

Queen Creek Unified School District #95

Gifted Scope and Sequence

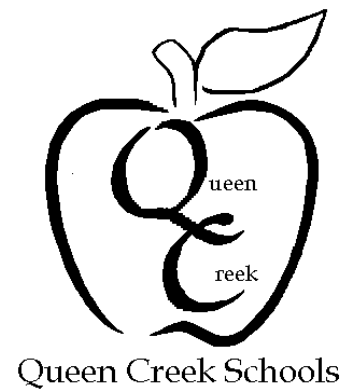


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INTRODUCTION

Experience has shown that setting high expectations for students improves academic achievement. Students excel when challenged. (Arizona Academic Standards)

The mission of the Arizona Department of Education is to promote the development and implementation of extraordinary education through technical assistance, and proper allocation, distribution, and monitoring of state grants so that gifted students reach higher levels of academic achievement, workplace skills and effective participation in society. To this end, the Legislature of the State of Arizona has established this mandate for students who are gifted:

“Gifted education” means expanded APPROPRIATE academic course offerings or advanced supplemental AND services or both, as may be THAT ARE required to provide an educational program THAT IS AN INTEGRAL PART OF THE REGULAR SCHOOL DAY AND that commensurate with the academic abilities and potential of a gifted pupil.

“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 classroom instruction and who needs gifted instruction or advanced supplemental services, or both APPROPRIATED GIFTED EDUCATION SERVICES, to achieve at levels commensurate with the child’s intellect an ability. Sec.3.Section 37.

Because it is in the public interest to support unique opportunities for high-achieving and underachieving pupils who are identified as gifted, the governing board of each school district shall provide gifted education to gifted pupils identified as provided in this article. Special education for gifted pupils shall only include expanding academic course offerings and supplemental services as may be required to provide an educational program which is commensurate with the academic abilities and potentials of the gifted pupil. (A.R.S. 15-779.01.)

The Governing Board of each school district shall develop a scope and sequence for the identification process of and curriculum modifications for gifted pupils to ensure that gifted pupils receive gifted education commensurate with their academic abilities and potentials. Programs and services for gifted pupils shall be provided as an integrated, differentiated learning experience during the regular school day. (A.R.S. 15-779.02)

The Governing Board shall submit the scope and sequence to the department of education for approval on or before July 1 if any changes were made during the previous fiscal year. The Governing Board shall submit the scope and sequence to the department of education for approval on or before July 1 every five years if no changes were made during the previous five years. (A.R.S. 15-779.02)

Recognizing that learners differ in important ways, the Queen Creek School District assures a quality education for each student by identifying these significant differences and establishing appropriate expectations for them to achieve maximum growth. Gifted Education is an integral part of the total mission of the Queen Creek School District. We are committed to gifted education for gifted students to help them develop their

extraordinary abilities and recognize their unique values, needs, and talents. The program for gifted students is designed to aid in the optimum development of their intellectual, emotional, and social abilities and to honor the diversity among the identified gifted students through the provision of varied placement options and differentiated and more challenging curriculum.

The Arizona Academic Standards form the foundation of curriculum for all district programs. Modifications made in the curriculum for gifted students will ensure that students have mastered the standards and will provide extensions for students to meet or exceed the standards at the highest level.

GIFTED STUDENT DESCRIPTION

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.

“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 appropriate gifted education services to achieve at levels commensurate with his intellect and ability.” (A.R.S. 15-779)¹

Although each gifted student is unique, gifted students do have some characteristics in common. They usually are swift and efficient learners, may make intuitive leaps, quickly sense patterns in information, ask themselves questions about perceived patterns in order to understand them, and form connections among stored concepts and related bits of new information to modify their existing knowledge base. In their area of interest, they are able to construct clear mental maps that organize concepts efficiently; they are able to think flexibly about new possibilities, and they thrive on questions and problems that have a wide range of possible answers instead of those that have one correct answer.

Gifted students develop asynchronously. This means that they are intellectually advanced in one or more areas, yet may have difficulties or be very 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.

One important point is that 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. Program modifications for gifted students must be sufficiently varied and flexible that these students can be provided challenging learning experiences and appropriate resources.

In the Queen Creek School District, 5.38% of students are identified as gifted. Students from at-risk populations are identified through multifaceted procedures.

