | |
| Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students. | <ul style="list-style-type: none"> Type of program: pull out, cluster, self contained or differentiated instruction within the classroom Ratio within the structure you chose 1 to how many students? | All students are in a self-contained program for most of the day with differentiated instruction. Gifted ratio is 1:12, with 5 regular classroom teachers, two grades per classroom. District contracted school psychologist is paid per visit and is scheduled to test students when needed. | | | | | | | | | | | | |
| To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources | <ul style="list-style-type: none"> Teacher salaries? Rooms, appropriately equipped? Professional development Testing supplies? Administrative support? | <p>FY2012 budget for gifted education is as follows:</p> <table> <tr> <td>5 General Education Certified Teachers</td> <td>\$182,327.00 (M&O)</td> </tr> <tr> <td>Benefits</td> <td>\$79,898.00 (M&O)</td> </tr> <tr> <td>Professional Development</td> <td>\$4,770.00 (Title I)</td> </tr> <tr> <td>Technology</td> <td>\$1000.00 (Title I)</td> </tr> <tr> <td>Psychologist</td> <td>\$4200.00 (IDEA)</td> </tr> <tr> <td>Supplies/Testing Materials</td> <td>\$1000.00 (Title I)</td> </tr> </table> | 5 General Education Certified Teachers | \$182,327.00 (M&O) | Benefits | \$79,898.00 (M&O) | Professional Development | \$4,770.00 (Title I) | Technology | \$1000.00 (Title I) | Psychologist | \$4200.00 (IDEA) | Supplies/Testing Materials | \$1000.00 (Title I) |
| 5 General Education Certified Teachers | \$182,327.00 (M&O) | | | | | | | | | | | | | |
| Benefits | \$79,898.00 (M&O) | | | | | | | | | | | | | |
| Professional Development | \$4,770.00 (Title I) | | | | | | | | | | | | | |
| Technology | \$1000.00 (Title I) | | | | | | | | | | | | | |
| Psychologist | \$4200.00 (IDEA) | | | | | | | | | | | | | |
| Supplies/Testing Materials | \$1000.00 (Title I) | | | | | | | | | | | | | |