

Franklin Phonetic School

Scope and Sequence Criteria

Governing Board Review & Approval Date: _____

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

Submitted by: Christina Gabaldon Title: Elementary Principal

Email: cgabaldon@fppspv.net Phone: 928-775-6747

District gifted coordinator name /email: Kristen Goode kristengoode@fppspv.net

District gifted website: N/A

Program Design		
Question	Indicators	District Description
What is your district's definition of a gifted student and gifted education?	<ul style="list-style-type: none"> • Multiple criteria, non-verbal, verbal and quantitative • 97% on state approved tests or services for students with borderline scores • Read the state definition in ARS 15-779 and incorporate it into your local district 	<p>Franklin School has adopted the official definition of the "gifted child" according to A.R.S. 15-761.7.</p> <p>"Gifted child" means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction, or special ancillary services, or both, to achieve at levels commensurate with his intellect and ability whom scored 97% or better in one or more of the following areas Non-verbal, Verbal and Quantitative on the Woodcock Johnson Cognitive Abilities Assessment." (A.R.S. 15-761.7)</p>
Describe the Philosophy and Goals for your gifted program.	<ul style="list-style-type: none"> • Incorporates a K-8 or K-12 continuity of services • Modify instruction/curriculum to meet student needs • Describes differentiation in process, content 	<ol style="list-style-type: none"> 1) Identified gifted students shall receive instruction encompassing a high level of cognitive and affective skills commensurate with potential. 2) Identified gifted students will be

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	<p>and product</p> <ul style="list-style-type: none"> • "Gifted students are gifted all day, not just for a small segment of that day" • Goal: start with where the student is academically and accelerate the pace of instruction • Goal: train as many teachers as possible about the unique needs of gifted students • Goal: develop a program that represents the diversity of the school and district 	<p>challenged beyond what is provided in the regular classroom.</p> <p>3) Broad themes and varying activities will be used across various disciplines promoting higher level thinking skills and developing intellectual potential.</p>
How do you group and deliver services to your K-2 students?	<ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	Children in grades K-2 who are recommended and qualified for Gifted services are serviced within the regular classroom using extension activities and differentiated instruction. In some cases, students are moved up to a higher grade for instruction in those areas in which giftedness has been identified.
How do you group and deliver services to your 3-6 students?	<ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	Children in grades 3-5 who are recommended and qualified for Gifted services are serviced within the regular classroom using extension activities and differentiated instruction. In some cases, students are moved up to a higher grade for instruction in those areas in which giftedness has been identified.
How do you group and deliver services to your 7-8 students?	<ul style="list-style-type: none"> • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills • Content driven, accelerated learning, honors classes, flexible grouping 	Students in grades 6-8 who are qualified for Gifted services in math are placed in accelerated math courses. Those who qualify in any of the language arts participate in Gifted Class offered as an elective course. This class meets 1-3 times per week and is held on a small-group basis.
How do you group and deliver services to your 9-12 students?	<ul style="list-style-type: none"> • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills • Content driven, accelerated learning, honors classes, AP, IB or CIE classes, flexible grouping and/or scheduling 	N/A
Describe how you integrate your program standards with the Arizona State Standards	<ul style="list-style-type: none"> • Use a curriculum mapping approach • Testing for competency before teaching content 	

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at each grade level.	<ul style="list-style-type: none"> • Use Vertical alignment strategies 	
How do you involve parents in your program?	<ul style="list-style-type: none"> • Periodic orientation/communication meetings • Provide information about summer programs like Johns Hopkins, ASU and U of A • Newsletters, parent support groups 	<p>Parents are notified about events having to do with Gifted Education via newsletter and/or notes sent home with students. Parents are welcomed into the classroom as volunteers or participants/observers when interested.</p>