Revised 10/2013

SCREENING, IDENTIFICATION AND PLACEMENT

Early identification is essential for the intellectual and emotional health of gifted children because it enables early intervention. Consequently, the governing board of the Queen Creek School District has adopted a multifaceted approach to screening and identification of gifted learners. Prior to being given tests to determine gifted program eligibility, all students who are nominated for gifted assessment will be given routine hearing and vision screening tests. Students will only be tested one time per year.

- Young children may be nominated for a gifted program by parents and guardians.
- Students currently enrolled in district schools may be nominated by parents/guardians or teachers. The following placement tests may be administered:
 - ≈ Cognitive Abilities Test (CoGat)
 - ≈ Otis Lennon School Ability Test (OLSAT)
 - ≈ WISC 4

Nominated students will be assessed with one or more tests from the Arizona State Board of Education Approved Test List. Students will be tested in verbal, quantitative and non-verbal areas.

The Screening Process commences with a meeting of the School Placement Committee co-chaired by the principal or designee and Lead Teacher for the Gifted. This committee reviews data on each child and requests further information that may include alternative assessment measures, portfolio data and other informal evaluation data used to augment formal assessment processes. The committee then analyzes the results of the screening and testing processes and makes recommendations for appropriate placement.

Students identified as gifted who are also learning disabled or otherwise neurologically compromised are identified as twice-exceptional. The School Placement Committee for twice-exceptional students must include the psychologist and special education teacher to address these students' duality and special education services as outlined in their Individual Education Plans.

Testing for eligibility is done three times a year-August, January and April in grades K-8. The high school testing is done June, July, November and April. Students need to score a 97% on state approved tests- (we use the CoGat (testing a grade level above as recommended by the Riverside CoGat Manual-Form 6 in grades K-12) in one of three areas of the verbal, *quantitative*, or non-verbal program to be fully admitted to our Enhanced Learning Program (Grades K-4). A score of 95% -96% in the one of three above mentioned areas probationally qualifies a student. The students' progress is monitored at each semester. Students in grades 5-12 qualify for Honors or AP classes per the following guidelines;

Grades 5th & 6th for the Bridges Academy Placement:

- A combined CoGat score of 270 (quantitative, verbal and non-verbal).
- A 97th percentile or higher in quantitative or verbal and 80 in the other area (quantitative or verbal only).
- An IQ of 130 as measured by state approved IQ test given by a licensed psychologist.
- Probationary placement occurs when a student has a 95 in one area of quantitative, verbal and /or quantitative.

Grades 7-12:

- **Priority I Students:** Students that score at the 97th percentile or above in one or more of the three areas. No other documents will be required.
- **Priority II Students:** Students that score in the 90th-96th percentile must submit grades from the previous course and have exceeded on the Arizona Academic Standard Test or equivalent test. Students will be considered on a space available basis.
- **Priority III Students:** Students that score in the 85th-89th percentile must submit grades from the previous course and have exceeded on the Arizona Academic Standard Test or equivalent test. Students will be considered on a space available basis.

Additional Information –

- Priority II and III students must have received a grade of “A” or “B” on a 4.0 scale in the previous sequential course.
- Students that receive a grade of “C” or lower could be removed from an Honors/AP Prep class.
- Students that maintain their grades and appropriate behavior should transition into the Queen Creek High School Honors Program, along with qualifying scores from a District approved test.

When a gifted student moves to the Queen Creek Unified School District, the scores are analyzed within a week to determine eligibility for our program. The previous school district is contacted for official scores. If the child’s scores do not qualify him/her for our program, the child and parent are offered the option of taking the CoGat at the next testing session. The child’s new teacher is also contacted with this information and asked to monitor the particular student. A student will only be tested one time per year.

When a gifted student withdraws from the Queen Creek School District to another district, a copy of the test scores are given to the parent and the gifted records are sent to the next school district within ten days of receiving a records request, mandated by state law.

PROGRAM FOR GIFTED STUDENTS

MISSION STATEMENT

Appropriate curriculum for gifted students must be qualitatively different from the regular school program. As the governing board and staff of Queen Creek School District are committed to the encouragement of excellence and optimal talent development among gifted students, the district has developed a comprehensive program of educational interventions to meet the needs of our gifted students.

