Cartwright Elementary School District
Gifted Scope and Sequence

Program Design

QUESTION	District Description
What is your district's definition of a gifted student and gifted education?	In the Cartwright School District, a gifted child is a pupil of superior intellect, or advanced learning ability, who requires a differentiated curriculum to achieve at levels commensurate with the child's intellect and ability. These students are identified upon achieving a score of 88% on a State Board Approved Test for the Identification of Gifted Students in Arizona. Pupils are identified as gifted in an area of verbal, quantitative, and/or nonverbal. Gifted pupils can be found in all domains of intelligence. ● individuals with twice-exceptional abilities, and talents ● English language learners ● all cultural and linguistic groups ● all economic levels

Describe the Philosophy and Goals for your gifted program.	The Cartwright Elementary School District aims to nurture the exceptional abilities of gifted students by providing an educational environment that supports their unique values, needs, and talents. The district is dedicated to fostering the intellectual, emotional, and social growth of gifted learners through diverse placement options and a differentiated, challenging curriculum that honors their diversity and maximizes their potential.
	
	The Cartwright Elementary School District believes that giftedness exists in students from all cultural and linguistic backgrounds, economic levels, and those with twice-exceptional abilities. We are committed to identifying and nurturing the diverse talents of all gifted learners by providing equitable access to specialized support and opportunities. Our goal is to foster an inclusive, challenging, and supportive environment that empowers every gifted student to reach their full potential.
	
	Ensuring Excellence in Gifted Education
	
	● All gifted pupils in grades K-8 are gifted all day, every day, and should be provided an education commensurate with their abilities.
	
	● Higher-level thinking skills are consistently incorporated within a highly flexible environment where curriculum compacting, acceleration, and enrichment are all integrated into daily lessons.
	
	    ○ **Curriculum Compacting** - Curriculum compacting is a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
	    ○ **Curriculum Acceleration** - is an instructional strategy that allows gifted students to move through the curriculum at a faster pace or access more advanced content earlier than their peers. It is designed to match a student's learning needs with an appropriate level of challenge, ensuring they remain engaged and continue to progress academically.

	Gifted enrichment refers to educational strategies and activities designed to provide gifted students with opportunities to explore topics in greater depth, develop higher-level thinking skills, and engage in advanced learning beyond the standard curriculum. - Teachers create differentiated lessons using content, process, product, and learning environment to accommodate their gifted pupils through: - Flexible Grouping - Curriculum Compacting - Higher Order Thinking/Questions/Assessments (DOK levels 3 & 4) - Independent Study/Independent Investigations - Extension Menus/Choice Boards/Product Choice - The Cartwright Elementary School District is committed to providing specialized support for gifted learners by designating Gifted Cluster Teachers at each grade level (1-8). These educators are trained to recognize and nurture the unique abilities of gifted students, ensuring they receive differentiated instruction that meets their intellectual, emotional, and social needs. By providing gifted students with targeted, expert instruction, we aim to create an environment where they can thrive, develop their full potential, and engage with challenging, meaningful learning opportunities.
How do you group and deliver services to your K-8 students?	Cartwright Elementary scholars who have been identified as Gifted in grades K-8 have the option to choose between two educational settings: **Site-based Cluster Grouping:** Cluster grouping is when identified gifted students at a grade level are assigned to one classroom with a teacher who has special training in how to teach gifted students. The other students in their assigned class are of mixed ability. Differentiated instructional opportunities allow gifted students to interact with their intellectual as well as their age peers. Through cluster grouping the intellectual, social, and emotional needs of the gifted students can be addressed. - Gifted cluster teachers utilize: - Differentiation Strategies - Enrichment opportunities to extend mastery of grade-level content - Creative Writing - Independent Research Projects - Art and Design Projects - Curriculum Extension and Compacting Strategies - Higher Order Thinking/Questions/Assessments (DOK levels 3 & 4) **Gifted Academy Program:** Pupils in grades 7-8 who qualify at 88% or above are invited to apply for the Marc T. Atkinson Gifted Academy. Pupils in grades 2-6 who qualify at 96% or above are invited to apply for the Tarver Gifted Academy located at Bret R. Tarver Leadership Academy. Both programs cater to the unique needs of gifted learners by providing a homogenous group of students with their intellectual peers, ensuring they are engaged in challenging, interdisciplinary instruction that fosters intellectual growth, creativity, and academic achievement. Content at all sites includes a broad-based interdisciplinary curriculum that produces products that are varied and complex.