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Curriculum and Instruction		
Question	Indicators	District Description
<p>How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level 	<p>K-2 students who qualify for Gifted Education in Math, Science, and/or Language Arts may be promoted to a higher grade for instruction in the qualifying discipline. K-2 students may also participate in a Gifted Education pull-put program for services either individually or in small groups.</p> <p style="text-align: center;">The following are examples of lessons and/or instruction that may be given to K-4 students participating in a Gifted Education pull-out program:</p> <ul style="list-style-type: none"> - Writing Process and creative writing - Research, exploration, investigation - Scientific method - Brain teasers - Group work, group participation <p>Differentiated instruction in the areas of content, process, product, and learning environment takes place using the following:</p> <ul style="list-style-type: none"> - In the regular classroom, students are serviced via accelerated study in qualifying disciplines. - Students take part in a mixture of whole group instruction, small group instruction, pull out one-on-one instruction, independent and guided practice, conversation and discussion, and opportunities for exploration using higher level thinking skills.
<p>How do you differentiate instruction (pace and pedagogy) to 3-6 students?</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended 	<p>3-5 students who qualify for Gifted Education in Math, Science, and/or Language Arts may be promoted to a higher grade for instruction in the</p>

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<p>Please list several sample activities to illustrate your description.</p>	<p>literature, novels, math word problems, graph interpretation etc.</p> <ul style="list-style-type: none"> • Establish a rubric for the pedagogy to be appropriately applied for this level 	<p>qualifying discipline. 3-5 students may also participate in a Gifted Education pull-put program for services either individually or in small groups.</p> <p>The following are examples of lessons and/or instruction that may be given to K-4 students participating in a Gifted Education pull-out program:</p> <ul style="list-style-type: none"> - Writing Process and creative writing - Research, exploration, investigation - Scientific method - Brain teasers - Group work, group participation <p>Differentiated instruction in the areas of content, process, product, and learning environment takes place using the following:</p> <ul style="list-style-type: none"> - In the regular classroom, students are serviced via accelerated study in qualifying disciplines. - Students take part in a mixture of whole group instruction, small group instruction, pull out one-on-one instruction, independent and guided practice, conversation and discussion, and opportunities for exploration using higher level thinking skills.
<p>How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation, etc. • Develop an honors curriculum for gifted students Establish a rubric for the pedagogy to be appropriately applied for this level • Use real world connections, simulations, Mock Trial, etc. 	<p>5-8 Math, Science</p> <p>5-8 students who qualify for Gifted Education in Math and/or Science will be promoted to a higher grade for instruction in the qualifying discipline. Some math students may qualify for Algebra I accelerated instruction in a small group setting.</p> <p>Differentiated instruction in the areas of content, process, product, and learning environment takes place using the following:</p>

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		<ul style="list-style-type: none"> - Accelerated study in qualifying disciplines. - Small group pull out for individualized instruction. <p>6-8 Language Arts</p> <p>6-8 students who qualify for Gifted Education in Language Arts will participate in Gifted Class offered as an elective course for services in Honors Language Arts. Meetings will take place 1-3 times per week and will be held on a small-group basis.</p> <p>The following are examples of lessons that may be given to 5-8 students participating in the Language Arts elective class:</p> <ul style="list-style-type: none"> - Research and reporting - Creative writing and the Writing Process - Questioning and higher level thinking skills - Bloom’s Taxonomy - Brain teasers and logic problems - Life skills - Accelerated instruction in vocabulary, critical thinking and reasoning, reading comprehension and inference, and composition <p>Differentiated instruction in the areas of content, process, product, and learning environment takes place using the following:</p> <ul style="list-style-type: none"> - Small group instruction with Gifted peers - Participation in various small group, whole group, and individualized learning activities - Opportunities for exploration using higher level thinking skills
How do you differentiate	<ul style="list-style-type: none"> • Training for teachers in flexible instructional 	N/A

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<p>instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.</p>	<p>groups</p> <ul style="list-style-type: none"> • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Provide AP, IB or CIE coursework for student Establish a rubric for the pedagogy to be appropriately applied for these levels 	
<p>What curricular materials do you use for grades K-2?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>K-2 students are instructed using the Spalding method for reading, writing, and language arts. Saxon math with teacher created supplementary activities is the primary curriculum for math instruction.</p>
<p>What curricular materials do you use for grades 3-6?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>3-6 students are instructed using the Spalding method for reading, writing, and language arts. Saxon math with teacher created supplementary activities is the primary curriculum for math instruction.</p>
<p>What curricular materials do you use for grades 7-8?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>7-8 students math students are instructed using Saxon math. Language arts students are instructed using misc. Gifted oriented materials from Prufrock Press and Mindware. Bloom’s Taxonomy is a heavy focus at this level.</p>
<p>What curricular materials do you use for grades 9-12?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>N/A</p>