The Queen Creek School District implements the following curriculum modifications to differentiate programs for gifted learners:

1. For all identified gifted learners grades K-6:
 - a. Gifted learners are taught at grade level and instructional level based on their cognitive abilities scores, using differentiated instruction for each subject area.
2. For all identified gifted learners grades 7- 8:
 - a. Honors classes
 - b. Independent study
3. For all identified gifted learners grades 9-12:
 - c. Advanced Placement
 - d. Dual enrollment
4. Additional program options:
 - a. Content acceleration, compacting or testing out
 - b. Grade acceleration – single subject
 - c. Grade acceleration, skipping one or more grades
 - d. Participation in academic competitions
 - e. Integrated cross-disciplinary program
 - f. Supplemental enrichment program K-6

Kindergarten – 4th Grade

The program of study for each gifted learner, K-4 is determined by a team including the gifted teacher, parent/guardian, student (if appropriate) and school personnel.

Delivery Models for Gifted Education

Grade K	Consultation / Pullout
Grade 1	Full Day Pullout – 1 day per week
Grade 2	Full Day Pullout – 1 day per week
Grade 3	Full Day Pullout – 1 day per week
Grade 4	Full Day Pullout – 1 day per week
Grade 5	Bridges Academy / Self-contained gifted classroom and cluster classrooms
Grade 6	Bridges Academy / Self-contained gifted classrooms and cluster classrooms
Grade 7	Honors Class(s) / AP Prep – Junior High
Grade 8	Honors Class(s) / AP Prep – Junior High
Grade 9	Honors Class(s), Pre-AP Class(s) – High School
Grade 10	Honors Class(s), Pre-AP Class(s) – High School
Grade 11	Honors Class(s), AP Class(s), Dual Enrollment – High School
Grade 12	Honors Class(s), AP Class(s), Dual Enrollment – High School

PROGRAM GOALS

- The curriculum for gifted students will encompass a high level of cognitive concepts and processes beyond those provided in the regular school program
- Direct instruction differentiation of the subject matter and enrichment opportunities will facilitate the development of skills in critical thinking, creativity, inductive/deductive reasoning, and problem solving.
- Broad themes, appropriate to several disciplines, will be used to provide the stimulus to help students build cohesive understanding of the inter-relationships among various disciplines.
- Learning environments will incorporate activities to help students develop the following traits and skills: independence, openness to new ideas, innovation, exploration, self monitoring, critical and creative expression, planning, risk taking and decision-making and other executive thinking process.
- Students will be encouraged and enabled to conduct in-depth study and research within a specific academic discipline or within an area of personal interest.
- Meeting the unique cognitive affective, social and personal needs of gifted students will be an integral part of the program.
- The diversity of individuals and cultures will be honored and integrated into substantive curricular content.
- Provisions will be made for gifted students who are Limited English Proficient or with special needs to facilitate successful interaction with gifted peers and achievement of individual goals.
- Refine critical thinking skills by being involved in multi-faceted assignments and projects.

GRADE-LEVEL PROGRAM OPTIONS FOR GIFTED STUDENTS		
Level	Program	Description of Curriculum Modifications through Differentiated Instruction
K -6	Gifted Clusters	Small groups of gifted students (at least 3) are clustered for instruction into the classrooms of teachers trained in the education of gifted learners. Students work with accelerated content and processes and meet higher-level content, process, and product standards than their classmates
	Gifted Learner Plan	The gifted student, her/his parent/guardian, and school personnel agree to a formal plan; the plan includes academic and non academic goals, strategies to achieve these goals and measures of progress. They may include both in-school and out-of-school options selected to enhance development of advanced intellectual abilities as well as physical & social skills.
	Content acceleration, compacting or testing out	Students move rapidly through the concepts and skills of one or more Arizona Academic Standards, exceeding proficiency at the grade enrolled and accelerating to the performance objectives of the next grade level or beyond.
	Grade acceleration-single subject	Students who are gifted in a specific academic area are placed at a higher grade level for instruction in that subject only. This option may necessitate arrangements to travel between schools (e.g., elementary to middle, middle school to high school).
	Grade acceleration	Highly/exceptionally gifted students enroll in a higher level for all subjects.
	Integrated cross-disciplinary program	<p>Content is more abstract, complex, varied, and accelerated to incorporate the Arizona Academic Standards.</p> <p>Processes include critical and creative problem solving primary, secondary research, literature studies, Jr. Great Books, scientific investigative inquiry models, discovery learning, open-ended problem solving, faster pacing, and choice of learning activities.</p> <p>Products are developed in response to real problems/opportunities, for real audiences, and in self-selected format.</p>