	● Depth of Knowledge questioning (DOK Levels 3 & 4) ● Curriculum compacting ● Opportunities for curriculum enrichment ● Differentiation in content, process, and product ● Extension opportunities for content The Gifted Academy program also utilizes: ● Extension activities ● Project-based research
Describe how you integrate your program standards with the Arizona State Standards at each grade level.	Our program is designed to align with the Arizona State Standards for Math and English Language Arts, as well as the English Language Proficiency Standards, at each grade level. We ensure that students meet or exceed these standards by incorporating enrichment and extended activities, differentiated learning experiences, and curriculum compacting. These strategies are tailored to support the diverse needs of all learners while maintaining alignment with grade-level performance objectives. Additionally, curriculum analysis is an ongoing process to ensure continuous refinement and effectiveness in meeting the standards and fostering student success.
How do you involve parents in your program?	Parent communication and involvement are an integral part of the gifted program. ● Newsletter: A Gifted Program newsletter is sent home three times a year to keep families informed. ● Gifted Platforms: Parents are encouraged to follow the Gifted Department on Facebook, and Parent Square for the most up-to-date information. ● District website: Gifted Services - Parent Portal ● Gifted Family Nights: The Gifted Department offers opportunities for gifted families across the District to connect, share experiences, and engage in activities and discussions tailored to the needs of gifted learners. 　○ Gifted Information Night 　○ Family Game Night and 　○ Family Science Night

Curriculum and Instruction

Question	District description

How do you differentiate instruction (pace and pedagogy) to K-8 students?	To effectively meet the diverse needs of gifted students in grades K-8, we differentiate instruction by adjusting both the pace and pedagogy to provide appropriately challenging learning experiences. Our approach incorporates various strategies that align with the unique abilities of gifted learners, ensuring that they are engaged and supported at every stage of their educational journey. Below are the key components of how we differentiate instruction for gifted pupils.
	
	● Sites cluster pupils for flexible grouping.
	● Differentiated instruction for gifted pupils is designed to challenge and engage students by tailoring content, process, and product to their advanced abilities, ensuring they are provided with meaningful and intellectually stimulating learning experiences. This approach includes:
	  ○ Content: Content is more abstract, complex, varied and accelerated, incorporating the Common Core State Standards and the English Language Learner Proficiency Standards to reach a higher level of proficiency.
	  ○ Process: Processes used include, but are not limited to, executive thinking skills (decision-making, planning, forecasting, monitoring) metacognition, accelerated pacing and wide choice of learning activities, varied group interaction, problem-solving, and evidence of reasoning.
	  ○ Product: Products are more varied and synthesize the research material, and are developed for specific audiences, in self-determined format, evaluated by pupils and teachers using established criteria and rubrics. Products may be a result of collaboration among members of small groups.
	● Specific examples of differentiated activities include:
	  ○ Depth of Knowledge questioning (DOK Levels 3 & 4), activities, and assessments
	  ○ Independent extension activities
	  ○ Curriculum Compacting

What curricular materials do you use for grades K-8?	The district adopted a core curriculum for math, reading, writing, and science. ● Supplementary resources ● Problem-based learning ● STEAM - science exploration Teachers can extend learning through enrichment and extension activities through the district-adopted core curriculum. Teachers can use accelerated grade level standards or curriculum to teach advanced content, supplement regular curriculum, and adapt the depth and pace of the instruction.