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Identification		
Question	Indicators	District Description
Describe how your referral process for identification involves parents and staff.	<ul style="list-style-type: none"> • Recommendations from parents/staff • Review of records and answers on student transfer documents • Announcements/newsletters to parents • Referrals from counselors, administrators or support staff • In-service training for all staff and parents • Program description provided to all stakeholders 	Students may be referred for Gifted Education testing by parents, teachers and/or school administration. Testing begins once parental approval has been given, interviews with teachers have been conducted, and grade records have been reviewed by the Gifted Department Supervisor.
Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.	<ul style="list-style-type: none"> • Serve 97%, but what about 96, 95, 94 and others? • Use a matrix for underrepresented students including at risk, ELL and equity compared to school population • Arizona Assessment Scores • Use of non-verbal tests • Multiple measures • Personal interviews • Performance in honors, AP, IB, CIE classes 	Students must score at or above the ninety-seventh percentile on the school's adopted identification tool in order to qualify for Gifted Education services. Those who score close but do not make the ninety-seventh percentile or higher might be included if teacher interviews and grade records indicate potential.
Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.	<ul style="list-style-type: none"> • CogAT, Naglieri, WISC, etc. See the State Board approved test list • Student grades • Gifted Characteristics Checklists • Student, teacher, parent input • Standardized testing results 	Franklin Phonetic School uses the Woodcock Johnson Cognitive Abilities test as a screening tool for Gifted identification. The test is administered on an individual basis by the school's Gifted Department Supervisor.
How often do you make testing available for K-12 students?	<ul style="list-style-type: none"> • Fall, winter, spring • Additional testing for transfer students or on a case-by-case basis throughout the year 	Gifted testing at Franklin School occurs one during the fall, winter and spring semesters and new or transfer students are tested on a case by case basis as needed.
How do you inform parents and staff of your referral and identification process?	<ul style="list-style-type: none"> • Formal letters to parents • Parent informational meetings, conferences • School newsletters • If your school has a gifted website, please list the URL 	Parents are notified via formal letter once a recommendation has been made. Further communication with parents takes place once testing has concluded. We do not have a gifted website.

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<p>Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?</p>	<ul style="list-style-type: none">• Formal letters• Focus on data• Parent meetings• Meeting with teacher, Principal, and Gifted Director	<p>Parents are informed about Gifted placement via formal letter. Parental permission is sought before any student is placed into the program. Conferences are held if there are questions or concerns on the part of the parents or students.</p>
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Social and Emotional Development		
Question	Indicators	District Description
How do you provide for the unique affective needs of your gifted students K-6?	<ul style="list-style-type: none"> • Grade level seminars to train teachers • Coordination of affective activities • Experiential learning approach • Provide common learning seminars for gifted students by grade level using pull out, cluster or self-contained configurations • Use peer tutoring, cooperative learning strategies • Establish a parent support group 	Affective needs of Gifted learners are addressed by the regular classroom teacher in K-5. Cooperative learning, differentiated instruction, one-on-one extension tutoring, and peer clustering are all used at this level. Parental involvement is also encouraged.
How do you provide for the unique affective needs of your gifted students 7-8?	<ul style="list-style-type: none"> • Incorporate specific activities into an honors program • Experiential learning approach • Provide common learning seminars for gifted students by grade level such as a humanities class • Establish a parent support group 	Affective needs are addressed by regular classroom teachers and by the Gifted teacher in grades 6-8. Pull out programs with peer clustering, cooperative learning, small group instruction, and peer tutoring are all used at this level. Parental involvement is also encouraged.
How do you provide for the unique affective needs of your gifted students 9-12?	<ul style="list-style-type: none"> • Develop gifted student learning groups to share experiences • Assign a counselor to work with gifted students • Seminars to train teachers, counselors and administrators • Concurrent/dual enrollment possibilities tied to AP, IB or CIE programs • Establish a parent support group 	N/A
What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?	<ul style="list-style-type: none"> • Grade level seminars to train teachers • Provide literature about the unique needs of gifted students to teachers/parents • Conduct locally developed gifted parent nights 	Teachers are counseled one-on-one by the Gifted department supervisor as needed. Parents are kept involved through newsletters and are always invited to visit and/or participate in class. Parents are also given notice about statewide Gifted oriented activities (ie: AAGT).
How do you monitor, identify and provide assistance to "at-risk" gifted students?	<ul style="list-style-type: none"> • Create an open-ended referral process for parents, students and teachers • Provide counseling services on an as needed 	Referral for Gifted testing and services is left open-ended. Referrals are accepted at any time during the school year. K-5 students who are

