

Madison Elementary School District

Gifted Scope & Sequence

A Handbook for Parents, Students, Teachers, and Administrators

Program Design

- *Gifted education* refers to 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 *gifted pupil* is a school-age child 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.

Children in Madison Elementary School District qualify for gifted services with a score of 97% or higher on the Cognitive Abilities Test (CogAT); the Wechsler Intelligence Scale for Children (WISC); or the Stanford Binet. The CogAT consists of three different batteries, Verbal, Quantitative and Nonverbal.

Philosophy and Goals

Madison Elementary School District (MESD) strives to provide gifted students with varied and flexible learning experiences. Recognizing that the characteristics of giftedness apply to any content area, gifted students are provided opportunities throughout the day to interact with content in a manner meeting their unique learning needs. Access to content may be modified or accelerated, and demonstration of mastery may be presented in unique ways. Goals include:

- Providing a continuum of learning
- Identifying gifted students by designing multiple screening and selection procedures and instruments
- Engaging students in defining their own learning goals through the formative process
- Cultivating transversal competencies to embrace student voice and choice and promote critical and creative thinking
- Providing social and emotional learning opportunities throughout the day to meet the wellness needs of students
- Increasing participation in family education programs that provide tools and approaches for addressing the academic, social, and emotional growth of students
- Training teachers about the unique needs of gifted learners

Delivery of Services, K-4

The [Madison Gifted Cluster](#) model (elementary schools) provides students the opportunity to compact the curriculum by demonstrating mastery of given content prior to explicit lessons. Gifted students then participate in accelerated content and receive project-based learning opportunities to pursue their unique interests related to the content. The Schoolwide Cluster Grouping Model (SCGM) serves students in grades K-4. In this program, identified students are clustered to focus on enrichment and/or acceleration using compacting and differentiation as appropriate. This program focuses on logic, creativity, nonverbal reasoning, critical thinking in all areas. To qualify for the SCGM program students must score in the 97th percentile of any state approved state tests. SCGM is available at [Madison Camelview](#), [Madison Rose Lane](#), [Madison Heights](#), and [Madison Simis](#).

Delivery of Services, 5-8

An Honors model (middle schools) provides students the opportunity for advanced-level courses in mathematics, science, and language arts. The Honors classes are designed to provide a more rigorous curriculum and higher expectations for student performance. The Honors program serves students in grades 5-8. This program utilizes either the cluster and/or the pullout replacement model for math and/or language arts. This program provides enrichment and one year acceleration. It focuses on acceleration, critical thinking, verbal reasoning and creativity in subject specific domains. To qualify for the Honors program students must score in the 97th percentile on any approved state tests. Honors is available at [Madison No. 1](#), [Madison Park](#), and [Madison Meadows](#).

Delivery of Services, 1-8 Profoundly Gifted

The Madison School district provides a self-contained accelerated program for those students who are profoundly gifted known as REACH (Rigorous, Enriched, Accelerated Curriculum for the Highly Gifted). The REACH program for students in grades 1-4 is located at [Madison Heights](#) and for students in grades 5-8 at [Madison No. 1](#). REACH students receive curriculum two grade levels ahead and may earn one year of High School Foreign Language credit. This program provides highly gifted students in grades 1-8 the opportunity to function at an academic level that is commensurate with their abilities, while having the opportunity to interact socially with students who have similar interests and academic needs. Students receive a daily Spanish class, develop a differentiated educational plan (DEP) in an area of interest that is researched and reported on in both oral and written presentations, and take a class field trip such as to Catalina Island Marine Institute, AstroCamp, Pali Institute, etc.

Gifted teachers for the Cluster Model (elementary school), the Honors Model (middle school), and the self-contained highly gifted program (REACH) implement a variety of instructional methods to address the varying learning styles and needs of gifted students, and students demonstrate mastery of concepts through a variety of styles, including but not limited to the following. Differentiation is based in response to student readiness (knowledge, understanding and skill level), interest (areas of passion), and learning profiles (multiple intelligence, IQ and EQ).

