



CARTWRIGHT SCHOOL DISTRICT NO. 83

5220 W. Indian School Rd. Phoenix, AZ 85031

(623) 691-4000

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Learning for all. Every child, every school, every day.

Cartwright Elementary School District Gifted Scope and Sequence

2019-2020



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Acknowledgments

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Gifted Scope and Sequence: Introduction



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“Gifted education” means appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted pupil. (A.R.S. 15-779.02.1)

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 Cartwright Elementary School District is committed to provide education for gifted pupils to help them develop their extraordinary abilities and recognizes that gifted pupils in this district have unique values, needs, and talents. The program for gifted pupils is designed to develop their intellectual, emotional, and social abilities and to honor the diversity among the identified gifted pupils through the provision of varied placement options and differentiated, challenging curriculum.

The Arizona College and Career Readiness Standards form the foundation of curriculum for all gifted program services. Teachers will provide a differentiated curriculum to assist gifted pupils towards meeting or exceeding the standards using content, process, product, and environment.

Mission

The mission of the Cartwright Special Services Department is to identify, implement, and evaluate effective educational programs to support students requiring special services based on individual strengths and needs.

Collective Commitments

- We will build capacity in all those we support.
- We will be visible on campuses.
- We will build credibility through positive relationships.
- We will model evidence-based practices.
- We will provide specific and ongoing feedback that empowers all stakeholders to grow.
- We will model a growth mindset through our actions and words.
- We will use consistent language and build staff efficacy.
- We will advocate for children, teachers, and families within Special Services.



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Gifted Scope and Sequence: Definition of Giftedness and Population Description



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Pupils with exceptional abilities are found in all domains of intelligence, in individuals with twice-exceptional abilities and talents, in all cultural and linguistic groups, and in all economic levels. The official definition of “gifted pupil” is found in Arizona Revised Statute §15-779.2

“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 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 the child’s intellect and ability.” (A.R.S. 15-779.2) (House Bill 2552)

Although each gifted pupil is unique, gifted pupils do have some characteristics in common. They usually are swift and efficient learners, may make intuitive leaps, perceive patterns, and create 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. Gifted pupils are able to think flexibly about new possibilities. Gifted pupils thrive on questions and problems that have a wide range of possible answers instead of those that have one correct answer. Gifted pupils are intellectually advanced in one or more areas.

One important point is that gifted pupils of the same age are not alike. There are differences between moderately gifted, highly gifted, and profoundly gifted pupils that may require as much curriculum differentiation within the group as is necessary between moderately gifted pupils and their non-gifted peers. Program modifications for gifted pupils are varied and flexible, providing challenging and differentiated learning experiences.

General Population Description: (Survey year 2015)

Ethnic breakdown:

American Indian/Alaska Native	1.1%
Asian	0.4%
Black	4.6%
Hispanic	89.3%
Native Hawaiian/Other Pacific Islander	0.2%
Two or More Races	0.8%
White	3.6%

<https://ocrdata.ed.gov/Page?t=d&eid=32379&syk=8&pid=2278>



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Gifted Scope and Sequence: Program Design



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What is your district's definition of a gifted pupil and gifted education?

District Description

- 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.
- 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
- Upon achieving a score of 88% on an Arizona State-Approved Test, pupils are identified gifted in an area of verbal, quantitative, and/or nonverbal.
- In gifted education, gifted pupils are gifted all day, every day.
- Gifted pupils are entitled to be challenged and learn every day in an appropriate and flexible educational program, using content, process, product, and learning environment.

Describe the Philosophy and Goals for your gifted program.

District Description

- Gifted pupils in the Cartwright Elementary School District include:
 - twice-exceptional abilities and talents
 - all cultural and linguistic groups
 - all economic levels
- It is the philosophy of our gifted program to:
 - help pupils develop their extraordinary abilities
 - recognize that gifted pupils in this district have unique values, needs, and talents
- The Cartwright Elementary School District believes that all gifted pupils require special attention in an educational environment where they can develop their ability to the fullest potential.
- Gifted pupils will be the future leaders and require a distinctive learning environment in which to explore and develop.
- All gifted pupils in grades K-8 are gifted all day, every day, and should be provided an education commensurate with their abilities.
- The gifted program in the Cartwright Elementary School District is designed to develop gifted pupils' intellectual, emotional, and social abilities and to honor the diversity among pupils identified as gifted through a differentiated and challenging curriculum.
 - Higher level thinking skills are consistently incorporated within a highly flexible environment where curriculum compacting, acceleration, and enrichment are all integrated into daily lessons.
- The Cartwright School District incorporates the Multi-Tiered System of Supports (MTSS) model to provide timely, targeted and systematic intervention for all students, including students identified as gifted, who demonstrate a need and ensure high levels of learning for every child.
- Teachers create differentiated lessons using content, process, product, and learning environment to accommodate their gifted pupils through:
 - Flexible Grouping
 - Compacted Curriculum
 - Higher Order Thinking/Questions/Assessments (DOK levels 3 & 4 and Bloom's: Analyzing, Evaluating, Creating)
 - Independent Study/Independent Investigations (Learning Contracts)
 - Tiered Tasks
 - Extension Menus/Choice Boards/Product Choice
 - Anchor Activities
 - Learning Stations
- Manipulation of the learning environment facilitates the ability to move pupils to a setting, conducive to his or her learning style.
 - Based on research, the gifted programs permit the pupils to work with their intellectual peers as well as their same age peers.