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	<p>basis</p> <ul style="list-style-type: none">• Develop alternate approaches for students in high school to earn credit• Competency testing in core subjects to allow students to “move-on”	<p>serviced in the regular classroom and/or moved up a grade for instruction in any specific discipline are monitored by repeated follow-up by the Gifted supervisor. 6-8 students are monitored personally by the Gifted supervisor. An on-site counselor is also available as needed.</p>
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Professional Development		
Question	Indicators	District Description
How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?	<ul style="list-style-type: none"> • In-service training, staff development, professional learning communities • Fund attendance at conferences, workshops and training in gifted education • Provide instructional materials for gifted learners • Join the Arizona Association for Gifted and Talented (AAGT) www.arizonagifted.org • Teachers develop personal professional growth plans 	Teachers are encouraged to attend seminars and conferences geared toward education of the gifted. The Gifted supervisor also tries to attend all AAGT and other related meetings and seminars. The Gifted supervisor will provide instructional materials and extension activities for individual teachers as needed.
Please list the titles of the training you conducted last year and those planned for the current year.	<ul style="list-style-type: none"> • Characteristics of the gifted learner • Instructional needs of the gifted learner • How to differentiate instruction to meet gifted learners needs • Identifying the gifted learner • The meaning of gifted testing results 	Because we are a charter school, there is not a lot of need for teacher training via seminars and meetings. The Gifted Education supervisor is always on-site and available to answer questions and provide assistance as needed. There is a small presentation given at the beginning of each school year as to the process for gifted referral and contact information.
How have your training events targeted the needs of administrators, counselors, psychologists and support staff?	<ul style="list-style-type: none"> • Specific training events that illustrated for administrators how to support gifted education in their schools • Training for counselors in the social and emotional needs of the gifted learner • ADE sponsored training on school improvement 	Gifted training is offered and attended for administration, classroom teachers, and paraeducators each year during the back to school trainings to help employees understand the needs of gifted learners. The gifted endorsed teachers supports other grade level teachers by attending weekly meetings and providing coaching and materials as needed for gifted learners.
Do teachers who have primary responsibility of teaching gifted learners have, or are working towards earning, an Arizona	<ul style="list-style-type: none"> • For more information, please see the gifted endorsement resources. 	The teacher has her gifted endorsement who has primary responsibility for teaching gifted learners.

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Gifted Education K-12 Endorsement?		
Describe the feedback received from post training evaluations.	<ul style="list-style-type: none">• What did the participants say about the effectiveness?	After the gifted teacher received her endorsement she gained knowledge on how to meet the needs of gifted students and resources available for aiding in the instruction of gifted students.

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Parent and Community Involvement		
Question	Indicators	District Description
How do you make your program philosophy, goals and recruitment procedures available to all parents?	<ul style="list-style-type: none"> • Provide parents with a gifted handbook for working with the district • Open house for gifted parents • Website for gifted students and parents • Parent – teacher conferences 	Information about the Franklin Gifted program is made available upon request in the front office. Meetings and/or phone conferences are held between the Gifted supervisor and parents as needed. Information is also posted on the Gifted page of the school’s website.
How do you provide access to your scope and sequence for all parents?	<ul style="list-style-type: none"> • Gifted scope and sequence distributed to all gifted parents • Available in all school offices • Available on LEA or school website 	The scope and sequence is also made available in the front office upon request. Information is also posted on the Gifted page of the school’s website.
Describe how you incorporate parents into a support or advisory group.	<ul style="list-style-type: none"> • Write letters of invitation to all gifted parents to join our group • Develop a regular schedule of meetings, posted on website or in newsletter • Provide opportunities to hear and converse with gifted guest speakers 	Parents are invited and encouraged to visit and participate in Gifted classes whenever they wish.
How do you involve parents and the gifted community in the evaluation of your program?	<ul style="list-style-type: none"> • Surveys, personal interviews, town hall type meetings • Site council agenda item • End of year presentations 	Parental feedback is welcomed and is easily submitted on signed notes home and/or student report cards.