- Inquiry-based lessons
- Research
- Projects
- Problem/solution based learning experiences
- Digital creations
- Flipped classroom
- Written & verbal responses to open-ended questions and prompts
- Essays
- Assessments
- Hands-on activities
- Arts-related learning opportunities
- Collaborative projects
- Relationship building
- Guest speakers
- Grade level acceleration
- Compacting

Arizona State Standards

MESD employs a robust curriculum mapping approach tied to Madison Common Pacing Assessments (MCPAs). The curriculum maps provide instructional units composed of a deconstruction of the Arizona State Standards. Gifted students have the opportunity to test out of content, but still participate in the MCPA at the end of each unit to measure content mastery.

Parent Involvement (see also Section VI, Parent and Community Involvement)

Information on [gifted services](#) is available on the District website. Additionally, a standard monthly meeting takes place between an Educational Services administrator/s and a parent group selected by the parents. These meetings provide a proactive approach and collaboration for improving the gifted programs. Annually, Madison holds an annual open house for parents to learn about the gifted program.

Curriculum and Instruction

Sample Activities, K-4

Gifted instruction in grades K-4 is differentiated through pace, pedagogy, and product. Students are allowed to compact information and access content accelerated by one grade level. Some entire classes access curriculum with one grade level acceleration. REACH students are instructed two levels accelerated.

[Kinder Sample](#)

[Kinder Sample](#)

[1st Grade Sample](#)

[1st Grade Sample](#)

[1st Grade Sample](#)

[1st Grade Sample](#)

[1st & 2nd Grade Pace Sample](#)

[2nd Grade Sample](#)

[2nd Grade Sample](#)

[2nd Grade Sample](#)

[2nd Grade Sample](#)

[1st & 2nd REACH](#)

[3rd Grade Sample](#)

[4th Grade Sample](#)

[3rd & 4th REACH](#)

Sample Activities, 5-8

Gifted students at the District's middle schools receive gifted instruction through the Honors program. These students receive instruction with one grade level acceleration. REACH students are instructed two levels accelerated.

[5th & 6th REACH](#)

[5th Grade Science Guest Speaker](#)

[5th Grade Science in the News](#)

[5th Grade Science Student Presentation](#)

[5th Grade Social Studies](#)

[5th Grade Math](#)

[6th Grade Social Studies](#)

[6th Grade Social Studies](#)

[6th Grade Social Studies Student Presentation](#)

[6th Grade Science Student Presentation](#)

[6th Grade Science Student Presentation](#)

[7th Grade Math](#)

[7th Grade Social Studies](#)

[7th Grade ELA](#)

[8th Grade Social Studies](#)

[8th Grade ELA](#)

[8th Grade ELA](#)

[7th & 8th Grade Science Pacing Sample](#)

[7th & 8th REACH](#)

Curricular Materials, K-4

My Math by McGraw-Hill (Mathematics, Grades K-4)

Wonders by McGraw-Hill (ELA, Grades K-4)

Inspire by McGraw-Hill (Science, Grades K-4)

Here we Go by Pearson (Social Studies, K)

All Together by Pearson (Social Studies, Grade 1)

People and Places by Pearson (Social Studies, Grade 2)

Communities by Pearson (Social Studies, Grade 3)

Regions/AZ Story by Pearson (Social Studies, Grade 4)

Curricular Materials, 5-8

My Math by McGraw-Hill (Mathematics, Grade 5)

Glencoe by McGraw-Hill (Mathematics, Grades 6-8)

Glencoe Pre-Algebra (Mathematics, Grades 6-8)

Glencoe Algebra (Mathematics, Grades 6-8)

Glencoe Geometry (Mathematics, Grades 6-8)

Wonders by McGraw-Hill (ELA, Grade 5)

StudySync by McGraw-Hill (ELA, Grades 6-8)

Inspire by McGraw-Hill (Science, Grades 5-8)

U.S. Building a Nation by Pearson (Social Studies, Grade 5)

World History and Geography by McDougal (Social Studies, Grade 6)

American History by McDougal (Social Studies, Grade 7)

American History/Civics Today by McDougal (Social Studies, Grade 8)

Identification

Referral Process

Students are identified for gifted testing by three ways:

1. Students who score high on our district wide assessment NWEA (MAP)
2. Students who are recommended by their teacher(s)
3. Parent request (Parents are made aware of this opportunity through school newsletters, district and school websites, etc.)