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- Ongoing professional development for gifted education will include training for teachers in the areas of teaching gifted pupils in the regular classroom, clustering, differentiated instruction, characteristics of the gifted pupil, the magnet program model, and current research in gifted education.
 - Gifted professional development workshops will be offered outside of the workday.
- School sites have identified Gifted Cluster Teachers at each grade level (1-8) who hold or are working toward acquiring a gifted endorsement issued by the State of Arizona.

How do you group and deliver services to your K-2 pupils?

District Description

- Gifted pupils in grades K-2 receive site-based Cluster Grouping and Enrichment with push-in and pull-out services. Sites cluster pupils for flexible grouping in classrooms and for pull-out services.
- Teachers utilize differentiation, enrichment, and mastery of grade level standards, curriculum extension and compacting strategies, and higher order questioning strategies.
- The gifted resource teachers work with gifted cluster teachers to provide support in implementing differentiated instruction and questioning strategies.
- Content is enriched and includes a broad based interdisciplinary curriculum that produces products that are varied and complex.
 - Depth of knowledge questioning
- Gifted pupils in grades 2-6 will have the choice of:
 - Site-based Cluster Grouping and Enrichment pull out services at their home school
 - Applying for acceptance into the elementary gifted magnet program
- The 2nd-6th grade magnet program is a program servicing gifted students in all content areas.
- The elementary magnet program homogeneously groups gifted pupils with their intellectual peers for gifted classes.
- Content includes a broad based interdisciplinary curriculum that produces products that are varied and complex.
 - Depth of Knowledge questioning
 - Socratic questioning strategies
 - Curriculum compacting

How do you group and deliver services to your 3-6 pupils?

District Description

- Gifted pupils in grades 3-6 have site-based Cluster Grouping and Enrichment push-in and pull-out services.
- Sites cluster pupils for flexible grouping in classrooms and for pull out services.
- Pupils will be serviced in all areas daily by the Gifted Cluster teacher.
- Gifted teachers utilize:
 - differentiation strategies
 - enrichment opportunities to extend mastery of grade level content
 - curriculum extension and compacting strategies
 - higher order questioning strategies
- The gifted resource teachers work with gifted cluster teachers to provide support in planning student centered learning opportunities, creating appropriate learning targets and success criteria that allow students to be visible learners, implementing differentiated instructional strategies and explicitly using higher-order questioning strategies.
- Gifted pupils in grades 3 thru 6 will have the choice of:
 - Site-based Cluster Grouping and Enrichment pull out services at their home school
 - Applying for acceptance into the elementary gifted magnet program
- The 2nd-6th grade magnet program is a program servicing gifted students in all content areas.
- The elementary magnet program homogeneously groups gifted pupils with their intellectual peers for gifted classes.
- Content includes a broad based interdisciplinary curriculum that produces products that are varied and complex.
 - Depth of Knowledge questioning
 - Socratic questioning strategies
 - Curriculum compacting
- Gifted pupils in grade 6 will have the choice of:



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- Site-based Cluster Grouping and Enrichment pull out services at their home school
- Applying for acceptance into the elementary gifted magnet program located at Glenn L. Downs
- Attending the middle school gifted magnet program located at Atkinson Middle School
- The 6th grade magnet program is a self-contained program servicing gifted students in all content areas.
- The self-contained magnet program homogeneously groups gifted pupils with their intellectual peers for gifted classes.
- Content includes a broad based interdisciplinary curriculum that produces products that are varied and complex.
 - Depth of Knowledge questioning
 - Socratic questioning strategies
 - Curriculum compacting
 - Differentiation
 - Enrichment
- The magnet programs also utilizes:
 - Extension activities
 - Project-based research
 - Teacher Mentoring/Coaching

How do you group and deliver services to your 7-8 pupils?

