

Design

| QUESTION | DISTRICT DESCRIPTION |
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| What is your district's definition of a gifted student and gifted education? | <p>The Litchfield Elementary School District is dedicated to the task of providing challenging programs appropriate for all ability levels. Acceleration, enrichment, and/or differentiated educational opportunities should be available to all qualified gifted students, who score 97% on a state approved test in the areas of non-verbal, verbal and/or quantitative.</p> <p>"Exceptional child" means a gifted child or a child with a disability." (A.R.S. &15-761.6.) "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 intellect and ability. (A.R.S. &15-761.7)</p> |
| Describe the Philosophy and Goals for gifted. | <p>The Litchfield Elementary School District is dedicated to the task of providing resources for teachers to challenge students at various ability levels within all classrooms. An accelerated Traditional Academy Program is provided as a choice for gifted students. The district will provide staff development opportunities to assist all teachers in meeting the diverse needs of students.</p> <p>In recent years, LESD has offered all teachers the opportunity to participate in 90 hour professional development for gifted education. This allows for those teachers to obtain their Provisional Gifted Endorsement. This training will be offered whenever gifted funds from the state are made available.</p> |
| How do you group and deliver services to your K-8 students? | <p>In grades 1-5 students are serviced through an accelerated Traditional Academy Program or clustered within a general education classroom. Both emphasize tasks and activities that involve logical thinking, reasoning skills, critical and creative thinking, and problem solving through enrichment and/or acceleration. Elementary students also participate in WIN (What I Need) 4-5 days a week. WIN time provides students standards-based intervention or enrichment in English Language Arts and Math.</p> <p>In the middle schools, grades 6-8, students are serviced through our Honors Program. Honor's teachers emphasize tasks and activities that involve logical thinking, reasoning skills, critical and creative thinking, and problem solving through enrichment and/or acceleration.</p> |
| Describe how you integrate your programming standards with the Arizona State Standards at each grade level. | <p>Instruction within Traditional Academy, clustered classrooms, and Honors classrooms are aligned with state standards at each grade level, assuring that the content of the standards is covered and providing enriched content to meet the needs of gifted students. When possible, enrichment opportunities within the curriculum are identified in the pacing guide. Gifted Education services are inclusive of all school populations and student demographics, and consist of integrated and differentiated learning experiences.</p> |
| How do you involve parents? | <p>Parents are given opportunities to learn about gifted education and participate through the two parent/student gifted nights that are offered during the school year.</p> <p>Parents are informed through parent nights, newsletters, teacher websites, emails, and progress reports. The district gifted website includes information about upcoming conferences, summer programs, and local activities centered on higher-level learning.</p> |

Curriculum and Instruction

| QUESTION | DISTRICT DESCRIPTION |
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| How do you differentiate instruction (pace and pedagogy) to K-8 students? | Teachers use ongoing formal and informal assessments to align their teaching with student learning needs. Teachers are given specific instruction on how to form and manage flexible groups. Teachers are encouraged to give enriched and/or accelerated work that is rigorous and ability appropriate. Some examples of activities include flexible grouping in guided math and guided reading, choice menus, problem-based learning, and projects. Teachers are trained in Socratic seminars, close reading and meta-cognition strategies. Instruction in the Traditional Academy Program, clustered classrooms, and Honors Program should be rigorous and have real life connections. |
| What curricular materials do you use for grades K-8? | District adopted core curriculum for math and reading Supplementary resources problem-based learning, hands-on science exploration, Enhanced technology curricular platforms; Google Suite, one to one computers |