Madison offers regularly scheduled gifted screening 5 times during the school year and on an ad-hoc basis.

In addition to the approved gifted screeners, student achievement data, including Arizona Assessment scores and NWEA MAP, along with teacher, social worker and counselor, administrator, and/or parent recommendation are used to determine students for screening. Outside evaluations are also used to qualify students.

Identified gifted students are tagged in the student management system (PowerSchool) including transfer students.

The most recent Gifted specific training for the referral process was conducted in the spring of 2020: Identifying, Recruiting, and Retaining Gifted Students.

[Program Descriptions](#) for the K-4 Cluster Model, the 5-8 Honors Program, and the 1-8 profoundly gifted program are available on the District website and provided in Section I of this handbook, Delivery of Services.

Identification Process

The Schoolwide Cluster Grouping Model (SCGM) serves students in grades K-4. In this program, identified students are clustered to focus on enrichment and/or acceleration using compacting and differentiation as appropriate. This program focuses on logic, creativity, nonverbal reasoning, critical thinking in all areas. To qualify for the SCGM program students must score in the 97th percentile of any state approved state tests. SCGM is available at [Madison Camelview](#), [Madison Rose Lane](#), [Madison Heights](#), and [Madison Simis](#).

The Honors program serves students in grades 5-8. This program utilizes either the cluster and/or the pullout replacement model for math and/or language arts. This program provides enrichment and one year acceleration. It focuses on acceleration, critical thinking, verbal reasoning and creativity in subject specific domains. To qualify for the Honors program students must score in the 97th percentile on any approved state tests. Honors is available at [Madison No. 1](#), [Madison Park](#), and [Madison Meadows](#). Identified gifted students at the middle school level are placed in Honors classes. Non-identified gifted students may be added to these classes based on performance.

Additional student achievement data, including Arizona Assessment scores and NWEA MAP, along with teacher and/or parent recommendation are used to determine students for screening. Outside evaluations are also used to qualify students.

To ensure underrepresented populations are screened, a matrix was developed for a Secondary Application as an alternate qualifier. Additionally, English learners and free/reduced students have academic performance thresholds that more appropriately trigger the referral process to identify gifted learners.

Testing Instruments and Data Points

Testing Instruments Used:

- Cognitive Abilities Test (CogAT): The CogAT consists of three different batteries, Verbal, Quantitative and Nonverbal
- The Wechsler Intelligence Scale for Children (WISC)
- The Stanford Binet

Additionally, potential REACH students are required to be assessed in reading and math using the District's internal benchmark program, Northwest Evaluation Association/Measures of Academic Progress® (MAP®). Students must achieve the following MAP® scores:

- Grades 1 and 2, Reading: A passing score on the District's reading assessment
- Grades 3–8, Mathematics: 80th percentile or higher
- Grades 3–8, Reading 80th percentile or higher

In addition to the approved gifted screeners, student achievement data, including Arizona Assessment scores and NWEA MAP, along with teacher, social worker and counselor, administrator, and/or parent recommendation are used to determine students for screening. Outside evaluations are also used to qualify students.

These testing instruments were chosen because they include required scores for each of the three tests for a student being identified as being in the 97th percentile (99th percentile for REACH). These assessments are State-approved, have been kept current consistently with updates, and have proven to be successful in identifying students being successful in the District gifted programs.

Testing Availability

Testing is made available at the following times: early fall, late fall, mid-winter, late spring, and early summer. Testing is also provided during new student registration events. Additional testing availability for transfer students is conducted on a case-by-case basis throughout the year.

Referral and Identification Processes, Notification

Parent-teacher conferences are a primary means for discussing giftedness and program options for students. The Research & Evaluation Department facilitates the parent-teacher conversation through timed-report distribution that coincides with time periods that have a high volume of parent-teacher communications. Educators are reminded to look for students that may have unique cognitive, creative, affective, and/or behavioral traits.

Additional notifications are provided via school newsletters, the District website, front office flyers, and the fall open house. Additionally, site leadership frequently communicates the gift referral process to all staff members, and the Research & Evaluation department includes instructions for all staff on how to refer students for gifted testing through email, newsletters, and an internal employee website. The Educational Services monthly staff newsletter includes information on the referral process, including the most recent publication from February 2021.

