

Bullhead City Elementary # 15

Scope and Sequence Criteria

Governing Board Review & Approval Date: November 16, 2017

Please upload into ALEAT (or email to Gifted@azed.gov) the **Governing Board approval minutes**, when available.

Submitted by: Cynthia Neuzil/Alisa Burroughs Title: Director of Curriculum and P.D. / Director of Special Services

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District gifted website: coloradoriverschools.org

Program Design		
Question	Indicators	District Description
What is your district's definition of a gifted student and gifted education?	<ul style="list-style-type: none"> 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 	Bullhead City Elementary School District #15 adheres to the official definition of "gifted child" as found in the Arizona Revised Statute 15-761.71 "gifted child means a child who is of lawful school age, who due to superior intellectual or advanced learning ability, or both, in 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." Children who qualify must attain a score of 97% on a state approved test, come from a district with information that they attained that score on one of A.D.E. state approved assessments. They teacher referring also completes a multiple criteria survey of the child prior to assessment.
Describe the Philosophy and	<ul style="list-style-type: none"> Incorporates a K-8 or K-12 continuity of 	The mission of the Bullhead City Elementary School District #15 is to provide comprehensive, success-

Bullhead City Elementary # 15

<p>Goals for your gifted program.</p>	<p>services</p> <ul style="list-style-type: none"> • Modify instruction/curriculum to meet student needs • Describes differentiation in process, content and product • "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 	<p>oriented learning activities for young people in our schools. Our vision is these opportunities are designed to develop the person's potential in academic ability, vocational awareness, cultural appreciation, physical well-being, social development and community contribution. The vision is that these opportunities are designed to develop the student's potential in their academic ability and vocational awareness, cultural appreciation, physical well-being, social development and community contribution.</p> <p>Bullhead City Elementary School District #15 is committed to special education for gifted students to help them develop their extraordinary abilities and recognize that gifted students in this district have unique values, needs and talents. The program for gifted development of each student's emotional, social and intellectual need.</p>
<p>How do you group and deliver services to your K-2 students?</p>	<ul style="list-style-type: none"> • 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 	<p>Rationale for Lighthouse Classroom (Cluster Grouping) Program Curriculum</p> <p>Our District's philosophy focuses on helping every child learn and develop to his or her individual potential. For students who come to school with advanced knowledge and unusual learning capacity, that potential can be compromised without offering curriculum that is differentiated and matched to the student's learning characteristics. Those characteristics include the capacity to handle content at an advanced level and pace, the ability to explore areas in significant depth, the tendency to ask and grapple with difficult questions, and the desire to use leadership abilities to make a difference in the world at-large.</p> <p>Curriculum for gifted and talented students is specifically designed to challenge academically advanced learners and provide experiences that require critical thinking, problem-solving, independent study skills, communication and persistence in the face of challenges when engaged in high quality gifted and talented services, students will develop their unique abilities, maintain their passion for learning, and have the opportunity to contribute to the strength and vitality of our schools, district, and community.</p>

Bullhead City Elementary # 15

<p>How do you group and deliver services to your 3-6 students?</p>	<ul style="list-style-type: none"> • 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 	<p>Rationale for Lighthouse Classroom (Cluster Grouping) Program Curriculum</p> <p>Our District's philosophy focuses on helping every child learn and develop to his or her individual potential. For students who come to school with advanced knowledge and unusual learning capacity, that potential can be compromised without offering curriculum that is differentiated and matched to the student's learning characteristics. Those characteristics include the capacity to handle content at an advanced level and pace, the ability to explore areas in significant depth, the tendency to ask and grapple with difficult questions, and the desire to use leadership abilities to make a difference in the world at-large.</p> <p>Curriculum for gifted and talented students is specifically designed to challenge academically advanced learners and provide experiences that require critical thinking, problem-solving, independent study skills, communication and persistence in the face of challenges when engaged in high quality gifted and talented services, students will develop their unique abilities, maintain their passion for learning, and have the opportunity to contribute to the strength and vitality of our schools, district, and community.</p>
<p>How do you group and deliver services to your 7-8 students?</p>	<ul style="list-style-type: none"> • 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 	<p>Rationale for Lighthouse Classroom (Cluster Grouping) Program Curriculum</p> <p>Our District's philosophy focuses on helping every child learn and develop to his or her individual potential. For students who come to school with advanced knowledge and unusual learning capacity, that potential can be compromised without offering curriculum that is differentiated and matched to the student's learning characteristics. Those characteristics include the capacity to handle content at an advanced level and pace, the ability to explore areas in significant depth, the tendency to ask and grapple with difficult questions, and the desire to use leadership abilities to make a difference in the world at-large.</p> <p>Curriculum for gifted and talented students is specifically designed to challenge academically advanced learners and provide experiences that require critical thinking, problem-solving, independent study skills, communication and persistence in the face of</p>