Level	Program	Description of Curriculum Modifications through Differentiated Instruction
	Honors Classes	<p>~Language Arts 7 grade ~Pre-Algebra 7 grade ~Science 7 grade ~Language Arts 8 grade ~Science 8 grade ~Spanish I ~Social Studies 8 grade ~Algebra I 8 grade</p> <p>Content is more abstract, complex, varied, and accelerated to incorporate Exceeds Level Arizona Academic Standards.</p> <p>Processes include critical thinking skills (decision-making, planning, forecasting, monitoring), meta-cognition, community problem solving, faster pacing, greater choice of learning activities, varied group interaction, greater variety, evidence of reasoning.</p> <p>Products are more varied transformations using analysis, synthesis and evaluation. These skills are developed for specific audiences in response to community-based problems/opportunities, are in self-determined format. These levels of thinking are evaluated by students & others using criteria established by experts in the relevant fields. Products may be a result of collaboration among members of a small group.</p>
	Independent Study (Science, Social Studies and Electives)	A student proposes an in-depth investigation or creative project in an area of interest, prepares a plan that includes a brief explanation of the project, needed resources, form of product, timeline for completion, and criteria for evaluation.

Level	Program	Description of Curriculum Modifications through Differentiated Instruction
9-12	Honors Classes, AP (Advanced Placement), and Dual Enrollment	<p>~English 9 ~English 10 ~English 11 (AP or Dual) ~English 12 (AP or Dual) ~Ancient Civilizations ~World Studies (Honors or AP) ~American History ~American Government ~Geometry ~Algebra II w/Trig ~Pre-Calculus ~Biology ~Chemistry ~Physics ~Human Anatomy & Physiology II ~Calculus (Honors/AP/Dual) ~Economics</p> <p><i>AP Classes do not require a COGAT score for qualification, only Honors/Pre-AP classes.</i></p> <p>Content is more abstract, complex, varied, and accelerated to incorporate Exceeds Level Arizona Academic Standards.</p>

		<p>Processes include critical thinking skills (decision-making, planning, forecasting, monitoring), meta-cognition, community problem solving, faster pacing, greater choice of learning activities, varied group interaction, greater variety, evidence of reasoning.</p> <p>Products are more varied transformations using analysis, synthesis and evaluation. These skills are developed for specific audiences in response to community-based problems/opportunities, are in self-determined format. These levels of thinking are evaluated by students & others using criteria established by experts in the relevant fields. Products may be a result of collaboration among members of a small group.</p>
	Independent Study (Science, Social Studies and Electives)	A student proposes an in-depth investigation or creative project in an area of interest, prepares a plan that includes a brief explanation of the project, needed resources, form of product, timeline for completion, and criteria for evaluation.

PARENT INVOLVEMENT

The Governing Board and administration of Queen Creek School District have adopted the following procedures to promote cooperation between parents of gifted children and district staff. Parents or legal guardians of students shall be provided the following information:

Definition of a Gifted Child

“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 appropriate gifted education services to achieve at levels commensurate with his intellect and ability.” (A.R.S. 15-779)3

Each school has brochures in the office that explain the Enhanced learning Program on display and available for anyone to pick up. A brochure is also given to all qualifying students, parents and classroom teachers.

Services Mandated for Gifted Students by the State of Arizona

The Governing Board of each school district shall develop a scope and sequence for the identification process of and curriculum modifications for gifted pupils to ensure that gifted pupils receive gifted education commensurate with their academic abilities and potentials. Programs and services for gifted pupils shall be provided as an integrated, differentiated learning experience during the regular school day. (A.R.S. 15-779.02)

The Scope and Sequence is available to all parents to peruse and handbook explaining details of our program.

Services Available from the Queen Creek School District

Services described in this scope and sequence are available to all eligible students in the Queen Creek School District. This document is available upon request and is posted on our district website www.qcusd.org. Gifted teachers participate in open houses that the differing schools offer to promote parent involvement.

Written Criteria of Queen Creek School District for Referral, Screening, Selection, and Placement

Copies of referral and nomination forms are available upon request from the school principal, school counselor, and gifted specialists. Three times a year in grades K-8 and 4 times a year at the high school level, the school notifies all parents and staff that gifted screening will be scheduled. Forms in English/Spanish are provided to all parents or guardians upon request for gifted students. The process of referral, screening, selection and placement is described in this scope and sequence.