Eligibility Notification and Appeals Process

Families are sent a formal letter identifying their child as gifted and for which program they qualify ([Cluster](#), [Honors](#), [REACH](#)). The administrative secretary for the Research & Evaluation department accepts any email responses/appeals and sends them to the appropriate person (REACH appeals to the Director for Signature Programs, Cluster/Honors appeals to the school principal).

Social and Emotional Development

Affective Needs, K-4

Madison District has developed its own social-emotional learning curriculum (I'm It). The curriculum is themed based on core components from The Collaborative for Academic, Social, Emotional Learning (CASEL) and provided weekly to all students. The lessons are multi-sensory and provide opportunities for teachers to differentiate the lesson to meet the students' needs. The lessons have cooperative groups and peer to peer interactions within the lesson. Each school site has been provided training on implementation of I'm It and on-going support and coach on the core components and how to embed them into the content and daily activities. Within the SEL curriculum, teachers are given extension activities and multiple prompts to deepen the content.

The District has provided Kagan Cooperative Learning training on an annual basis. The District has hosted multiple events each year. The use of cooperative learning is embedded in the District's teacher evaluation instrument. After attending training, teachers receive all materials needed to implement cooperative learning strategies and receive ongoing support on implementation from district and site administration and district coaches.

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Affective Needs, Orientation for Parents and Teachers

The Research & Evaluation Department annually educates instructional staff on giftedness and gifted education. Professional development sessions are provided to further educate staff about best practices in educating the gifted child. The District provides parent university to all parents in the district.

At-Risk Gifted Students

The District has an established referral process utilizing the tiered system to address targeted skills and needs of students at risk. Quarterly monitoring occurs for all gifted students. Interventions are provided for academically at-risk students routinely at all schools during guided study time. Students who are at-risk socially and emotionally receive support within the classrooms and/or from the social worker/counselor. Each school has a social worker and/or school counselor who oversees the behavioral health and social emotional components.

Professional Development

Specialized Training

Madison District belongs to the Arizona Association for Gifted and Talented (AAGT). The AAGT annual conference was scheduled to take place in Madison during November of 2020 but was cancelled due to the COVID pandemic. MESD pays registration fees and other related costs for gifted teachers to attend training. Teachers have received ongoing training on the gifted cluster model and how to differentiate for gifted learners within the cluster. Middle School teachers received training in project-based learning (PBL).

Specialized Training, Topics

In addition to training for differentiation and project-based learning, the most recent gifted-specific training was conducted in the spring of 2020: Identifying, Recruiting, and Retaining Gifted Students. The training included an interactive literature review; additional resources on identifying, recruiting, and retaining gifted students; a link to resources; the development of an action plan (on hold due to the COVID-19 pandemic); and personal reflection and growth. Training sessions for 2020-2021 have focused on distance learning and concurrent teaching and learning.

Training for Administrators, Counselors, Psychologists, and Support Staff

Training events for administrators, counselors, psychologists, and support staff have focused on the Social Emotional Learning needs of students. During this time the SEL needs of gifted students have been addressed. The counselors and psychologists have weekly PLC meetings to address the SEL needs of all students. The Director for Signature Programs is a member of AAGT and attends their two annual offerings.

Gifted-endorsed Teachers

The District encourages the teachers of gifted learners to earn and maintain a gifted endorsement. The requirement to teach in the REACH, cluster, or honors program, is that teachers must either have their gifted endorsement or be working toward acquiring the gifted endorsement.

Training Events, Feedback

Opportunity is provided after each professional development session for participants to give feedback on the content and process shared. Feedback reveals participants feel the sessions are relevant and applicable for designing and implementing lessons and activities to meet the needs of the gifted learner. Participants have expressed the need for additional training.

Parent and Community Involvement

Program Information Availability

The [gifted website](#) is available to students and parents. The website includes a handbook version of the Gifted Scope and Sequence. Additionally, teachers discuss the needs of their gifted students during parent teacher conferences and encourage non-identified gifted students to test for giftedness. Each year, Madison District hosts a gifted open house and hosts a shadow day for the REACH students where potential students are able to join REACH classrooms for a day. Parents of students in the profoundly gifted program developed the [REACH Top 10](#) list of things to know about the REACH program.