Bullhead City Elementary # 15

		challenges when engaged in high quality gifted and talented services, students will develop their unique abilities, maintain their passion for learning, and have the opportunity to contribute to the strength and vitality of our schools, district, and community.
How do you group and deliver services to your 9-12 students?	<ul style="list-style-type: none"> • 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 	BCESD is an elementary district.
Describe how you integrate your program standards with the Arizona State Standards at each grade level.	<ul style="list-style-type: none"> • Use a curriculum mapping approach • Testing for competency before teaching content • Use Vertical alignment strategies 	Our district uses a curriculum map aligned to the Arizona State Standards. We also use vertical alignment strategies as an approach to understanding the content.
How do you involve parents in your program?	<ul style="list-style-type: none"> • Periodic orientation/communication meetings • Provide information about summer programs like Johns Hopkins, ASU and U of A • Newsletters, parent support groups 	The governing board and administration of Bullhead City Elementary School District #15 has adopted the following procedures to promote cooperation between parents of gifted children and district staff. As specified in the Arizona Department of Education Rule 7-2-406.3a, parents or legal guardians of identified gifted students shall provide a copy of this Scope and Sequence. As students are identified, copies of the scope and sequence will be provided to the parents who sign agreement for their child to participate. Each school will also provide a brief description of the program in the student handbook, which is dispersed at the start of each school year. The Scope and Sequence is posted on the school district's website under Parent Resources. During the school year, a minimum of seven Positive Parent Contacts will be completed. The parent contact will be conducted by email, handwritten, phone calls or in-person. The contact will be positive in nature and related to the gifted student's progress/participation in the gifted program.

Bullhead City Elementary # 15

Curriculum and Instruction		
Question	Indicators	District Description
<p>How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level 	<p>Curriculum and Instruction Information Overview of the Gifted and Talented Curriculum: The first section of the BCESD curriculum document includes information on the overview of the curriculum. This information includes the following:</p> <ol style="list-style-type: none"> 1. Rationale for Lighthouse Classroom Program Curriculum 2. Goals for Students 3. Content and Process Related to Equity, Technology, Research and Workplace 4. Curriculum Evaluation and Revised Process 5. Curriculum Alignment 6. Scope and Sequence 7. Grading <p>Rationale for Lighthouse Classroom (Cluster Grouping) Program Curriculum Our District's philosophy focuses on helping every child learn and develop his or her individual potential. For students who come to school with advanced knowledge and unusual learning capacity, that potential can be compromised without offering curriculum that is differentiated and matched to the student's learning characteristics. Those characteristics include the capacity to handle content at an advanced level and pace, the ability to explore areas in significant depth, the tendency to ask and grapple</p>

Bullhead City Elementary # 15

		<p>with difficult questions, and the desire to use leadership abilities to make a difference in the world at-large.</p> <p>Curriculum for gifted and talented students is specifically designed to challenge academically advanced learners and provide experiences that require critical thinking, problem-solving, independent study skills, communication and persistence in the face of challenges. When engaged in high quality gifted and talented services, students will develop their unique abilities, maintain their passion for learning, and have the opportunity to contribute to the strength and vitality of our schools, district, and community.</p> <p>Goals for the Students</p> <p>As a result of offering differentiated curriculum and personalized support, gifted and talented students will have the opportunity to achieve district goals at a level commensurate with their talent. They will also be challenged to apply their knowledge and skills in complex and advanced ways so that they can continue to develop academically. If provided with the challenge and support that is needed, these students will become highly productive citizens who contribute in significant ways to the well-being of the broader community.</p> <p>Goals to address in performance areas include: Students will:</p> <ol style="list-style-type: none">1. Acquire the knowledge and skills to gather, analyze, and apply information and ideas.2. Acquire the knowledge and skills to communicate effectively within and beyond the classroom3. Acquire the knowledge and skills to recognize and solve problems
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Bullhead City Elementary # 15

4. Acquire the knowledge and skills to make decisions and act as responsible members of society.

Goals to address in the content areas:
Students will:

1. Acquire a solid foundation in the disciplines of communication arts, language arts, mathematics, science, and social studies.
2. Operate advanced levels within these disciplines
3. Apply knowledge of disciplines to produce work that reflects individuality and creativity. This knowledge is advanced in relation to other students of similar age and experience.