Identification

Question	District description
Describe how your referral process for identification involves parents and staff.	Testing is completed three times a year. Fall, Winter, and Spring Parent permission is required for pupils nominated for gifted testing. Pupils in first through eighth grade who are currently enrolled in Cartwright District Schools may be nominated for the Cognitive Abilities Test (CogAT) during the Winter and Spring testing sessions by parents, guardians, teachers, peers, or self-nomination. Gifted Entrance Criteria: Pupils with a score of 88% or greater are eligible for gifted program services. Fall Identification: 4th - 8th Grade ● AASA Test scores are used to identify students in 4-8th grade ● Scholars who scored Highly Proficient (HP) in any area of the Arizona Academic Standards Assessment (AASA) Test are invited to test in the Fall for Gifted student identification. Winter Identification: 5th Grade Blanket & Nominations Students in grades 1st - 8th may be recommended for Winter Gifted identification testing. ● Nominations: When the nomination window opens, educators will receive the Cartwright Elementary School District's Checklist of Gifted Characteristics for Underrepresented Populations to assist in identifying students for testing. ● Universal Screening Cartwright School District 5th-grade students will participate in Universal Gifted Identification Testing during the Winter Identification window. Fifth-grade educators will not be expected to complete a Gifted Learner checklist for Winter. All 5th-grade students will be tested. Spring Identification: 2nd Grade Blanket Testing & Nominations Students from K to 8th grade may be recommended for Spring Gifted identification testing. ● Nominations: When the nomination window opens, educators will receive the Cartwright Elementary School District's Checklist of Gifted Characteristics for Underrepresented Populations to assist in identifying students for testing. ● Universal Screening: Cartwright School District 2nd-grade students will participate in Universal Gifted Identification Testing during the Spring Identification window. Second-grade educators will not be expected to complete a Gifted Learner checklist for Spring identification. All 2nd-grade students will be tested.

	Testing accommodations are made for students with disabilities according to the student's IEP or 504 plans.
Describe your process for the identification of K-8 gifted students, including how your process addresses the variety of student environmental backgrounds.	The process for identifying gifted students in grades K-8 is designed to be inclusive and responsive to the diverse backgrounds of our student population. Gifted testing can be requested by teachers, parents, or students, and parents The identification process begins with teacher observation, as well as consideration of test scores and performance levels, which may prompt a teacher to refer a student for testing. Testing occurs three times per year to ensure ongoing opportunities for identification. To address the needs of students from varied environmental backgrounds, we utilize the Naglieri Nonverbal Ability Test (NNAT3) for students with limited English proficiency or for preschool-aged children, as it is a non-verbal assessment that eliminates language barriers and is culturally fair. Additionally, all 5th grade students are administered the NNAT3 as a blanket test in the winter. For students in other grades, testing includes the Cognitive Abilities Test (CogAT) alongside the NNAT3, ensuring a comprehensive assessment of cognitive abilities. Students who score 88% or higher on either assessment are eligible for gifted program services. This multi-faceted approach ensures a fair and equitable identification process that reflects the diverse strengths of our students while considering their environmental and cultural backgrounds.
Please list all the testing instruments and data points you use for gifted student identification.	Two testing instruments are used to identify gifted pupils: ● The Naglieri Non-Verbal Ability Test (NNAT3) is used as our 5th-grade blanket test. This is a widely used test for identification of ELL pupils, as well as those from other diverse populations. ● The Cognitive Abilities Test (CogAT) is used to identify Verbal, Quantitatively, and Non-Verbally gifted pupils. This instrument includes all three areas of identification within one test that can be administered in a reasonable testing period. Both assessments are culturally unbiased and provide equal opportunities to all students.

How do you inform parents and staff of your referral and identification process?	**Nominations**
	● Parents and staff are informed of the referral and identification process through multiple communication channels. Written descriptions of the referral and identification processes appear in the following sources, which are available to principals, teachers, and parents:
	  ○ District Web Page: Parent Portal
	  ○ Email
	  ○ Newsletters
	  ○ Parent Square
	  ○ Professional Development - Gifted Parent Information Night
	Blanket Testing
	● Letter Home to Families
	● Before each testing period, all staff members are notified by e-mail of the upcoming testing and procedures.
	  ○ 5th Grade Blanket Testing, Test Administration
	  ○ 2nd Grade Blanket Testing, Test Administration

Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?	Once eligibility is determined, parents of both students who qualify for gifted services and those who do not receive a formal letter. The letter includes test results as well as service opportunities for those eligible. Test score results are sent home in both English and Spanish within four weeks of the test administration. ● Parent information meetings and campus tours are available on request. ● Parents receive information about gifted site-based program services and academy applications. All gifted students are encouraged to apply. Parents who choose not to have their child attend the gifted academy can opt for site-based program services instead. **Placement** ● Once eligibility determination is made, pupils who qualify for the Cartwright Gifted Program are placed in a gifted cluster classroom and receive site-based services. ● Pupils in grades 2-8 who qualify at 88% or above are invited to apply for the Gifted Academy at either Bret R. Tarver Leadership Academy or the Marc T. Atkinson Middle Gifted Academy. If an appeal is made, a meeting is held with parents, administration, gifted teachers, and the pupil.

