Whiteriver Unified School District

Gifted Scope & Sequence

Governing Board Review & Approval Date: _____

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Program Design		
Question	**Indicators**	**District Description**
What is your district's definition of a gifted student and gifted education?	- Multiple criteria, non-verbal, verbal and quantitative 97% on state approved tests or services for students with borderline scores - Read the state definition in ARS 15-779 and incorporate it into your local district	WUSD's program examines results on assessment and testing results in the areas of verbal, quantitative, and non-verbal reasoning and looks at results using 97% as the guiding baseline for determining giftedness. If, during the identification process, a student does not meet the 97% cut-off score, but scores between 93% - 96%, an individual review will be made of that student's portfolio folder to see if consideration should be made for inclusion in gifted services. Recommendations for specialized differentiated instruction will also be provided to teachers who are working with these students.
Describe the Philosophy and Goals for your gifted program.	- Incorporates a K-8 or K-12 continuity of services - Modify instruction/curriculum to meet student needs - Describes differentiation in process, content and product	Philosophy: Students S.O.A.R. is designed to provide opportunities for gifted and talented students to help them develop their unique abilities. WUSD will support opportunities to develop the intellectual, emotional and social abilities of gifted

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	• "Gifted students are gifted all day, not just for a small segment of that day" • 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 represents the diversity of the school and district	learners via differentiated instruction, challenging curricular options, and varied placement options when appropriate. Goals: Goals of the plan fall under five broad categories: Communication, Identification/Assessment Framework, Professional Development, Resource Support and Expanded Learning Opportunities. The following goals are designed to strengthen these areas: 1. Design and implement a regular communication link between and among school sites and parents of gifted learners. 2. Revive and strengthen the framework for identification, referral, assessment and placement of students recommended for gifted services at the school and district levels. 3. Design an evaluation tool that includes the 8 standards (Program Design, Curriculum & Instruction, Identification, Social/Emotional Development, Professional Development, Parent & Community Involvement, Program Assessment, and budgeting. 4. Actively seek to increase the number of gifted endorsed teachers in the district. 5. Set up a support network for case managers at each of the school sites to facilitate awareness of specific needs of gifted learners. 6. Actively work with teachers/specialists/counselors at each school site to disseminate and encourage gifted students to apply and attend summer enrichment programs both in-state and out of state. 7. Provide information to PAC's for dissemination at school and district levels regarding gifted learners and their needs. 8. Work with school sites to design/supplement professional development opportunities for teachers and administrators regarding gifted

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		(characteristics, implications for the classroom, differentiated instruction, thematic interdisciplinary curriculum design, certification opportunities at the state level). 9. Provide resource support to students, parents, teachers and administrators, when necessary.
How do you group and deliver services to your K-2 students?	• Self-contained, cluster, pull out or 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	Differentiated instruction within the classroom using specific instructional strategies tailored to meet the needs of a gifted/highly capable learner, that is, open-ended questioning, project-based learning, and activities that focus on higher order thinking skills. Acceleration to a higher grade level for developmentally appropriate instruction may also be utilized.
How do you group and deliver services to your 3-6 students?	• Self-contained, cluster, pull out or 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	Differentiated instruction within the classroom using specific instructional strategies tailored to meet the needs of a gifted/highly capable learner. Highly proficient performance level indicators by standard for grades 3-6 will guide curricular progress monitoring on a quarterly basis.
How do you group and deliver services to your 7-8 students?	• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills • Content driven, accelerated learning, honors classes, flexible grouping	Differentiated instruction within the classroom using specific instructional strategies tailored to meet the needs of a gifted/highly capable learner, that includes: open ended questioning, project-based learning and activities that focus on higher order thinking skills. Placement of students in accelerated and honors classes when appropriate. Flexible grouping within core subject areas and utilization of highly proficient performance level indicators by standard for grades 7-8 will guide curricular progress monitoring on a quarterly basis.
How do you group and deliver services to your 9-12 students?	• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills • Content driven, accelerated learning, honors classes, AP, IB or CIE classes, flexible grouping and/or scheduling	Differentiated instruction within the classroom using specific instructional strategies tailored to meet the needs of a gifted/highly capable learner. Counselor will advise regarding placement in accelerated learning and honors classes to provide a wider range of options and challenges for the gifted learner. Proficient performance level