Testing Procedures

Testing for students in the Queen Creek School District will be administered in one or more state-approved gifted tests at no less than three regular intervals throughout the year. Notices of testing dates are placed on the school district calendar. Notices/reminders also are placed in school newsletters, and on the district website. As a part of the nomination/referral form, parents are given an opportunity to grant or withhold permission for testing. Nomination/referral forms and information letters to parents are provided by the school site personnel.

Referral Process, Identification, Testing Instruments, Eligibility

- The upcoming testing sessions are always put in the school newsletters and District website so parents can be aware of the dates.
- AIMS scores along with Stanford 10 scores are reviewed and evaluated, when available and appropriate as part of the screening devices for possible gifted testing.
- Report card grades are considered at the high school level.
- Teachers or parents or students can refer
- Teachers and parents are given a Gifted Referral form to complete in grades K-12.
- Prior to testing, a letter is sent home with a permission slip (grades K-8), a Parent's Right statement, a description of the test to be given and the exact dates, places, and times that the testing will take place.
- Testing is primarily administered using the CoGat Form 6.
- Eligible students who score in the 97th percentile in any one area of a state mandated test. Students who score in the 95-96th are put in the program as probation and are monitored each semester.

Once eligibility has been determined:

- Parents are notified by a letter that is mailed home or by phone.
- The classroom teacher and administrator are also notified in a letter. (Grades K-6)
- A meeting is scheduled with parent, classroom teacher, administrator, and gifted teacher and program is explained. (Grades K-4)
- Gifted Education Plan for cluster students grades 5-6.
- Bridges students receive direct services.

Appeal Process

- Appeal form is available and must be completed and returned to the site administer.
- There is a meeting scheduled with the classroom teacher, gifted teacher, and principal. The results are reviewed and discussed. It is determined if retesting should occur and what specific type of test will be used.
- Forms can be obtained at your site office.

Monitor, Identify and Provide Assistance to “at risk” Gifted Students

Students who qualify in the 95th or 96th percentile are admitted into the program probationally and are monitored semester. Parents and teachers are also asked for specific feedback information.

Parents and classroom teachers are given specific literature addressing the highly gifted or twice gifted child.

Enhanced Learning Program - ELP Parents Rights Statement

Definition:

“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 intellect and ability. (A.R.S. 15-761.7)

Services Mandated for Gifted Students by the State of Arizona:

Special education for gifted pupils shall only include expanding academic course offerings and supplemental services as may be required to provide an educational program, which is commensurate with the academic abilities and potentials of the gifted pupil. (A.R.S. 15-764-C)

Service Available:

The Statement of Scope and Sequence for the gifted program is available on the District website or by contacting the District Office.

Parent Permission for Evaluation:

Parents or Guardians have the right to grant or withhold written permission for their child to be tested.

Testing Procedures:

Queen Creek Unified School District will administer the Cognitive Abilities Test to students who have been screened for possible placement in the ELP Program and whose parents have given written permission for them to be evaluated.

Notification of Test Results:

Queen Creek Unified School District will send a letter to or phone call to Parents or Guardians of tested students, within 30 days after the test. The letter will report test results and placement decisions.

If a Parent or Guardian requests an explanation of test results, QCUSD will set up an appointment for the Parent or Guardian with a professional staff member qualified to explain test results.

Placement:

If a student qualifies for placement in the K-4 ELP Program, the ELP teacher in collaboration with the parents and the regular classroom teacher will develop an Enhanced Learning Plan.

Parents have the right to grant or withhold permission for placement in the recommended instructional program.

Forms:

Forms and letters will be available in English. Translation services or translated print materials will be made available to parents or guardians whose primary language is other than English upon request.

Resources Gifted Education Related Websites

ADHD and gifted children - http://www.kidsource.com/kidsource/content/adhd_and_gifted.html

Different Careers – http://www.kidsource.com/kidsource/content/career_planning.html

Useful Information - <http://www.kidsource.com/gifted.calendar.html>

Definition of Terms – <http://members.aol.com/svennord/ed/GiftedGlossary.html>

Information on Gifted Education – <http://ericec.org/>

National Organization of Gifted Children (NAGC) - <http://www.nagc.org>

William and Mary Gifted Program – <http://cfge.wm.edu>

Gifted Books - <http://www.giftededpress.com>

Arizona Gifted and Talented Organization (AAGT) – <http://aagt.org>

Math Olympiad - <http://www.moem.org>

Destination Imagination Creative Problem Solving - <http://www.destinationimagination.org>