District Description

- Pupils who qualify for the gifted program in grades 7-8 will have the choice of site-based services or attending the middle school gifted magnet program.
 - Pupils will be serviced in all areas daily by the cluster classroom teachers.
- All sites will offer:
 - Opportunities for curriculum enrichment
 - Differentiation in content, process, and product
 - Extension opportunities for content
 - Depth of Knowledge questioning
 - Curriculum compacting
- The gifted resource teachers work with gifted cluster teachers to provide support in planning student centered learning opportunities, creating appropriate learning targets and success criteria that allow students to be visible learners, implementing differentiated instructional strategies and explicitly using higher-order questioning strategies.
- In the gifted magnet program, pupils are flexibly grouped homogeneously and heterogeneously within their gifted classes.
 - Differentiation of instruction is used to meet the needs of pupils gifted in various areas and to various degrees.
 - Curriculum content and pacing are determined through cooperative planning between teachers and pupils.

How do you group and deliver services to your 9-12 pupils?

District Description

N/A

Describe how you integrate your program standards with the [Arizona Math and English Language Arts Standards](#) at each grade level.

District Description

- Curriculum is designed to guide pupils towards meeting or exceeding the performance objectives based on the Arizona Math and English Language Arts Standards and the English Language Proficiency Standards at each grade level.
- Grade level standards are achieved using enrichment and extended activities, differentiation, and curriculum compacting.



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- Curriculum analysis is an ongoing process.

How do you involve parents in your program?

District Description

Parent communication and involvement is an integral part of the gifted program.

- A Gifted Program Newsletter “The Gifted Scoop” is sent home quarterly to maintain communication with families.
- Parents are encouraged to follow the Gifted Department on Facebook, Instagram, and Twitter for the most up to date information.
- District website: http://csd83.org/student_services/gifted_services
- Gifted Individual Learning Plan (ILP) shared with parents at conferences
- Gifted parent coffee talks facilitated by a gifted resource teacher
- Parents have the opportunity to share in special events with their children such as:
 - games nights
 - gallery walks/showcases
 - gifted field trips
- The Gifted Department provides many opportunities for families to come together including but not limited to:
 - Guest speakers
 - ASU Barrett Summer Scholar informational evening
 - ASU Barrett Summer Scholar application support evenings
 - Maryvale Gifted and Talented High School informational evening
 - Gifted Family Game Night
 - Gifted Family Make and Take Night



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Gifted Scope and Sequence: Curriculum and Instruction



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How do you differentiate instruction (pace and pedagogy) to K-2 pupils? Please list several sample activities to illustrate your description.

District Description

- Gifted pupils in grades K-2 receive site-based services.
- Sites cluster pupils for flexible grouping.
- Each site is under the purview of a gifted specialist who supports both staff and students.
- Gifted students receive pull-out and push-in services provided by the site's gifted specialist.
- Content includes a broad based interdisciplinary curriculum that produces products that are varied and complex.
- Specific examples of differentiated activities include:
 - Higher order thinking questioning, activities, and assessments
 - Independent Extension activities
 - Compacted curriculum
 - Tiered tasks

How do you differentiate instruction (pace and pedagogy) to 3-6 pupils? Please list several sample activities to illustrate your description.

District Description

- Gifted pupils in grades 3-6 receive site-based services.
- Sites cluster pupils for flexible grouping.
- Each site is under the purview of a gifted specialist who supports both staff and students.
- Gifted students receive pull-out and push-in services provided by the site's gifted specialist.
- Content includes a broad based interdisciplinary curriculum that produces products that are varied and complex.
- Specific examples of differentiated activities include:
 - Higher order thinking questioning, activities, and assessments
 - Socratic questioning strategies
 - Independent Extension activities
 - Compacted curriculum
 - Tiered tasks
- Gifted Summer Enrichment Program

How do you differentiate instruction (pace and pedagogy) to 7-8 pupils? Please list several sample activities to illustrate your description.

District Description

- Gifted pupils in grades 7-8 receive site-based services.
- Sites cluster pupils for flexible grouping.
- Each site is under the purview of a gifted specialist who supports both staff and students.
- Gifted students receive pull-out and push-in services provided by the site's gifted specialist.
- Lessons for gifted pupils in grades 7-8 include:
 - 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:
 - Higher order thinking questioning, activities, and assessments



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- Socratic questioning strategies
- Independent Extension activities
- Compacted curriculum
- Tiered tasks
- Gifted Summer Enrichment Program

How do you differentiate instruction (pace and pedagogy) to 9-12 pupils? Please list several sample activities to illustrate your description.