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		indicators by standard for grades 9-12 will guide curricular progress monitoring on a quarterly basis.
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 mapping and vertical curriculum alignment are in place within the district; students meeting or exceeding standards within the classroom are provided with lateral curricular activities and projects to deepen their understanding of the content area.
How do you involve parents in your program?	• Periodic orientation/communication meetings • Provide information about summer programs like Johns Hopkins, ASU and U of A • Newsletters, parent support groups	Parent involvement opportunities for parents of gifted learners comes from each school site via parent-teacher conferences, PAC meetings, and through each school site's monthly newsletter. Schools within the district are each implementing School Improvement Plans, one strand of which is Parent and Community Involvement. Supplementing their current efforts to include communication for parents of gifted will be an effective additional action step for each school and the district. Each school has a Parent Advisory Council, as well as at the district level. Again, information can be disseminated at each of the five school site PAC meetings, as well as at the district level PAC meeting.

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Curriculum and Instruction		
Question	**Indicators**	**District Description**
How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.	• 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	Teacher training is ongoing via the professional development at each school site which includes grouping (for guided reading, writing instruction and math tasks), assessments, and differentiated instruction techniques. Students are grouped into heterogeneously mixed classes. Instruction will be in all areas of the core curriculum and enriched and differentiated lessons will be provided daily. Young students, beginning in Kindergarten, are encouraged to focus on creative talents on centers which provide for exploration of their world. Students work independently or in a small group investigating and/or discovering a predetermined objective selected by the teacher. Open-ended means that a gifted student may go further with greater depth and complete a more complex assignment. Project-based activities may also be adjusted to fit the needs and interests of the gifted learner. Projects occur throughout the year and give the gifted learner an opportunity to study in greater depth as well. Small group instruction is the leveling of classrooms for reading/math so that each small group may be taught at the level needed by the members of that group. Homogenous groups of high achievers can work together to read, problem solve, or complete a project. Creativity, academic achievement, problem solving, and early advanced language/reading/vocabulary skills will be fostered and monitored during these years.
How do you differentiate instruction (pace and	• Training for teachers in flexible instructional groups	Teacher training is ongoing via the professional development at each school site.

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pedagogy) to 3-6 students? Please list several sample activities to illustrate your description.	• 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	Grades 3-6 classes use flexible grouping, and where appropriate multi-age/cross-ability grouping, flexible pacing, differentiated instruction for highly capable students. As students move up in the grades, the curriculum takes on new focuses such as applying reading and writing to real life tasks, greater focus on science and social studies, and extra-curricular participation. Gifted students are encouraged to develop talents and skills through these curricular opportunities.
How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your description.	• Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation, etc. • Develop an honors curriculum for gifted students Establish a rubric for the pedagogy to be appropriately applied for this level • Use real world connections, simulations, Mock Trial, etc.	Training for teachers at the Junior High level is ongoing and centered around its professional development component of its school improvement plan including interdisciplinary and integrated curriculum writing, differentiated instruction, etc. Grades 7-8 classes are departmentalized, opportunities for highly capable students include accelerated classes, extended school day enrichment instruction, use of project-based learning tasks, and the use of real-world connections.
How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.	• Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Provide AP, IB or CIE coursework for student Establish a rubric for the pedagogy to be appropriately applied for these levels	Training for teachers is ongoing via the professional development component of its school improvement plan. Topics include curriculum mapping, differentiation in instruction, assessment, analysis of data, etc. Honors coursework as well as Career and Technical Education coursework are available for college credit, certificate of professional completion, or AA degrees are offered at the secondary level as electives. The secondary environment allows for students to expand the coursework with additional opportunities for advancement offered in many extra-curricular fields. High expectations for all students will be the rule not the exception. WUSD strives to assist students in financial aid, university application processes, job market preparation, and academic counseling.