Social and Emotional Development

Question	District description

How do you provide for the unique affective needs of your gifted students K-8?	The unique affective needs of K-8 gifted students are supported through campus-level social-emotional learning programs such as PBIS, Boystown, Calm Classroom/Leverage Learning, and BASE Education - 7 Mindsets. Gifted students receive both academic and social-emotional guidance to help them navigate advanced learning opportunities.
	
	● Supporting personnel encompass, but are not limited to, counselors, Response to Intervention - Behavior (RTIB) technicians, Social Emotional Learning (SEL) specialists, Crisis Team members, and external counseling services available at many campuses. School district personnel provide both academic and personal/social guidance related to advanced learning opportunities for gifted students and their parents.
	    ○ Pupils learn self-awareness and practice close communication with their gifted teachers.
	● Students have the opportunity to collaborate with peers in cluster groups using cooperative learning strategies like Kagan.
	● Classroom instruction includes interdisciplinary courses, independent study, enrichment activities, and project-based learning. These instructional strategies support the unique affective needs of gifted K-8 students by fostering engagement, autonomy, and social connections:
	    ○ **Interdisciplinary Courses** allow students to explore complex topics in a meaningful way, keeping them challenged and intellectually stimulated, which helps prevent boredom and frustration.
	    ○ **Independent Study** empowers students to pursue their interests, promoting self-awareness, confidence, and a sense of control over their learning.
	    ○ **Enrichment Activities** provide opportunities for creativity, curiosity, and personal growth, which contribute to emotional well-being.
	    ○ **Project-based learning** encourages collaboration, problem-solving, and perseverance, helping students build resilience and social connections with like-minded peers.

What specific orientation activities do you provide for parents and teachers regarding gifted students' affective needs?	**Teachers**
	● Teachers are provided with a variety of training opportunities for the affective needs and non-verbal traits of gifted pupils.
	    ○ Teacher In-Service #1: What is Gifted?
	    ○ In Service #2 - Working With Gifted Kids in the Regular Classroom.
	● Teachers have an opportunity to attend the national (NAGC) and the Arizona (AAGT)
	● Teachers will access NAGC website, SENGifted.org, and ADE website for information and materials for teachers and parents.
	● Gifted Quick Reference Resource
	    ○ Gifted Hotline
	    ○ Gifted Newsletter
	    ○ CSD Gifted Website: Parent Portal
	    ○ Teacher In-Service Training Presentations
	    ○ Testing Information (CoGAT & NNAT 3)
	    ○ Testing Training
	    ○ Student Nomination Links

	○ 8th Grade Field Trip ○ Gifted Family Nights ○ Helpful Links **Parents** ● The department hosts three gifted parent information nights throughout the school year, where educational materials are shared in both English and Spanish. ○ Gifted Information Night ○ Gifted Family Game Night ○ Gifted Family STEM night ● Newsletters ● Gifted Services - Parent Portal
How do you monitor, identify and provide assistance to "at risk" gifted students?	"At-risk" gifted students are identified and monitored by teachers at school sites, with support from Professional Learning Communities (PLCs) that focus on developing common assessments and data analysis to guide instruction. Cartwright uses quarterly assessments, including the MIMIC, a district curriculum-based measurement for reading, writing, and math as part of a Multi-Tiered System of Support (MTSS) approach. ● This system also includes monitoring behavior referrals and absenteeism. ● If a gifted student's progress declines, teachers work with counselors, psychologists, and relevant departments to adjust the curriculum and teaching methods to support the student's needs. ● As an intervention to assist "at risk" gifted scholars, CSD employs various pedagogical strategies, such as independent study, flexible grouping, and others, depending on the individual needs of the student. - These pedagogical strategies help monitor, identify, and support "at-risk" gifted students by providing personalized learning experiences and opportunities for close observation: ○ **Independent Study** allows students to explore their interests at their own pace, making it easier to identify disengagement, frustration, or a decline in motivation—key indicators of at-risk behavior. ○ **Flexible Grouping** enables teachers to observe students in different settings, helping to identify social or emotional struggles and adjust support accordingly. ○ **Other Tailored Strategies** address individual needs, ensuring that students receive appropriate challenges and support to prevent underachievement, anxiety, or disengagement. By using these strategies, educators can detect early signs of academic or emotional difficulties and intervene with targeted assistance.