District Description

N/A

What curricular materials do you use for grades K-2? Be specific.

Materials

- The Kingore Observation Inventory by Dr. Bertie Kingore
- Literature Connections by Dr. Kingore
- Assessment: Time Saving Procedures by Dr. Kingore
- Teaching Gifted Students in the Regular Classroom by Susan Winebrenner
- Standards-based Activities and Assessments for the Differentiated Classroom by Susan Winebrenner
- Standards-based Activities and Assessments for the Differentiated Classroom by Carolyn Coil
- Site-based Resource Book Room for Language Arts and Math
- Leveled readers, independent novels and chapter books, guided reading books
- Cartwright District K-3 Benchmark Advance Curriculum, EngageNY
- Kagan Cooperative Learning Strategy Books
- Engenuity Product Books and Pouches 1 & 2
- FOSS kits
- IDEAL: Discovery Streaming
- I'm Not Just Gifted: Social-Emotional Curriculum for Guiding Gifted Children

What materials do you use for grades 3-6? Be specific.

Materials

- enVisions Math by Pearson
- EngageNY
- Holt Algebra
- Holt Math
- Junior Great Books – Great Books Foundation, grades 3-6
- The Kingore Observation Inventory by Dr. Bertie Kingore
- Literature Connections by Dr. Kingore
- Assessment: Time Saving Procedures by Dr. Kingore
- Teaching Gifted Students in the Regular Classroom by Susan Winebrenner
- Standards-based Activities and Assessments for the Differentiated Classroom by Susan Winebrenner
- Standards-based Activities and Assessments for the Differentiated Classroom by Carolyn Coil
- Multiple Intelligences – Kagan & Kagan – Kagan Cooperative Learning: grades 3-5
- Cooperative Learning by Dr. Spencer Kagan – Kagan Cooperative Learning: grades 3-5
- Houghton Mifflin Harcourt: Harcourt Social Studies – Social Studies Readers
- Site-based resource book room for Language Arts and Math
- Leveled readers, independent novels and chapter books, guided reading books
- Engenuity Product Books and Pouches 1 & 2
- All Write
- Writer's Choice
- Lucy Calkins: Writer's workshop
- 6+1 Traits of Writing



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- IDEAL: Discovery Streaming
- I'm Not Just Gifted: Social-Emotional Curriculum for Guiding Gifted Children
- Benchmark Advance
- engageNY
- Achieve 3000

What curricular materials do you use for grades 7-8? Be specific.

Materials

- Engenuity Product Books and Pouches 1 & 2
- I'm Not Just Gifted: Social-Emotional Curriculum for Guiding Gifted Children
- The Kingore Observation Inventory by Dr. Bertie Kingore
- Literature Connections by Dr. Kingore
- Assessment: Time Saving Procedures by Dr. Kingore
- Teaching Gifted Students in the Regular Classroom by Susan Winebrenner
- Standards-based Activities and Assessments for the Differentiated Classroom by Susan Winebrenner
- Standards-based Activities and Assessments for the Differentiated Classroom by Carolyn Coil
- Algebra 1 - McDougal & Littell: grade 8
- Geometry for Enjoyment & Challenge – McDougal & Littell: grade 8
- Mathematics Unlimited – Rinehart Holt: grade 7
- HBJ Mathematics – Harcourt Brace Jovanovich: grade 7
- SAT I – Research & Education: grade 7
- Discovering Algebra - Key Curriculum Press: grades 6-8
- Passport to Algebra & Geometry – McDougal & Littell: grades 6-8
- Creative Problem Solving in School Mathematics – Math Olympiad
- Gateways to Algebra & Geometry – McDougal & Littell: grades 6-8
- Working With Numbers – Steck-Vaughn: grades 6-8
- Connected Mathematics Project - Prentice Hall: grades 6-8
- The Elements of Literature – Holt: grades 6-8
- The Research Book For Gifted Programs K-8: Nancy Polette - Pieces of Learning
- Conceptual Physics –Paul G. Hewitt –Prentice Hall
- Science Explorer: Cells & Heredity –Prentice Hall
- Science Explorer: Chemical Interactions –Prentice Hall
- Science Explorer: From Bacteria to Plants –Prentice Hall
- Science Explorer: Inside Earth –Prentice Hall
- Miscellaneous Resource College Texts from Anatomy to Zoology
- McDougal
- Nystrom Atlas
- Primary Source Kit
- Primary Source Readers
- The American Nation –Prentice Hall
- Geography The World and its People –Richard Boehm, et.al. –Glencoe, McGraw-Hill
- America's Story Geography in American History –William Jay Jacobs, et al. –Houghton Mifflin Company
- Arizona: Government and Citizenship –Darryl Stacy– Cloud Publishing
- We the People Citizenship and the Constitution –Center for Civic Education
- Capstone Exemplary Lessons for High School Economics -National Council on Economic Education
- Hispanic Heritage Volume 6: The Fight for Civil Rights and a New Freedom by Richard Sanchez - Abdo & Daughters
- Language of Literature - McDougal & Littell
- Achieve 3000