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		Honors and dual credit classes are enhanced curriculum offered at the secondary level. Gifted students and those who excel academically are provided the opportunity to advance their level of understanding of a subject in preparation for the university learning experience.
What curricular materials do you use for grades K-2?	• Differentiation using identified materials and teacher created materials to support instruction • Emphasis in writing using Being a Writer materials • Curriculum extensions mentioned in Journeys and EnVisions for beyond level students	We utilize the Journeys as our ELA program and for Math EnVisions for our core programs. During RTI intervention time we differentiate for all students including gifted and talented and special education using the Lexia Core and Reading Plus. Both of these allow students to be taught on their level and receive supplemental instruction. We use Focus Math to differentiate for RTI math.
What curricular materials do you use for grades 3-6?	• Differentiation using identified materials and teacher created materials to support instruction including novel studies for students. • Emphasis in writing using Being a Writer materials • Curriculum extensions mentioned in Journeys and EnVisions for beyond level students • 6th grade utilizes MyPerspectives and EnVisions Math for curriculum extensions like Junior high	3rd-5th We utilize the Journeys as our ELA program and for Math EnVisions for our core programs. During RTI intervention time we differentiate for all students including gifted and talented and special education using the Lexia Core and Reading Plus. Both of these allow students to be taught on their level and receive supplemental instruction. We use Focus Math to differentiate for RTI math 6th- We utilize the MyPerspectives as our ELA program and for Math Pearson Math for our core programs. During RTI intervention time we differentiate for all students including gifted and talented and special education using the Study Island lessons and Exact Path supplemental computer programs. Both of these allow students to be taught on their level and receive supplemental instruction.
What curricular materials do you use for grades 7-8?	• Differentiation using identified materials and teacher created materials to support instruction including novel studies for students. • Emphasis in writing using MyPerspectives writing supplements • 7th and 8th grade utilizes MyPerspectives and EnVisions Math for curriculum extensions l • Honors ELA	We utilize the MyPerspectives as our ELA program and for Math Pearson Math for our core programs. During RTI intervention time we differentiate for all students including gifted and talented and special education using the Study Island lessons and Exact Path supplemental computer programs. Both of these allow students to be taught on their level and receive supplemental instruction.

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| What curricular materials do you use for grades 9-12? | • Talon program with NPC for early college credit.
• N.A.V.I.T. for CTE with NPC for early college credit or certification
• Differentiation using identified materials and teacher created materials to support instruction including novel studies for students.
• Emphasis in writing using MyPerspectives writing supplements
• High School utilizes MyPerspectives and Realize Math for curriculum extensions | We utilize the MyPerspectives as our ELA program and for Math Pearson Math for our core programs. Students are able to take classes through Courseware (fully accredited) to earn high school credits on their own pace. |

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Identification

Question	Indicators	District Description
Describe how your referral process for identification involves parents and staff.	• Recommendations from parents/staff • Review of records and answers on student transfer documents • 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	The WUSD Gifted/Talented Services referral process is as follows: 1. Recommendation form available to parents and staff 2. Review of records for transferring students is conducted within 10 days of district admission 3. Characteristic Checklists completed by appropriate stakeholder 4. Student work portfolio rubric is shared with parents and staff 5. Gifted Program Scope and Sequence and parent brochure distributed to all school sites and parents of gifted learners 6. Site newsletters/website will include information about the gifted program referral process
Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.	• Serve 97%, but what about 96, 95, 94 and others? • Use a matrix for underrepresented students including at risk, ELL and equity compared to school population • Arizona Assessment Scores • Use of non-verbal tests • Multiple measures • Personal interviews • Performance in honors, AP, IB, CIE classes	100% of the student population in Whiteriver Unified are Apache/Native American therefore, students are not underrepresented. At risk and ELL students will be provided an opportunity to be recommended for referral. ELL status and current grades will be part of the information gathered during the referral phase of identification. AASA scores, interviews and checklists/rating scales will be gathered as well. The parent of the child in questions (if a teacher has recommended a student for referral) will be notified by letter and asked to participate in the Gifted Review Committee's meetings about his/her child. If the child is of appropriate age, he/she will also be asked to attend. If, during the identification process, a student does or does not meet the 97% cut-off, parents are notified by letter.
Please list all the testing	• CogAT, Naglieri, WISC, etc. See the State	A Gifted Characteristics Checklist for teachers,