All inclusive Site - <http://www.hoagiesgifted.org>

Gifted Information - <http://www.gifted.uconn.edu>

Gifted Information - <http://specialed.about.com/od/giftedness>

Joseph Renzulli Theory - <http://www.sp.uconn.edu/~nrcgt/sem/semart13.html>

Early Giftedness Signs – <http://familyeducation.com/article/o,1120,1-7971,00html>

General Gifted Education Information – <http://ericec.org/digests/e476.html>

Creative Problem Solving - <http://www.odysseyofthemind.com>

Table of Program Options for Gifted Services

	K	1	2	3	4	5	6	7	8	9	10	11	12
Gifted Learner Plan	*	*	*	*	*	*	*	*	*				
Integrated cross-disciplinary program	*	*	*	*	*	*	*	*	*				
Cluster Grouping in Heterogeneous Classroom	*	*	*	*	*	*	*						
Content acceleration, compacting and testing out	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade Acceleration – single subject	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade Acceleration (Skipping)	*	*	*	*	*	*	*	*	*				
Independent Study	*	*	*	*	*	*	*	*	*	*	*	*	*
High School Enrollment in selected subjects									*				
Honors Classes								*	*	*	*	*	*
Advanced Placement										*	*	*	*
Dual Enrollment												*	*

PROGRAM DESIGN

PHILOSOPHY AND GOALS OF GIFTED PROGRAM

The Queen Creek Unified School District Enhanced Learning Program reflects the unique abilities, interests, and talents of each child. Differentiated strategies implemented across the curriculum will be used to enhance student learning. These strategies include creativity development, critical and divergent thinking skills, and higher level thinking skills. Affective areas of giftedness will also be addressed.

Program Goals:

- Develop higher order thinking skills by focusing and emphasizing synthesis, analysis, and evaluation skills for all students.
- Refine critical thinking skills by having students involved in multi-faceted assignments and projects.
- Challenge students to reach their potential.
- Academic rigor will be promoted.
- Encourage to maintain an interest in school.
- Improve their creativity and problem solving skills.
- Positive experience for learning will be provided.
- Participation in local, state, and national competitions will be encouraged.
- Interaction with others of similar interests and abilities will be arranged.
- Focus on goal setting and career explorations will be included.

PROGRAM ASSESSMENT

Data Sources, Test Data, Norm Referenced, Criterion Reference Surveys, Indicators

Surveys from parents, students and teachers are used to assess program effectiveness.

The test results from all testing sessions are analyzed and recorded. Standardized tests, AIMS, Stanford 10, Galileo and teacher made tests are used for evaluation.

Students are given an Enhanced Learning Progress Report every quarter. This report rates the students on the skills worked on, and also other facets of gifted education-brain teasers.

Key indicators that the program is successful are:

- Student interest and excitement with the program-most of the students are bussed to another school, are away from their classmates at recess and lunch, the students do not care and are happy to come.
- Parents that have attend our celebrations, hands-on equations demonstrations, helped and observed in the classroom are impressed with the quality of extra-curricular activities their student(s) has the opportunity to participate in.

Gifted students should meet or exceed annual AIMS assessments.

The Queen Creek Enhanced Learning Program is managed by the curriculum director. District-wide meetings are held periodically to assess the program.

The following activities are managed by the director:

- Curriculum standards and selection
- Placement testing
- Student Evaluation Tools
- National and State Conferences
- The Arizona Department of Education grant
- Guidelines of the Program
- The Appeal Program
- Consistent evaluation of district needs
- Evaluations of the gifted teachers in conjunction with the principals

Professional Development

QUESTION: *How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted student? Trainings attended last year and are planning this year-*

Gifted teachers attended Hands on Equations training, The Behr conference on differentiated education, The NASA conference looking at comparisons between Earth and Mars, and the NASA/ASU Mars teacher conferences twice a year.