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Gifted Scope and Sequence: Identification



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Describe how your referral process for identification involves parents and staff.

- Parent permission is required for pupils nominated for gifted testing.
- Teachers use the 45-Day Child Identification Form to notify gifted specialist of new pupils who excel.
- AzMERIT Test Scores are used to test students in fourth through eighth grade in the fall.
- Pupils in first, second, third, fourth, sixth, seventh, and eighth grade who are currently enrolled in Cartwright District Schools may be nominated for the Cognitive Abilities Test (CogAT) during the winter testing session by parents, guardians, teachers, peers, or pupils may choose to self-nominate.
- Pupils in preschool, kindergarten, first, third, fourth, fifth, sixth, seventh, and eighth grade who are currently enrolled in Cartwright District Schools may be nominated for the CogAT during the spring testing session by parents, guardians, teachers, peers, or pupils may choose to self-nominate.
 - Cartwright Elementary School District's Checklist of Gifted Characteristics for Underrepresented Populations*
- In the winter, pupils in 5th grade who are currently enrolled in Cartwright District Schools will be blanket tested using the Naglieri Nonverbal Abilities Test (NNAT2). In the spring, pupils in 2nd grade who are currently enrolled in Cartwright District Schools will be blanket tested using the Naglieri Nonverbal Abilities Test (NNAT3).
- Testing accommodations are made for students with disabilities according to the students' IEP or 504 plans.

Describe your process for the identification of K-12 gifted pupils, including how your process addresses the variety of pupil environmental backgrounds.

District Description

- Pupil eligibility to test for gifted services is determined through a screening process. This process includes one or more of the following:
 - The Cartwright Elementary School District's Checklist of Gifted Characteristics for Underrepresented Populations
 - CRITERIA: with any of the characteristics indicated.
 - Standardized test scores (AZMerit)
 - CRITERIA: Pupils who scored Highly Proficient in any area of the state test are invited to test in the Fall.
- Once pupils are identified for screening, they are tested using the following:
 - Naglieri Nonverbal Ability Test (NNAT)
 - CRITERIA: Pupils with a score of 88% or greater are eligible for gifted program services.
 - Cognitive Abilities Test (CogAT).
 - CRITERIA: Pupils with a score of 88% or greater are eligible for gifted program services.

Please list all the testing instruments and data points you use for gifted pupil identification and explain why you chose these instruments.

District Description

- Three testing instruments are used to identify gifted pupils:
- The Naglieri Non-Verbal Ability Test (NNAT2) may be used for all pupils. 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 the Verbally, 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.
- Universal Nonverbal Intelligence Test (UNIT) is used to identify students that may be identified as twice exceptional students.

How do you inform parents and staff of your referral and identification process?



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District Description

- Principals and staff members are informed of the referral and identification process for gifted program services both formally and informally.
- The Cartwright Elementary School District's Checklist of Gifted Characteristics for Underrepresented Populations is sent to all schools by inter-district mail to be distributed to all classroom teachers in grades 1-8 for the Winter testing sessions and to all classroom teachers in grades K-8 for Spring testing sessions.
- Prior to each testing period, Principals, Assistant Principals, Secretaries, Counselors, and Teachers are all notified by e-mail of the upcoming testing and procedures.
- Written descriptions of the referral and identification processes appear in the following sources, which are available to principals, teachers and parents:
 - District Web page
 - Department social media pages
 - District Gifted Brochure, available in English and Spanish
 - Test score results are sent home for pupils who qualify for gifted services and for pupils who do not qualify for gifted services.

Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?