instruments and data points you use for gifted student identification and explain why you chose these instruments.	Board approved test list • Student grades • Gifted Characteristics Checklists • Student, teacher, parent input • Standardized testing results	parents, and students (7-12) will be completed. A review of a students' report card, state and district assessments scores will be completed. A portfolio review using a district rubric will be completed. Students recommended for further testing will have the following state-approved test administered: CoGAT (pending parent permission). Once the test have been scored and interpreted, the information will be sent to the school site's.
How often do you make testing available for K-12 students?	• Fall, winter, spring • Additional testing for transfer students or on a case-by-case basis throughout the year	Formal gifted testing will occur only with parent/guardian permission. Gifted assessment for students referred by their school site will be offered in Fall and Spring each school year.
How do you inform parents and staff of your referral and identification process?	• Formal letters to parents • Parent informational meetings, conferences • School newsletters • LEA Gifted Website	The referral and identification process will be reviewed at PAC, school newsletters, Gifted/Talented brochure and on the district's website.
Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?	• Formal letters • Focus on data • Parent meetings • Meeting with teacher, Principal, and Gifted Director	Once eligibility has been determined, a formal letter will be sent to parents. Additionally, an information meeting will be held with the parent, classroom teacher, principal, and any applicable instruction specialists to determine what strategies and modifications would be beneficial to the child and to set up a schedule for those services to be provided. Appeals of a placement decision will be reviewed by the District Gifted Review Committee. Other indicators (ie. State and district assessments, report cards/progress reports, student work samples, and recommendations) will be reviewed. Students may be placed in the gifted program on a provisional basis, depending on capacity and resources. A meeting will be conducted within 10 school days of the District's decision to explain the ruling and inform as to when the next testing cycle will be made available.

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Social and Emotional Development

Question	Indicators	District Description
How do you provide for the unique affective needs of your gifted students K-6?	• Grade level seminars to train teachers • Coordination of affective activities • Experiential learning approach • Provide common learning seminars for gifted students by grade level using pull out, cluster or self-contained configurations • Use peer tutoring, cooperative leaning strategies • Establish a parent support group	Gifted/Talented Program information/training will be embedded quarterly in site level professional development for teachers, counselors, specialists and administrators regarding the affective needs of gifted/highly capable learners. Instruction Coaches and specialists are on staff to support teachers in the core areas with specific activities and projects.
How do you provide for the unique affective needs of your gifted students 7-8?	• Incorporate specific activities into an honors program • Experiential learning approach • Provide common learning seminars for gifted students by grade level such as a humanities class • Establish a parent support group	Accelerated classes have specific standards, goals, and criteria, resources and ideas will be provided to those teachers so that they can tailor their units and lessons for the gifted/highly capable learner. Instruction Coaches and specialists are on staff to support teachers in the core areas with specific activities and projects.
How do you provide for the unique affective needs of your gifted students 9-12?	• Develop gifted student learning groups to share experiences • Assign a counselor to work with gifted students • Seminars to train teachers, counselors and administrators • Concurrent/dual enrollment possibilities tied to AP, IB or CIE programs • Establish a parent support group	One of the counselors at the high school will meet with the students who have been identified as gifted to personalize their curriculum plan. Honors coursework as well as Career and Technical Education Coursework are available for college credit, certificate of professional completion, or AA degree are offered at the secondary level. Information will be provided to teachers, counselors, specialists and administrators at the high school regarding current issues and trends in high school regarding gifted/talented youth.
What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?	• Grade level seminars to train teachers • Provide literature about the unique needs of gifted students to teachers/parents • Conduct locally developed gifted parent nights	Elementary and secondary schools have beginning of the school year orientation meetings and parent nights throughout the school year. Information will be provided to disseminate and provide examples of projects and activities. School sites and District convene monthly PAC

		(Parent Advisory Council) meetings during which information about the Gifted/Talented program and unique needs of gifted students may be shared. Parents of Gifted/Talented youth will be updated on services and program extension opportunities at least quarterly at Parent Teacher Conferences. The district sponsors a yearly Spelling Bee. School sites sponsor a yearly Science Fair. Gifted/Talented students may be encouraged to participate and provide project-based learning opportunities to share.
How do you monitor, identify and provide assistance to "at-risk" gifted students?	• Create an open-ended referral process for parents, students and teachers • Provide counseling services on an as needed basis • Develop alternate approaches for students in high school to earn credit • Competency testing in core subjects to allow students to "move-on"	WUSD has an open-ended referral process available to parents, family members, community members, all schools staff, and students. The high school has implemented curriculum software that individualizes instruction for students, this is offered as an option school wide, but could be offered to underachieving gifted students. Once an underachieving/at-risk gifted student is identified through review of attendance and class grades, a counselor will be assigned to work with the student to provide alternate approaches for success in high school.