Identification

| QUESTION | DISTRICT DESCRIPTION |
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| Describe how your referral process for identification involves parents and staff. | Identification for gifted shall be screened on the basis of one or more of the following: <ul style="list-style-type: none"> ● State Achievement test scores ● Staff recommendation ● Parent recommendation ● Student self-referral ● Participation in a gifted program in another district ● 2nd Grade COGAT Screener score of above 95% |
| Describe your process for the identification of K-8 gifted students, including how your process addresses the variety of student environmental backgrounds. | A teacher, parent, or student can request testing. Parents are notified about testing through websites and newsletters. Teacher observation, test scores, and ability level trigger the classroom teacher to refer a student for testing. Teachers also meet with Special Education teachers including Resource and/or Specialized Teachers as well as our ELD teachers. Testing is completed three times a year. During the third quarter of the school year, second grade students are administered a gifted screener district-wide. Students scoring in the 95% are recommended for Spring gifted testing. CogAT is culturally unbiased to provide equal opportunities to all of our testing students. |
| Please list all the testing instruments and data points you use for gifted student identification. | CogAT testing is used for identification in all three areas of giftedness-verbal, non-verbal, and quantitative. Naglieri is used as an alternate test to identify our special needs students, ELL students and for students that need another identification tool. Both tests are on the state approved testing list. |
| How do you inform parents and staff of your referral and identification process? | Parents are notified of testing dates through school websites and newsletters. Each school provides gifted testing information to parents at their site's curriculum night. Parents will be given advance notice of gifted testing week. Staff are informed of testing dates and referral deadlines. |
| Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision? | Parents sign permission for the student to be administered gifted testing. Within 30 school days of testing, parents will be informed by letter of the test results. They may request further explanation of the test results from the campus-gifted coordinator. If a parent appeals placement, a meeting will be held with the classroom teacher, principal and/or district curriculum director. |

Social and Emotional Development

| QUESTION | DISTRICT DESCRIPTION |
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| How do you provide for the unique affective needs of your gifted students K-8? | To support the unique social and emotional needs of gifted students, and diverse needs of all students, all certified staff receive yearly and ongoing professional development on helping students to optimize their brain for learning. The teachers receive additional support from the site principal, colleagues, instructional coach, behavior coach, and school psychologists throughout the school year through professional learning communities and professional development opportunities. |
| What specific orientation activities do you provide for parents and teachers regarding gifted students' affective needs? | Information is available on the district website, through local conferences, newsletters, open house nights, curriculum nights, and parent/student gifted nights. Teachers participate in staff development throughout the school year that address gifted students' affective needs. When available, gifted funds are utilized to provide teachers professional development to obtain their 90-Hour Provisional Gifted endorsement, which addresses gifted students' academic and affective needs. |
| How do you monitor, identify and provide assistance to "at risk" gifted students? | Student progress is systematically monitored by analyzing data through the Professional Learning Community process facilitated on all campuses. Additionally, each campus has a team of teachers and specialists that monitor and identify our "at risk" students, including gifted students. Identified "at risk" gifted students are provided targeted academic and/or behavioral assistance based on identified need(s) through tiered instruction. |

Professional Development

| QUESTION | 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? | Teachers meet regularly on their school site in Professional Learning Communities (PLC). These PLC review data and discuss best practices to meet individual needs of students. The Curriculum Department offers best practice trainings that include topics on teaching the gifted student as well as differentiation topics and student enrichment. Teachers also have the opportunity to receive specific gifted training to obtain their Provisional Gifted Endorsement. Attendance at the state Arizona Association for Gifted and Talented (AAGT) conference, or other gifted professional development conferences, is an option for teachers to attend based on administrator discretion and available funding. |
| Please list the titles of the training you conducted last year and those planned for the current year. | Starting in 2018, LESD started offering all teachers the opportunity to participate in 90 hours of professional development for gifted education. This has allowed for those teachers to obtain their Provisional Gifted Endorsement. This training will continue to be offered as long as funds are available. Currently, we are working on developing a course which would allow teachers to complete the hours needed to obtain their full gifted endorsement. Throughout the school year various Professional Development (PD) courses are offered to all teachers which include topics that support gifted education. Examples are: Differentiation in the Classroom, Meeting Your Gifted Student's Needs and Small Group Targeted Instruction. |
| How have your training events targeted the needs of administrators, counselors, psychologists and support staff? | Monthly Leadership Development and Professional Learning Time focused on data analysis, social emotional needs of students, diverse learning needs, effective differentiation and instruction, intervention and enrichment, safety, among other relevant topics. School psychologists also meet monthly to discuss and address specific needs of students. |