Possible staff development topics for next year include:

- Characteristics of gifted learner vs. bright learner
- Instructional needs of gifted learner
- Differentiating Instruction among gifted learners
- Gifted Testing results
- Hands On Activities and Tiered Assignments

Appendix

- Brochure
 - District
 - Queen Creek Middle School Bridges Program
- Gifted Referral Form
- Parent Permission for Evaluation
- Test Results Form
- Appeal Form
- Classes Offered at
 - Newell Barney Junior High
 - Queen Creek High School

Queen Creek Unified School District
Enhanced Learning Program for Gifted Students
Parent Permission for Evaluation

Date: _____

Dear Family,

Your child, _____, has been referred to me for evaluation for the Enhanced Learning Program (ELP.) ELP is a service provided by the Queen Creek School District to serve gifted students in grades 1-5 in the areas of language arts, math and science. To help determine whether a student qualifies for the E.L.P. classes, s/he is evaluated by qualified personnel using the Cognitive Abilities Test (CogAT). The test is used to obtain information about a child's verbal, quantitative and nonverbal reasoning skills.

We have found this test to be a reliable indicator, but it is not always sufficient for complete evaluation. Therefore, all students with qualifying scores are further evaluated on classroom performance, student motivation, teacher recommendation, and achievement scores.

In order to evaluate your child for the E.L.P. program, we need your written consent. Please complete this form and return the lower portion to school no later than _____. Testing will take place the week of _____.

The Parent's Right Statement is attached. Please keep it as a reference.

If you have any questions, please feel free to contact me at your child's school. Thank you for your attention to this matter.

Sincerely,
Diana Friday
Gifted Education Specialist for the Queen Creek Elementary Schools

Note: If your child has transferred to the Queen Creek School District from a gifted program in another school, please notify his or her teacher so records can be located and placement decisions made.

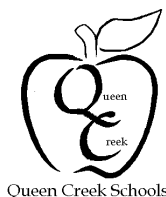
.....
Student's Name: _____ Birth Date: _____
Street Address: _____ Phone Number: _____
City, State, Zip: _____
School: _____ Teacher: _____ Grade: _____

Please check the appropriate statement:

_____ You have my permission to evaluate my child for possible E.L.P. placement. _____ I do not wish to have my child evaluated.

Parent/Guardian signature and date: _____

QUEEN CREEK UNIFIED SCHOOL DISTRICT
GIFTED PROGRAM
Eligibility Report – Grades K-6



	Instruments	Date Tested	Scores & %	Required Scores	Criterion Met
Mental Ability	CoGat-			97%	Circle One Yes No Probation
	Verbal	_____	_____		
	Quantitative	_____	_____		
	Nonverbal	_____	_____		
	<i>Total</i>	_____	_____		
	OLSAT	_____	_____		
	Other: _____	_____	_____		

Name: _____ School: _____

DOB: _____ Grade: _____ Ethnicity: _____ Gender: _____

Eligibility Summary:

- ☐ Student **is** eligible
☐ Student is **not** eligible
☐ Student is on **probation**

Queen Creek Unified School District
Enhanced Learning Plan- ELP
CoGat Appeal Form

CoGat Test Results must be 92% or higher in one of the three tested areas -verbal-quantitative- or non-verbal in order for an appeal to be considered.

A written appeal must be presented within fifteen days of the post-marked letter and delivered to the ELP specialist on site.

Upon receipt of the written appeal, the ELP specialist will contact the party making such an appeal and discuss any further action.

I wish to appeal the CoGat results for the following reason(s):

Student Name_____

Parent Signature_____

Classroom Teacher_____

School_____

Newell Barney Junior High School

Honors:

Students placed in Honors Math will automatically be placed in Honors Science and students placed in Honors Language Arts will be automatically placed in Honors Social Studies. A student must maintain a grade of a “B” or better to receive a weighted credit. NBJHS strongly recommends that students maintain a “B” or better to continue in the honors program. Students who receive a “D” or lower may be removed from the class upon administrative approval. (Refer to Honor Roll for Academic Achievement information.)

High School Credit:

- ☐ Eighth grade students enrolled in Spanish I maintaining a “C” or higher as well as earning 75% or higher on the midterm and final exams will receive high school credit.
- ☐ Eighth grade students enrolled in Algebra maintaining a “C” or higher as well as earning 75% or higher on the midterm and final will receive high school credit.

Queen Creek High School

College Credit Opportunities

Advanced Placement Courses
Language and Composition
Literature and Composition
World History
US History
Government
Biology
Calculus

Dual Enrollment Courses

English 11/ENH 110-112
English 12/ENG101-102
College Math/MAT141
Pre-Calculus/MAT187
Calculus/MAT220
Advanced Biology
Marketing
Spanish 3/4