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Professional Development		
Question	**Indicators**	**District Description**
How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?	• In-service training, staff development, professional learning communities • Fund attendance at conferences, workshops and training in gifted education • Provide instructional materials for gifted learners • Join the Arizona Association for Gifted and Talented (AAGT) www.arizonagifted.org • Teachers develop personal professional growth plans	Professional development occurs on a weekly basis at all school sites. Topics are determined by the professional development component of each school's continuous improvement plan and cover areas such as: instructional strategies, assessment, data-driven decision making, integrated and interdisciplinary curriculum writing, curriculum mapping, differentiated instruction, integrating technology in the classroom, web-based projects, and project based learning. The information and materials regarding gifted/highly capable learners can be embedded in these training opportunities so that separation of strategies does not take place. Instructional coaches receive for dissemination to teachers the ADE gifted-education contact and weekly gifted lessons.
Please list the titles of the training you conducted last year and those planned for the current year.	• Characteristics of the gifted learner • Instructional needs of the gifted learner • How to differentiate instruction to meet gifted learners needs • Identifying the gifted learner • The meaning of gifted testing results	The topics suggested in the ADE indicators column will be used to supplement topics of professional development at school sites: • Fall orientation days will be used to review the process of referring and identifying the gifted learner and the implication of testing results. • Winter professional development will embed the characteristics and instructional needs of the gifted learner • Spring professional development will review differentiated instructional techniques to meet the needs of the gifted learner • Summer curriculum professional development will focus on the addition of

		gifted/talented instructional strategies to standards-based pacing guides and essential standards to be utilized by elementary and secondary school sites.
How have your training events targeted the needs of administrators, counselors, psychologists and support staff?	• Specific training events that illustrated for administrators how to support gifted education in their schools • Training for counselors in the social and emotional needs of the gifted learner • ADE sponsored training on school improvement	School administrators at each school site will work with the site leadership teams to determine how information relating to support of gifted education should be disseminated and any ADE sponsored training on gifted education will be distributed to schools with the idea that at least one person in the district attend and distribute information to the other school sites and staff upon return from the training.
Do teachers who have primary responsibility of teaching gifted learners have, or are working towards earning, an Arizona Gifted Education K-12 Endorsement?	• For more information, please see the gifted endorsement resources.	We currently have one instructional coach at the junior high level with a Gifted Education Endorsement and one teacher at the elementary level. The district continues to recruit teachers and offer information regarding working towards a Gifted Education K-12 endorsement.
Describe the feedback received from post training evaluations.	• What did the participants say about the effectiveness?	Current feedback following leadership meetings is that more training related to the identification, referral, assessment, and program needs of gifted students is still needed. Professional Development feedback specified to training is located in the district's MyLearningPlan system.

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Parent and Community Involvement		
Question	**Indicators**	**District Description**
How do you make your program philosophy, goals and recruitment procedures available to all parents?	• Provide parents with a gifted handbook for working with the district • Open house for gifted parents • Website for gifted students and parents • Parent – teacher conferences	A Gifted/Talented services brochure will be provided to school sites for distribution at yearly Open Houses. PAC meetings and parent conferences. Open house for gifted parents will coincide with Open Houses and Parent -Teacher Conferences at each school site. Flyers and brochures will be made available at the main office of each school site for distribution.
How do you provide access to your scope and sequence for all parents?	• Gifted scope and sequence distributed to all gifted parents • Available in all school offices • Available on LEA or school website	The Revised Scope and Sequence of the District's Gifted Services Plan will be made available to all parents of gifted students and will be place in the school offices. The WUSD Gifted information is located on the district's website with pertinent contact information.
Describe how you incorporate parents into a support or advisory group.	• Write letters of invitation to 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	Evaluation survey will be distributed to the parents of gifted learners on an annual basis. Results will be tabulated and incorporated into an annual gifted program review by the District. Opportunities to hear from experts in the gifted education field may be placed in schools' monthly newsletter.
How do you involve parents and the gifted community in the evaluation of your program?	• Surveys, personal interviews, town hall type meetings • Site council agenda item • End of year presentations	Evaluation survey will be distributed to the parents of gifted learners on an annual basis. Results will be tabulated and incorporated into an annual gifted program review by the District. Periodic presentations to the governing board and PAC to provide up to date information and revisions taking place with Gifted Services.