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| Describe the feedback received from post training evaluations. What did the participants say about the effectiveness? | Participants in the Provisional Endorsement professional development expressed their excitement about learning new strategies to meet their gifted students' needs as well as gaining a greater understanding of the whole gifted child. The district PD feedback has been positive in regards to individualizing during small group instruction. |
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Parent and Community Involvement

| QUESTION | DISTRICT DESCRIPTION |
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| How do you make your philosophy, goals and recruitment procedures available to all parents? | Each site has a Curriculum Night where a presentation is offered specifically about Gifted. The presentation includes the testing/referral process as well as programming to meet gifted needs. Our district website has a dedicated "Gifted" page for parents to access information. It includes dates for upcoming Gifted Nights, information about testing, as well as programming specifics. |
| How do you provide access to your scope and sequence for all parents? | Gifted Scope and Sequence is available on the district website. |
| Describe how you incorporate parents into a support or advisory group. | In 2019, LESD had a Traditional Academy (TA) parent advisory group where a review of the scope and sequence of our TA program was completed to make sure we were meeting the needs of our students who participated in TA. Parents are also welcome to partner with their school principals and participate in the School Site Council. |
| How do you involve parents and the gifted community in the evaluation process? | Parents are given the opportunity to provide feedback about their child's home campus through site councils, parent organizations, and the annual parent survey. At the end of Gifted Nights, feedback forms are completed that ask parents to reflect on the event as well as the program. |

Assessment

| QUESTION | DISTRICT DESCRIPTION |
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| What data sources do you use to assess effectiveness? | District benchmarks and Arizona Academic Standards Assessment (AASA) are used to evaluate district programs and the growth of students. |
| Describe how you use test data, both norm referenced and criterion referenced in your evaluation process. | Student progress is monitored to determine if growth is adequate and commensurate with ability. Growth is measured throughout the school year using District Benchmark Assessments, Acadience, Arizona Academic Standards Assessment (AASA), and Common Formative Assessments. Frequent and ongoing analysis of student data to inform instruction is facilitated through Professional Learning Communities. |
| How do you use informal measures like surveys, open forums and teacher interviews to gather data? | Parent and student surveys are used to determine effectiveness. Class walk-through observations by principals and district staff are conducted throughout the year. Rounding with teachers and families is encouraged to determine what is working well and areas to continue to improve on. |
| What are your key indicators that your programming is positively affecting students? | Data results are the key indicator that district instructional programming is positively affecting students. Yearly parent survey trends indicate that parents feel their child(ren) is adequately challenged and are satisfied with the Traditional Academy and Honors programs. |

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| Describe the performance standards you have for all gifted students. | Our goal is for all learners, including gifted students, to be engaging in high levels of learning. We strive for gifted students to demonstrate high levels of mastery on the Arizona State Standards and other performance tasks, commensurate with their ability. |
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Budgeting

| QUESTION | DISTRICT DESCRIPTION |
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| To what extent does the district support the funding of gifted? | The District utilizes state provided gifted funds, when available (no state funding between 2009-2018). When state funding is not provided, the district supplements all gifted expenditures using district Maintenance and Operations and or Capital funds. Expenditures include Teacher Salaries and Benefits, curricular resources, professional development, stipends, administrative support, and testing materials. |
| Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students. | Per Governing Board Policy Regulation IIB-RB, the following staff to student ratio is utilized in General Education, Traditional Academy, and Honors Program classrooms. Grades K-1: 25 students Grades 2-3: 27 students Grades 4-5: 28 students Grades 6-8: 33-35 students |