Content and Processes Related to Equity, Technology, Research, and Workplace Readiness Skills

Throughout the gifted and talented curriculum, teachers integrate appropriate content and processes related to gender equity, racial/ethnic equity, application of technology, research strategies, and workplace readiness skills to ensure that graduates of the community successfully demonstrate understanding and application of the Arizona State Standards.

Examples of integration of these content and processes are listed below:

Equity: In a unit on inventors and inventions, lessons include a focus on the female and minority inventors and the challenges they encountered in being recognized for their contribution.

Research: Students conduct research on chosen topics, demonstrating knowledge of primary and secondary sources, and applying the information

Bullhead City Elementary # 15

		<p>they find to an individual or group project. An example would be on a National History Day unit. Students use primary and secondary sources to research and develop an original project on a topic of their interest. These projects meet the guidelines of the National History Day competition and enable students to enter regional, state, and national contests.</p> <p>Technology: As an example: Students use computer assisted design software to develop plans for a structure that meets defined needs and falls within established parameters(such as square footage and budget or Claymation).</p> <p>Workplace Readiness: In a unit on robotics, students investigate the career preparation required of engineers and visit a facility that incorporates robotic technology. In a unit on city planning, students investigate local zoning requirements and then work as a team of "professionals" to design model towns that provide for community needs and also meet local zoning restrictions.</p> <p>Curriculum Evaluation and Revision Process Evaluation of the gifted and talented program and its curriculum is an on-going process. An evaluation committee collects and reviews information to determine programs strengths and areas for improvement. Surveys are used to obtain feedback from parents, students, and staff regarding the program's effectiveness. In addition, district data on student achievement is analyzed, student and staff accomplishments are noted, and development in gifted and general education are reviewed to help determine recommendations for gifted and talented program enhancements. Each year, before June 30, feedback about the Lighthouse Classroom</p>
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Bullhead City Elementary # 15

		<p>curriculum is solicited, summarized in a written report and filed for future reference.</p> <p>Curriculum Alignment Curriculum offered to gifted and talented students needs to be developmental, with skills introduced at the appropriate level for each student. At any grade level, the focus of gifted and talented curriculum alignment is on skills that can be applied to all content areas and to success in later life. Examples of such process skills are information gathering and processing, critical and creative thinking, problem solving, reasoning, decision-making, and the ability to communicate effectively. These performance skills are consistent with the Arizona State Standards. Gifted and talented students can be expected to learn and apply these skills at an earlier age and at a more advanced level than their grade-level peers.</p> <p>Scope and Sequence A scope and sequence has been developed in the key areas targeted by the gifted and talented program's curriculum used in the Lighthouse Classrooms. These are aligned with the Arizona State Standards and can be applied increasingly challenging work offered to the gifted and talented students. The areas include:</p> <ul style="list-style-type: none">○ Information Processing○ Critical thinking○ Problem-Solving○ Communication○ Responsibility <p>There is no right or wrong list of skills to address, as long as the skills can be aligned with the</p>
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Bullhead City Elementary # 15

		<p>Arizona State Standards, Other process that will be addressed are:</p> <ul style="list-style-type: none"> ○ Affective Thinking ○ Creative Thinking ○ Logistical Thinking ○ Research Skills ○ Leadership Development <p>The Lighthouse classrooms will enrich and accelerate subject matter content that has been defined in district curriculum and documents.</p> <p>Grading</p> <p>A 94-100 B 86-93 C 78-85 D 70-77</p>
<p>How do you differentiate instruction (pace and pedagogy) to 3-6 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level 	<p>Same as above for grades 3-6 students.</p>
<p>How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • 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. 	<p>Same as above for grades 7-8 students.</p>
<p>How do you differentiate</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional 	<p>BCESD is an elementary district.</p>