District Description

- Once eligibility is determined, parents of pupils who qualify for gifted program services are contacted.
- Formal letters are mailed home with test score data and enrollment instructions for available gifted program services.
- Parent information meetings and campus tours are available on request.
- Pupils may shadow other pupils already attending gifted classes.
- Parents receive information about gifted site-based program services. Procedures for program options are shared with parents. Parents opting not to receive gifted magnet program services for their child may opt to receive program services at site-based schools. If an appeal is made, a meeting is held with parents, administration, gifted teachers, and the pupil.

Parent Notification of Testing

Parents and guardians are mailed written notification of NNAT2/NNAT3 or CogAT test results, both eligible and ineligible, in English and Spanish within four weeks of test administration.

Placement

The gifted team will analyze test results. Pupils who qualify for the Cartwright Gifted Program are placed in a gifted cluster classroom and receive site-based services. The Gifted Program services cluster pupils by grade level after being identified on the CogAT or NNAT2/NNAT3. Gifted program services offer grade level mastery, compacted curriculum, differentiation, enrichment, and extensions, project-based research, mentoring and the use of technology for gifted pupils.

Pupils in grades 6-8 who qualify at 88% or above are invited to apply for the Middle School Gifted Magnet Program located at Atkinson Middle School. Pupils in grades 2-6 who qualify at 96% or above are invited to apply for the Gifted Magnet program located at Glenn L. Downs Elementary School***. Teachers are also encouraged to utilize differentiation, enrichment, and curriculum extension strategies to meet mastery of grade level standards.

*The Cartwright Elementary School District's Checklist of Gifted Characteristics for Underrepresented Populations was created to more accurately represent the district's diverse demographics within its gifted population. Sixty gifted characteristics are identified in the categories of learning, math, verbal abilities, creativity, motivation, visual spatial, social abilities, leadership, and languages. The checklist is sent out to all teachers in grades 1-8 to identify pupils for testing in the winter and to all teachers in grade PreK-8 to identify pupils for testing in the the spring. The exception to the rule is that teachers in winter for grade 5 and spring for grade 2 do not receive a checklist due to blanket testing of all students.

**The Naglieri Nonverbal Ability Test (NNAT2) is a measure of general ability that requires the pupil to use reasoning and problem-solving skills but not verbal skills. It is a culture-fair nonverbal measure of school ability. The Naglieri Nonverbal Ability Test 2 is administered to all fifth grade students in the winter and second grade students in the spring.

**The Cognitive Abilities Test (CogAT) measures developed abilities. It measures both general and specific cognitive abilities. The three domains that are assessed are: verbal, quantitative, and nonverbal. The general reasoning abilities measured by the test reflect the overall efficiency of cognitive processes and strategies that enable an individual to learn new tasks. The Cognitive Abilities Test (CogAT) is administered to all students referred for testing in the fall, winter, and spring.

***A student profile matrix is used to assess applicants seeking acceptance into the Gifted Magnet Program.



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Gifted Scope and Sequence: Social and Emotional Development



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How do you provide for the unique affective needs of your gifted pupils K-6?

District Description

- The affective needs of K-6 pupils are supported through campus-level social-emotional learning initiatives such as PBIS, Leader in Me, Responsive Classroom, Make Your Day, Boystown and 2nd Step.
- Students are supported by personnel counselors, RTI-Bs, behavior interventionists, etc., including SELS on each campus / Crisis Team / Touchstone and Southwest on many campuses
- Pupils learn self-awareness and practice close communication with their gifted teachers.
- Pupils have open access for individual conferencing with their gifted teachers before school, during lunch, and after school to best meet their affective and academic needs.
- School district personnel provide both academic and personal/social guidance related to advanced learning opportunities for gifted students and their parents.
- Campuses use Students have the opportunity to work with other gifted students clustered in their classrooms using cooperative learning strategies (ex: Kagan Strategies)
- Gifted pupils participate and interact with all the gifted teachers through activities incorporating multiple-intelligences and technology.
- Within the classroom, cooperative learning is used as well as interdisciplinary courses, independent study and projects, and opportunities for enrichment.

How do you provide for the unique affective needs of your gifted pupils 7-8?

District Description

- There are a variety of ways in which gifted program services meet the affective needs of gifted pupils at the seventh and eighth grades.
- The affective needs of 7-8 pupils are supported through campus-level social-emotional learning initiatives such as PBIS, Leader in Me, Responsive Classroom, Make Your Day, Boystown and 2nd Step.
- Students are supported by personnel counselors, RTI-Bs, behavior interventionists, etc., including SELS on each campus / Crisis Team / Touchstone and Southwest on many campuses
- School district personnel provide both academic and personal/social guidance related to advanced learning opportunities for gifted students and their parents.
- Students have the opportunity to work with other gifted students clustered in their classrooms using cooperative learning strategies.
- An open-door policy encourages close communication between pupils and advisors
- Mentoring pupils
- Interdisciplinary courses
- Cooperative learning
- Independent projects enable pupils to work comfortably and to the best of their abilities
- Use of an agenda aids with daily communication and organizational skills.