Professional Development

Question	District description

How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?	Cartwright Elementary School District encourages all teachers to focus on gifted education as one of the areas of professional growth and/or hours for credential renewal.
	
	● Teachers are provided information about opportunities to take coursework in gifted through a variety of sources and Cohorts in the West Valley.
	  ○ E-Mail
	  ○ Newsletter
	  ○ Professional Development
	    ■ Teacher In-Service #1: What is Gifted?
	    ■ Teacher In-Service #2: Working with Gifted Students in the Classroom
	● Possible opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted pupils include:
	  ○ Arizona Association for Gifted Teachers (AAGT) Annual Gifted Conference and membership in AAGT
	  ○ Attendance at workshops provided in the Phoenix area
	  ○ Attendance at district-offered gifted training workshops
	  ○ Providing instructional materials and training for instructors of gifted pupils
	    ■ What to Expect When you're expected to Teach Gifted Students
	    ■ Teaching Without Nonsense
	    ■ The Kingore Observation Inventory
	    ■ Gifted Intervention Manual
	    ■ Literature Links: Activities for Gifted Readers
	    ■ Through the Cracks
	    ■ Primary Product Book
	    ■ Product Pouch
	
	Provisional Endorsement: Six semester hours of coursework or 90 hours of in-service training.
	
	Full Gifted Endorsement: Twelve semester hours of coursework or 180 hours of in-service training.
	
	Cohorts in the West Valley.
	● Course# 5 - Teacher Preparation Standard 5: Instructional Planning & Strategies 15 hours- asynchronous
	● Roosevelt: https://wonderfullywiredgt.thinkific.com/collections
	● Pima County: https://www.schools.pima.gov/programs/gifted
	● Estrella Mountain Community College: https://www.estrellamountain.edu/institutes/teacher-education-institute

Please list the titles of the training you conducted last year and those planned for the current year.	The following professional development classes are offered to our district's regular and gifted teachers: ● Teacher In-Service #1: What is Gifted? ● Gifted Parent Information Night

	● Working with Gifted Kids in the Classroom ● TouchStone - Anxiety in Youth
How have your training events targeted the needs of administrators, counselors, psychologists and support staff?	Our training events have been designed to target the specific needs of administrators, counselors, psychologists, and support staff by providing all certified school personnel with training on certification requirements for teachers and strategies for supporting gifted learners ● Quarterly Meetings with our ISS (Instructional Support Specialist) teachers about gifted education. ● Weekly principal updates
Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?	Staff who have participated in gifted training report a deeper understanding of gifted students' characteristics, needs, and gifted education as a whole. ● Feedback received from post-teacher training and staff development courses has been extremely positive.

Parent and Community Involvement

Question	District description
How do you make your program philosophy, goals, and recruitment procedures available to all parents?	A complete description of the gifted program services offered by the Cartwright Elementary School District is offered in a variety of sources. Sources include: ● Gifted brochure for the Gifted Academies: explaining program choices that are available in both English and Spanish ● Gifted Services - Parent Portal ● Gifted Family Night - Gifted Parent Information Night
How do you provide access to your scope and sequence for all parents?	● Gifted scope and sequence information is available to parents through the Cartwright Elementary School District's website. ● Copies can also be requested through the school's administrator.
Describe how you incorporate parents into a support or advisory group.	● Family nights are held several times a year at Marc. T Atkinson Gifted Academy or the district training center where parents of gifted learners have the opportunity to participate. ● Parents will have the opportunity to listen to presentations provided by guest speakers when available.

How do you involve parents and the gifted community in the evaluation of your program?	● The District Gifted Specialist provides parent communication through Parent Square, Parent Information Nights, and direct interactions, including phone calls and emails.