Bullhead City Elementary # 15

<p>instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.</p>	<p>groups</p> <ul style="list-style-type: none"> • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Provide AP/IB or CIE coursework for student <p>Establish a rubric for the pedagogy to be appropriately applied for this levels</p>	
<p>What curricular materials do you use for grades K-2?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>BCESD uses Spalding and Engage New York to support the Arizona State Standards. BCESD's focus is to use scientifically researched based materials and resources that support the AZ State Standards.</p>
<p>What curricular materials do you use for grades 3-6?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>BCESD uses Engage New York to support the Arizona State Standards. BCESD's focus is to use scientifically researched based materials and resources that support the AZ State Standards.</p>
<p>What curricular materials do you use for grades 7-8?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>BCESD uses Engage New York to support the Arizona State Standards. BCESD's focus is to use scientifically researched based materials and resources that support the AZ State Standards.</p>
<p>What curricular materials do you use for grades 9-12?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>BCESD is an elementary district.</p>

Bullhead City Elementary # 15

Identification		
Question	Indicators	District Description
<p>Describe how your referral process for identification involves parents and staff.</p>	<ul style="list-style-type: none"> • Recommendations from parents/staff • Review of records and answers on 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 	<p>Early identification is essential for the intellectual and emotional health of gifted children because it enables early intervention. Consequently, the Bullhead City Elementary School District #15 has adopted a multifaceted approach to screening and identification of gifted learners.</p> <ul style="list-style-type: none"> ❖ Four year olds may be nominated for the gifted program by parents, preschool teachers, or other community members at the end of the school year, as they prepare to enter kindergarten. ❖ Students currently enrolled in the district schools may be nominated by parents, teachers, or peers. They may also refer themselves. In addition, any staff in the district may nominate a student, such as counselors, ELL teachers, and administrators. <p>Students are identified from two middle schools and four elementary schools. Students are tested from kindergarten through eighth grade. Three testing sessions are held each academic year: fall, winter, and spring. Notification for nominating students is emailed to all schools at least three weeks before the testing deadline and is on the district calendar. Referrals may be submitted at any time during the school year. Completed referral packets are submitted to the Office of Special Services to arrange testing materials. A referral form is completed by the nominating individual and their teacher which includes a short checklist of gifted characteristics exhibited by the nominated student as well as the estimated grade level at which the student is currently working. A copy of the most recent state</p>

Bullhead City Elementary # 15

		<p>achievement test and a sample of the work are attached for additional evidence. Students who score at or above the 97th percentile on a standardized norm referenced test (from outside of Arizona) in one or more areas (Reading, Language, Math) and /or achieves a score of "exceeds" in one or more areas on the state achievement testing reading, math or writing will qualify for further testing. The nominating individual will complete a Renzulli's Rating Scale for students in Kindergarten through second grade, when no standardized test results are available.</p>
<p>Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.</p>	<ul style="list-style-type: none"> • 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 	<p>Students whose scores fall in the 90-96% receive letters of the areas where their scores fall in those areas. The school receives these scores also. They are placed into the Lighthouse classes unless the parent indicates that they do not want this to occur. A non-verbal test is done at all grade levels in order to address underrepresented students. We currently have children who are in these groups who are in our programs.</p>
<p>Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.</p>	<ul style="list-style-type: none"> • CogAT, Naglieri, WISC, etc. See the State Board approved test list • Student grades • Gifted Characteristics Checklists • Student, teacher, parent input • Standardized testing results 	<p>BCESD administration looks at student grades, talent, Renzulli's Rating Scale, Student, teacher and parent input. We also look at standardized testing results. We use the Nagalieri and CogAT (Cognitive Abilities Test).</p>
<p>How often do you make testing available for K-12 students?</p>	<ul style="list-style-type: none"> • Fall, winter, spring • Additional testing for transfer students or on a case-by-case basis throughout the year 	<p>BCESD tests in fall, winter and spring. We check on results for transfer student from prior school. On a case by case basis, we may test out of our timeline.</p>
<p>How do you inform parents and staff of your referral and identification process?</p>	<ul style="list-style-type: none"> • Formal letters to parents • Parent informational meetings, conferences • School newsletters • If your school has a gifted website, please list the URL 	<p>BCESD has a formal process for referrals. Parents must sign permission to assess. It is also in every school's handbook.</p>
<p>Once eligibility is</p>	<ul style="list-style-type: none"> • Formal letters 	<p>Parents are informed of the results by letter.</p>