Scope and Sequence Access

The District website includes information on the [gifted programs](#). The website includes a handbook version of the Gifted Scope and Sequence. The scope and sequence is distributed to families upon qualification for a gifted program.

Parent Advisory Group

The REACH Council meets once a month with the Director for Signature Programs and other administrators as warranted. These meetings are designed to proactively develop opportunities for students. The schedule of meetings is posted in the newsletter.

The District started a [Parent University](#) program in 2019. These events have been put on hold due to the pandemic.

Program Evaluation

Every year, the parents of gifted students are surveyed on the specific effectiveness of the District's gifted programs. Additionally, the District has conducted two five-year evaluations since 2013. Parents were surveyed, interviewed, and participated in on-site evaluation meetings. The District followed the guidance from the National Association for Gifted Children (NAGC) to conduct the gifted review and used an outside research agency, Hanover Research, to evaluate the District's gifted programming.

The REACH students conduct an end-of-year project presentation. The gifted students in the Madison Simis cluster program and the Madison Meadows Honors program conduct end-of-year project presentations.

Program Assessment

Data Sources

NWEA MAP is used to measure growth of our gifted population as compared to the national average of a similar population. The State assessment ensures these students are proficient at grade level content.

Test Data

- NWEA MAP for norm referenced (National)
- AzMERIT for criterion referenced (State Standards)
- Common formative assessments created by MESD to measure student success throughout the year on State Standards (criterion referenced)

Informal Measures

The District conducts at least two parent surveys per year obtaining parent feedback on programs. This information is compiled to help the District identify areas of strength and areas for focus. Additionally, parents provide feedback at orientation, open house, and other parent activities, and share feedback on high school and college choices of their children. Additionally, direct observation of the program by District administrators and site administrators occurs on a regular basis.

Key Indicators of Success

- Parent feedback on end-of-year survey
- NWEA MAP data to track growth and achievement in comparison to a similar population throughout the country
- Student desire to be in the program/student enthusiasm
- Student retention rates

Performance Standards

Grade level and content area goals are set for the gifted programs. For the profoundly gifted program, these goals are set with the parent advisory group. Tracking of the gifted population to monitor proportionality of ethnicity and gender.

Budgeting

Supplemental Allocation

The entirety of the Gifted Education Supplemental Grant is used to support professional development of gifted teachers. The entirety of the Title IV-A funds is transferred to Title II funds where it is used to support professional development of all teachers.

Staffing

The cluster model, grades K-4, has the following maximum staff to student ratios:

- 1:26 with paraprofessional support, kindergarten
- 1:29, grades 1 and 2
- 1:32, grades 3 and 4

The Honors model, grades 5-8, has the following maximum staff to student ratio:

- 1:36

The grade levels for the profoundly gifted program have the following maximum student ratios:

- 1:26, grades 1 and 2
- 1:29, grades 3 and 4
- 1:33, grades 5 through 8

District Support

Madison District funds gifted teacher salaries and benefits from its M&O budget. All District classrooms are appropriately equipped with up-to-date technology resources including SmartBoards, TVs, laptops, class sets of Chromebooks, document cameras, and audio enhancement systems. MESD is transitioning from traditional classroom furniture to flexible furniture that includes sit to stand, high top, soft seating, and several seating options within each classroom. Funding is provided for supplemental materials for gifted classrooms including but not limited to the following: Wordly Wise, Membean, Beast Academy, Handwriting Without Tears, and Word Masters.

Several District funds are used to provide professional development for gifted teachers including M&O, Title I, II, IV-A, and the Gifted grant. The District has release time built into the calendar. Teachers participate in professional development or PLC on Wednesdays. The District pays the membership fees to the Arizona Association for Gifted and Talented (AAGT), conference fees, and professional development registration fees.

The District does not have a Gifted Director. Instead the District's gifted programs are overseen by a combination of Educational Services personnel including the Executive Director for Curriculum and Instruction, the Director for Research and Evaluation, the Director for Signature Programs, and the Director for Student Services.

All testing supplies are provided by the District. This includes the CogAt test and the staff required to administer the assessment throughout the year.