Program Assessment

Question	District description
What data sources do you use to assess your programs effectiveness?	A variety of data sources are used to measure program effectiveness at the district, school, classroom and student levels. ● An analysis of AASA performance scores from year to year ● An analysis of quarterly district-wide assessments from quarter to quarter and year to year ● District, school, and student level achievement data ● Formative assessments, including teacher team-created common assessments in various content areas, aimswebPlus, and core program progress monitoring assessments in reading, student products
Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.	● Data for the gifted subgroup is monitored and analyzed, then compared to the broader district population. ● Student data is tracked to monitor progress and growth throughout the school year. ● Common formative and summative assessments, required by the district's PLC initiative and developed by teacher teams, are utilized to assess learning for students working above grade level.
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	● Parent Surveys ● Teacher Interviews ● Student Self-Reflection

What are your key indicators that your program is positively affecting students?	A variety of indicators are used to note the positive effect of the gifted program on pupils. These include:
	
	● Teacher Interviews
	  ○ Teachers' reports of more positive behaviors, including perseverance, collaboration, and leadership, especially in challenging tasks.
	● Student Engagement and Motivation - Student Self-Reflection
	  ○ Increased participation in classroom discussions, enrichment activities, and independent projects.
	  ○ Positive student feedback about their interest and enthusiasm for learning.
	● Teacher Observation
	  ○ Teachers noticed an increase in creativity, problem-solving skills, and independent thinking among gifted students.
	● Retention and Participation in Enrichment Activities
	  ○ High rates of participation in extracurricular activities, special projects, and enrichment opportunities offered through the gifted program (i.e. Family Nights).
	  ○ Continued enrollment in the gifted program, with few students opting out due to dissatisfaction or a lack of challenge.
	● Parental Feedback

	○ Positive feedback from parents about their child's growth, both academically and emotionally. ○ Parents reporting an increase in their child's enthusiasm for learning, along with a greater sense of confidence and curiosity. ● Peer Interactions ○ Observations of gifted students working effectively with peers, both within the gifted cohort and across different ability levels, using collaborative learning strategies. ○ Development of meaningful peer relationships that foster positive social and emotional growth.
Describe the performance standards you have for all gifted students.	● Tracking student scores and growth on the AASA as scholars strive for high levels of mastery ○ (proficient and highly proficient) ● The Cartwright Elementary School District will continue to analyze AASA achievement, growth, and demographic data yearly to monitor program effectiveness and equity for all students. These standards guide our approach to nurturing gifted students, ensuring they are challenged, supported, and encouraged to reach their full potential both academically and personally. ● **Independence and Initiative:** Gifted students are encouraged to take ownership of their learning, displaying independence in research, project-based learning, and self-directed study. They are expected to set goals, manage their time, and demonstrate perseverance in challenging situations. ● **Social and Emotional Development**: In addition to academic standards, we emphasize the development of emotional intelligence, including self-awareness, self-regulation, and effective communication. Gifted students are encouraged to demonstrate collaboration, leadership, and empathy in their interactions with peers. ● **Engagement and Motivation**: Gifted students should actively engage in their learning, displaying curiosity, a love for learning, and an intrinsic motivation to explore new ideas and concepts beyond the standard curriculum. They are expected to participate in enrichment activities and contribute to class discussions with enthusiasm and insight.

Budgeting

Question	District description
To what extent does the district support the funding of your gifted program?	- Capital Expenditures: 0% - Pupil Services/Supplies: 95% 1 Gifted Education Specialist - District PD: 5%
Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.	**Structure of the Gifted Staffing:** - Gifted Academies and the site-based cluster classrooms at each school, at both the elementary and middle schools, offer differentiated instruction for gifted pupils in the regular classrooms. Services are delivered to students in grade level clusters within the regular classroom. **Ratio in Staffing** Gifted Academies - The elementary gifted leadership program ratio follows the district standards - one teacher to 26 students in kindergarten, one teacher to 28 students grades 1st-3rd grades and one teacher to 33 students grades 4th - 8th grades based upon student enrollment. - The middle school Gifted Academy is one teacher to 25 students based upon student enrollment. Site-Based Programs: Gifted Cluster Model - The elementary gifted program ratio follows the district standards - one teacher to 26 students in kindergarten, one teacher to 28 students grades 1st-3rd grades and one teacher to 33 students grades 4th - 8th grades based upon student enrollment.