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Program Assessment		
Question	**Indicators**	**District Description**
What data sources do you use to assess your programs effectiveness?	• Surveys from parents, students and teachers • Standardized test scores • AzMERIT performance scores • Terra Nova performance scores • AP, IB or CIE scores	Student assessments (AASA, AIMSWEB, Galileo) will be analyzed for student progress and growth. Gifted Parent Surveys will be administered by school sites on an annual basis, analyzed by the District Gifted Department, with results included in the district's annual comprehensive needs assessment summary report. A progress report for students participating in the Gifted/Talented program will be completed by a counselor or specialist managing students' curriculum adjustments on a quarterly basis. If a student is at risk, a counselor/specialist could request that more frequent monitoring take place. The addition of AP, honors courses, dual enrollment, and enrichment clubs will be monitored at the district level.
Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.	• 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	A quarterly monitoring report for students participating in the Gifted/Talented program will be completed by a counselor or specialist managing students' curriculum adjustments. Student portfolios/independent work projects may be created and reviewed on a quarterly basis at Parent Teacher Conferences. When leadership teams meet to review data, create a spreadsheet to compare scores of gifted vs. regular population to assess similarities/differences.
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	• Look for trends, common strengths, weaknesses, areas for improvement in parent surveys • Direct observation of the program in action	The Leadership Team at each school site will have the responsibility of seeking trends, strengths, weaknesses, and areas of improvement in parent surveys at their school sites. The results will be forwarded to district so that the district can compile data on a district level to review effectiveness of the program. The purpose will be to see what changes/revisions need to be

		made to improve effectiveness.
What are your keys indicators that your program is positively affecting students?	• Student interest, excitement with the program • Parental positive feedback • Students test score analysis • Stays with the program, no dropouts • Regular attendance in class	Review student surveys, attendance records, student feedback to see what changes/revisions need to be made to improve program delivery and effectiveness. Positive feedback on student and parent surveys More active participation of parents and upper level (high school students)
Describe the performance standards you have for all gifted students. Are the standards for gifted students?	• Meets the individual learning goals established for the students • The gifted population demographics must reflect the same picture as the total school population	"Highly Proficient" or "Proficient" on AASA "Highly Proficient" or "Proficient" on Galileo Exceeding or Meeting SLO's set at the school site.

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Budgeting

Question	Indicators	District Description
What percentage of your Gifted Education supplemental allocation is used to support your gifted education program in the following categories: • capital expenditures • direct student services • professional development, and • district coordination?	• Local Funds • Gifted Education Supplemental Grant • Student Support and Academic Enrichment Grant (Title IV-A)	To date, the district has supported the gifted program with the following resources: • Testing materials (CoGAT evaluations) • Supplies to revise, copy, assemble, and distribute program guides, brochures, and pertinent information to parents, teachers, administrators, school sites • Registration and support supplies for the annual district spelling bee Additional resources may be allocated as gifted program needs grow.
Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.	• 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?	Programs rely heavily on differentiated instruction, flexible grouping, and cross-age grouping. Classroom teachers will be supported to incorporate differentiated instructional techniques in their classrooms and to provide for enriched activities for gifted learners.
To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources	• Teacher salaries? • Rooms, appropriately equipped? • Professional development • Funding for a Director? • Testing supplies? • Administrative support?	WUSD Gifted program is fully district funded. The program has professional development, testing materials and administrative support through the ESS department. Additionally, the district supports attendance at gifted conferences/training and the publishing of informational brochures and parent meeting handouts for parent meetings and professional development.