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Program Assessment		
Question	Indicators	District Description
<p>What data sources do you use to assess your programs effectiveness?</p>	<ul style="list-style-type: none"> • Surveys from parents, students and teachers • Standardized test scores • AASI performance scores • Advance Placement, International Baccalaureate 	<p>Standardized test scores, AASI and AZ Science (when applicable) are used for program evaluation. Student quarterly report cards are also a source of program assessment. Student surveys are taken in Gifted class to assess student attitude and opinion of the Gifted program (6-8 Language Arts).</p> <p>Performance standards</p> <ul style="list-style-type: none"> • Referral process established for all students for counseling and/or social worker services • Implement 504 referral/assessment/accommodation plans as needed • Counseling provided on an as-needed basis (individual, small group: focusing on social skills, conflict resolution, family issues) • Partnerships with community organizations for intervention: Southwest Behavioral Health Services for classroom prevention lessons and small groups at elementary and high school; Teen OutReach Pregnancy, City of Surprise Victim Advocacy, Maricopa County Mobile Crisis Team, referral sources for local mental health agencies and social services provided to parents, referrals to Child Help, Department of Child Safety • Credit recovery program at the high school level • Dual enrollment offered to high school students through local community colleges • Competency testing offered at the high school level • Academic contracts • Behavior contracts • Functional Assessments • Behavior Intervention Plans • Interpretation of cognitive, aptitude, and achievement tests • Threat Assessments • Chronic Illness plans • Homebound services <p>• Universal Prevention: K-8 classroom prevention lessons facilitated by counselors;</p>

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Describe how you use test data, both norm referenced, and criterion referenced in your evaluation process.	<ul style="list-style-type: none"> • Track progress of gifted students year to year individually • Compare scores of gifted students with the rest of the population to assess differences • Students class grades compared to identification scores 	Gifted students' grades are carefully monitored both individually and in comparison to same-age peers. Progress is monitored using standardized test scores and student report cards.
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	<ul style="list-style-type: none"> • Look for trends, common strengths, weaknesses, areas for improvement in parent surveys • Direct observation of the program in action 	Student surveys are administered in Gifted class. Teacher input is encouraged and can be given in written form or via conference with the Gifted supervisor.
What are your keys indicators that your program is positively affecting students?	<ul style="list-style-type: none"> • Student interest, excitement with the program • Parental positive feedback • Students test score analysis • Stays with the program, no dropouts • Regular attendance in class 	Student interest and continued progress are indicators of success. Grades are another indicator of success. Other areas taken into consideration are attendance, continued enrollment in the program, and positive comments from parents or teachers.
Describe the performance standards you have for all gifted students. Are the standards for gifted students?	<ul style="list-style-type: none"> • Meets the individual learning goals established for the students • The gifted population demographics must reflect the same picture as the total school population 	Students in the program must maintain high grades (As or Bs) in order to continue in the program. When grades fall below a B, students are reassessed and/or referred to the on-site counselor for additional supports and/or services

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Budgeting		
Question	Indicators	District Description
<p>What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct student services, professional development and district coordination?</p>	<ul style="list-style-type: none"> • If supplemental funding from the Arizona state legislature is not currently available, please describe funding resources used to support your gifted education program. 	<p>All Gifted funding goes toward Gifted supervisor/teacher salary and benefits. School supplies additional resources and classroom needs as funding is available from the gifted grant. When funding is not available through the gifted grant funds from the M & O budget will be used to fund the gifted program.</p>
<p>Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.</p>	<ul style="list-style-type: none"> • Type of program: pull out, cluster, self-contained or differentiated instruction within the classroom • Ratio within the structure you chose: 1 to how many students? 	<p>Franklin School currently employs one Gifted Supervisor who also serves as the school's only Gifted teacher. Currently 4% of the student population have been identified and qualified for gifted services. In the Gifted pull-out (6-8 Language Arts) the teacher/student ratio is 1:14.</p>
<p>To what extent does the district support the funding of your gifted program?</p> <p>Please elaborate: be specific as to staff and financial resources</p>	<ul style="list-style-type: none"> • Teacher salaries? • Rooms, appropriately equipped? • Professional development • Funding for a Director? • Testing supplies? • Administrative support? 	<p>All Gifted funding goes toward Gifted supervisor, salary and benefits. School supplies additional r and classroom needs.</p>