How do you provide for the unique affective needs of your gifted pupils 9-12?

District Description

N/A

What specific orientation activities do you provide for parents and teachers regarding gifted pupils' affective needs?

District Description



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- Teachers are provided with a variety of training opportunities for the affective needs and non-verbal traits of gifted pupils.
- Staff development opportunities are provided to educate staff about best practices in educating gifted students.
- Teachers attend the national (NAGC), the Arizona (AAGT), and the world (WCGTC) conferences.
 - In addition, teachers attend local conferences when in Phoenix.
- Teachers will access NAGC website, SENGifted.org, and ADE website for information and materials for teachers and parents.
- A gifted parent information night is hosted annually where educational literature or brochures in English and Spanish are provided.
- A guest speaker, knowledgeable of gifted education, is also invited to attend and speak with parents.
 - Topics may include parenting a gifted child, what to do with a non-verbally gifted child, or other relevant topics.

How do you monitor, identify and provide assistance to “at risk” gifted pupils?

District Description

- “At risk” gifted pupils are identified and monitored by teachers and counselors at school sites.
- CESD utilizes Professional Learning Communities (PLCs) where the development of common assessments and data analysis drive instruction and evaluation of programs and populations, such as gifted.
- CESD utilizes quarterly assessments (Galileo, Curriculum-based Measurement, Reading, Writing, and Math district assessments and others) in a Multi-tiered System of Support (MTSS) approach, including behavior referrals and absenteeism.
- If a gifted student’s progress declines, teachers collaborate with counselors, psychologists, and special education departments to best meet the needs of pupils through appropriate curriculum and instructional methods.
- When appropriate, counseling services are provided as needed.
- Depending on the need of the student, CESD employs many pedagogical approaches to working with the student (Independent Study, Interest Centers, Flexible Grouping, Adjusting Questions, Learning Contracts, Tiered Assignments, and many others). Specifically, one method utilized is Winebrenner’s compacting and differentiation in content areas allowing pupils to demonstrate proficiency/mastery and ability to “move on” to self-guided independent projects.



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Gifted Scope and Sequence: Professional Development



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How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted pupils?

District Description

- 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
- Additionally, 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.

Please list the titles of the training you conducted last year and those planned for the current year.

District Description

- Gifted strategies classes include an Introduction to Gifted course, Modules 1 through 6, and a closure course.
 - These classes provide 90 hours of professional development on identifying, as well as, best practices for educating gifted learners.

The following professional development classes are offered to our district's regular and gifted teachers:

- Introduction to Gifted Education
- Gifted Parent Night
- The Role of the School and Home Environments in the Lives of Gifted Students
- Differentiation Based on Cognitive Needs
- Motivation and the Gifted Learner
- ELL and Gifted
- Brain Games to support gifted kids
- Escape the Classroom
- Smart but Scattered: Helping Students Develop "Executive Skills" to Reach their Potential

How have your training events targeted the needs of administrators, counselors, psychologists and support staff?

District Description

- Principals receive training on the certification requirements for teachers and how to support gifted learners in their schools.
- Counselors, psychologists, and support staff are invited to attend staff meetings pertaining to gifted education.

Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?

District Description

- Feedback received from post teacher training evaluations has been extremely positive.
- Those who attended teacher staff development gifted training have expressed an increased knowledge and awareness of the characteristics of gifted pupils and an understanding of their needs as well as gifted education in general.
- Those who attended noted greater clarification of the differences between gifted pupils and high achievers and clarification of myths and misconceptions of gifted pupils.
- Outcomes included the generation of practical ideas for immediate use in the classroom as well as an enhanced referral process and greater acceptance of the gifted program.



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Gifted Scope and Sequence: Parent and Community Involvement



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How do you make your program philosophy, goals and recruitment procedures available to all parents?

District Description

A complete description of the gifted program services offered by the Cartwright Elementary School District is offered in a variety of sources.

Sources include:

- The school handbook for parents and pupils
- District gifted brochure: explaining program choices that is available in both English and Spanish
- The District Website
- Gifted parent information nights are held regularly
- Parent-teacher conferences
- Gifted Parent Engagement Group Meetings
- Social media pages such as:
 - Facebook
 - Twitter
 - Instagram

How do you provide access to your scope and sequence for all parents?