Bullhead City Elementary # 15

determined, how do you inform parents of the decision and then handle an appeal of that decision?	<ul style="list-style-type: none">• Focus on data• Parent meetings• Meeting with teacher, Principal, and Gifted Director	BCESD has a formal letter for qualifying. A letter for those who score in the 90% range but did not qualify and another letter for those who did not qualify.
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Bullhead City Elementary # 15

Social and Emotional Development		
Question	Indicators	District Description
<p>How do you provide for the unique affective needs of your gifted students K-6?</p>	<ul style="list-style-type: none"> • 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 learning strategies • Establish a parent support group 	<p style="text-align: center;">Social and Emotional Development</p> <p>Gifted students develop asynchronously. This means they are intellectually advanced in one or more areas yet may have difficulties or be average in others areas. Their motor skills may or may not match those of other same age children. The same is true of social skills. They may in fact be advanced, average or delayed. 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 complexity of their ideas. One Important point is that gifted students of the same age are not alike. If you know one gifted child, you know one gifted child. There are differences between moderately gifted, highly gifted, and profoundly gifted students that may require as much curricular differentiation within the group as is necessary between moderately gifted and their non-gifted peers. We use the Sanford Harmony model for grades K-5.</p> <p>The affective needs of the identified gifted students are addressed through several different approaches and are an integral part of the program. For those requiring it, there is an eight week social skills program run by the school counselor (K-3, 4-5, 6-8) to address identified needs. Children may go through this program more than once. We also have available an eight week program on anger management (Be Cool Program). Literature is available and disseminated at district professional development for the Lighthouse classes (Cluster Grouping) Professional</p>

Bullhead City Elementary # 15

		Development.
How do you provide for the unique affective needs of your gifted students 7-8?	<ul style="list-style-type: none"> • 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 	Grade 6-8 specifically uses <i>Capturing Kids Hearts</i> and <i>The Growth Mindset Model</i> .
How do you provide for the unique affective needs of your gifted students 9-12?	<ul style="list-style-type: none"> • 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 	BCESD is an elementary district.
What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?	<ul style="list-style-type: none"> • Grade level seminars to train teachers • Provide literature about the unique needs of gifted students to teachers/parents • Conduct locally developed gifted parent nights 	On site trainings are provided to the teachers by Instructional coaches. On site trainings are provided to the parents by the principal. Literature is also available.
How do you monitor, identify and provide assistance to "at risk" gifted students?	<ul style="list-style-type: none"> • Create an open ended referral process for parents, students and teachers • Provide counseling services on an as needed basis • Develop alternate approaches for students in high school to earn credit • Competency testing in core subjects to allow students to "move-on" 	"At risk" gifted students are part of the same referral process as other students. Counseling in groups can be provided on an as needed basis with parent permission.

Bullhead City Elementary # 15

<h2 style="text-align: center;">Professional Development</h2>		
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?	<ul style="list-style-type: none"> • In-service training, staff development, professional learning communities • Fund attendance at conferences, workshops and training in gifted education • Provide instructional materials for gifted learners • Join the Arizona Association for Gifted and Talented (AAGT) • Teachers develop personal professional growth plans 	<p>Professional Development and Teacher Training Lighthouse Professional Development days are held as part of our Professional Development Fridays at each site. While the target audience is the Lighthouse Class teachers, the goal of the district is for every teacher to teach as if they are a Lighthouse class teacher. To that end, Instructional Coaches, Administrators and non-lighthouse teachers are invited to attend. Topics such as lesson planning, project based learning, characteristics of children who are gifted, and increasing depth of knowledge are just some of the topics. Lighthouse teachers may provide training on site during our professional development day. The New Teacher Academy includes training on the Gifted and Talented program, identifying students for testing and the referral process.</p>
Please list the titles of the training you conducted last year and those planned for the current year.	<ul style="list-style-type: none"> • 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 	Curriculum meeting workdays –two per year Address Instructional characteristics of the gifted learner and differentiating. The Instructional Coaches provide these site base trainings.
How have your training events targeted the needs of administrators, counselors, psychologists and support staff?	<ul style="list-style-type: none"> • Specific training events that illustrated for administrators how to support gifted education in their schools • Training for counselors in the social and emotional needs of the gifted learner • ADE sponsored training on school improvement 	This happens during our District Professional Development. During Administration meetings scores of those children are considered and what needs to happen for them in order to grow. We have ADE sponsored training on school improvement.
Do teachers who have primary responsibility of teaching gifted learners have, or are working towards earning, an Arizona Gifted Education K-12	<ul style="list-style-type: none"> • For more information, please see the gifted endorsement resources. 	We have a certificate gifted teacher at each site. We are working on more teachers becoming certified.

Bullhead City Elementary # 15

Endorsement?		
Describe the feedback received from post training evaluations.	<ul style="list-style-type: none">• What did the participants say about the effectiveness?	Our feedback from the training indicated that the trainings have been helpful and effective.

Bullhead City Elementary # 15

Parent and Community Involvement		
Question	Indicators	District Description
How do you make your program philosophy, goals and recruitment procedures available to all parents?	<ul style="list-style-type: none"> • 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 	We address this during parent-teacher conferences with a one to one approach.
How do you provide access to your scope and sequence for all parents?	<ul style="list-style-type: none"> • Gifted scope and sequence distributed to all gifted parents • Available in all school offices • Available on LEA or school website 	It is published on our district website.
Describe how you incorporate parents into a support or advisory group.	<ul style="list-style-type: none"> • 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 	Parents are incorporated by invitations to site PTO and parent advisory councils.
How do you involve parents and the gifted community in the evaluation of your program?	<ul style="list-style-type: none"> • Surveys, personal interviews, town hall type meetings • Site council agenda item • End of year presentations 	Parents evaluate with an end of the year survey.

Bullhead City Elementary # 15

Program Assessment		
Question	Indicators	District Description
What data sources do you use to assess your programs effectiveness?	<ul style="list-style-type: none"> • Surveys from parents, students and teachers • Standardized test scores • AzMERIT performance scores • Terra Nova performance scores • AP, IB or CIE scores 	We use AzMerrit, ACT Aspire, common formative assessments and student surveys to assess the effectiveness of the programs.
Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.	<ul style="list-style-type: none"> • Track progress of gifted students year to year individually • Compare scores of gifted students with the rest of the population to assess differences • Students class grades compared to identification scores 	Our district uses monthly data meetings and drilldowns to assess how students are progressing and what needs to be addressed for specific students.
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	<ul style="list-style-type: none"> • Look for trends, common strengths, weaknesses, areas for improvement in parent surveys • Direct observation of the program in action 	We use informal measures to look for trends. Common strengths and areas that we need to improve when gathering parent information. Parents can directly observe the program as it is a cluster grouping model.
What are your keys indicators that your program is positively affecting students?	<ul style="list-style-type: none"> • Student interest, excitement with the program • Parental positive feedback • Students test score analysis • Stays with the program, no dropouts • Regular attendance in class 	Key indicators for our district are student interest and excitement with the program, parent positive feedback, analysis of student scores, and attendance.
Describe the performance standards you have for all gifted students. Are the standards for gifted students?	<ul style="list-style-type: none"> • Meets the individual learning goals established for the students • The gifted population demographics must reflect the same picture as the total school population 	The lighthouse classes have a manual for the teachers. The gifted population has the same learning goals as other students. We look at them for growth.

Bullhead City Elementary # 15

Budgeting		
Question	Indicators	District Description
What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct student services, professional development and district coordination?	<ul style="list-style-type: none"> If supplemental funding from the Arizona state legislature is not currently available, please describe funding resources used to support your gifted education program. 	The funding sources that help in supporting funding for Gifted are Title I, Title II, Title III, NAU Gear Up Middle Grade Initiative, and M and O
Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.	<ul style="list-style-type: none"> Type of program: pull out, cluster, self-contained or differentiated instruction within the classroom Ratio within the structure you chose: 1 to how many students? 	BCESD's program is cluster grouping with a few schools doing an additional pull out. There are lighthouse classes at every grade level for K-5. At the Jr. High level we have content-area lighthouse classrooms.
To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources	<ul style="list-style-type: none"> Teacher salaries? Rooms, appropriately equipped? Professional development Funding for a Director? Testing supplies? Administrative support? 	The district supports funding for gifted program 100%. The teacher salaries, rooms, professional development, testing, testing supplies are all paid out of district funds. The director duties are shared between the Director of Curriculum and P.D. and The Director of Special Services. Their salaries are also paid out of district funds.