District Description

- 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.

District Description

- Family nights are held several times a year.
- Parents will have the opportunity to listen to presentations provided by guest speakers.
- Our Gifted Parent Engagement Group meets several times each semester.

How do you involve parents and the gifted community in the evaluation of your program?

District Description

- Parent communication is offered through agendas, parent information nights, and individual parent communication.



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Gifted Scope and Sequence: Program Assessment



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What data sources do you use to assess your program's effectiveness?

District Description

- A variety of data sources are used to measure program effectiveness at the district, school, classroom and student levels.
- An analysis of AZMerit performance scores from year to year
- An analysis of Quarterly Galileo district wide assessments from quarter to quarter and year to year
- Personal Growth Index tables
- District, school and student level
- Formative assessments, including: teacher team-created common assessments in various content areas, aimswebPlus, and core program progress monitoring assessments in reading, student products (e.g. notebooks, journals, project contracts)

Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.

District Description

- Students are tracked and data analyzed for the gifted subgroup and compared to the rest of the district population.
- Student data is tracked to chart growth during the school year.
- Common formative and summative assessments mandated by the district PLC initiative and created by teacher teams, are developed and used to measure out-of-level student learning.

How do you use informal measures like surveys, open forums and teacher interviews to gather data?

District Description

- Parents are free to observe pupils in their gifted learning environments.
- Parents also appreciated the frequent communication with teachers.
- District-wide parent surveys
- Student surveys
- Teacher Surveys
- Parent – Teacher conferences
- Feedback during Gifted Parent Engagement Group

What are your keys indicators that your program is positively affecting pupils?

District Description

- A variety of indicators are used to note the positive effect of the Gifted Program on pupils. These include:
 - student and teacher surveys
 - parent – teacher conferences
 - District Benchmark Test Scores
 - Student growth data
- Students in the Cluster Pull-out program are excited to participate. There is a positive correlation between the gifted program and attendance.

Describe the performance standards you have for all gifted pupils.

District Description

- Tracking student scores and growth on the AzMERIT (proficient and highly proficient)
- Tracking scores on district quarterly assessments
- The Cartwright Elementary School District will continue to analyze AzMERIT achievement, growth, and demographic data yearly to monitor program effectiveness and equity for all students.



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Gifted Scope and Sequence: Budgeting



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What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct pupil services, professional development and district coordination?

District Description

- Capital Expenditures: 0%
- Pupil Services/Supplies: 80%
 - 1 Gifted Education Specialist
 - 4 Gifted Resource Teachers
 - 2 Gifted Teachers Downs
- District PD: 20%

Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted pupils.

District Description

- Structure of the Gifted Staffing:
 - Self-Contained Magnet Programs
 - The elementary and middle school gifted magnet programs deliver daily instruction with differentiation and enrichment.
 - Site-Based Services
 - The site-based schools, 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. Pull out classes are provided with a district gifted teacher.
 - Ratio in Staffing
 - Magnet Programs
 - The elementary gifted magnet program ratio is one teacher to 35 students based upon student enrollment.
 - The middle school gifted magnet program is one teacher to 35 students based upon student enrollment.
 - Site-Based Programs: Gifted Cluster Model
 - The elementary site-based school ratio is 1 teacher to 35 pupils in the regular classroom, with one cluster classroom per grade level.
 - The middle school site-based school ratio is 1 teacher to 35 pupils in the regular classroom, with cluster classes grouped by team.

To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources

District Description

The District provides financial support for gifted programming in the following ways:

- Teacher salaries
- Resource books
- Transportation provided for gifted students to attend field trips
- Transportation for students accepted to attend Magnet Schools
- Professional Development classes
- Conferences
- Testing Supplies
- Gifted Summer Enrichment Camp

Extra-curricular activities are site-based and may include:

- Odyssey of the Mind
- Student Showcases



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- ASU Barrett's Residential Program
- AAGT Parent Institute
- Fiesta Bowl Aerospace Challenge
- Spelling Bees
- Gifted After school Clubs
- Science Club
- Robotics Club
- Service learning opportunities
- Art Buddies
- Accelerated Summer School
- Phoenix Art Museum trips
- Further extra-curricular activities meeting the affective needs of pupils include:
 - Odyssey of the Mind
 - ASU for Talented Youth Programs
 - ASU Mother/Daughter Program
 - NASA Summer Program at Estrella Community College
 - ASU Barrett Residential Program
 - Student Showcase