



### A. Information Page

The following tables must be completed, and the current district superintendent must sign in the space provided.

#### CDAP Submission Dates

Select the box on the left for the submission date. Enter the date the CDAP is uploaded to the Consolidated Application on GMS.

|                                     |                                         |                 |            |
|-------------------------------------|-----------------------------------------|-----------------|------------|
| <input checked="" type="checkbox"/> | Initial CDAP – Due September 30, 2024   | Date Submitted: | 09/26/2024 |
| <input checked="" type="checkbox"/> | *Reviewed CDAP – Due September 30, 2025 | Date Submitted: | 9/9/25     |
| <input type="checkbox"/>            | *Reviewed CDAP – Due September 30, 2026 | Date Submitted: |            |

\*The CDAP must be reviewed and submitted each year. Revision is only necessary for a CDAP with significant changes or whenever necessary.

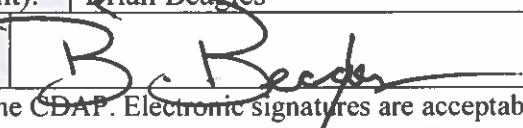
#### District Information

|                  |                       |
|------------------|-----------------------|
| District Name:   | Sperry Public Schools |
| District Number: | I008                  |
| County Name:     | Tulsa                 |
| County Number:   | 72                    |

#### Alternate Authorized Contact for CDAP

|                   |                            |
|-------------------|----------------------------|
| Name:             | Brent Core                 |
| Position:         | Director of Instruction    |
| Telephone Number: | 918-288-7213 extension 115 |
| Email Address:    | bcore@sperry.k12.ok.us     |

*By signing in the space below, I agree to the assurances contained within this document and attest that the information is true, accurate, and complete to the best of my knowledge.*

|                                       |                                                                                      |
|---------------------------------------|--------------------------------------------------------------------------------------|
| District Superintendent Name (Print): | Brian Beagles                                                                        |
| District Superintendent Signature:    |  |

The current superintendent must sign the CDAP. Electronic signatures are acceptable. Signatures using a special font style script are not acceptable.



**B. Consultation Process**

ESEA Section 1112(a)(1)(A) requires that LEAs receiving Title I funds create a plan that is developed with timely and meaningful consultation with the following stakeholder groups –

- teachers
- principals
- other school leaders
- parents
- paraprofessionals
- administrators
- specialized instructional support personnel
- other appropriate personnel

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. What method(s) of consultation did the LEA use?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Federal programs team meets twice a year to review plans and activity and to recommend modifications.<br>Back-to-School night and the annual Title I Parent meeting provide opportunities for parents and other stakeholders to voice concerns, ask questions, and learn more about the program and activities.<br>Parent-Teacher Conferences held once each semester provide parents an opportunity for conversations about their child's progress and to voice concerns and questions about the program. |
| <b>2. What is the date for the most recent consultation?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| August 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

**Consultation Team**

Each stakeholder group listed in ESEA Section 1112(a)(1)(A) must be included.

| First and Last Name of Stakeholder | Stakeholder Group               |
|------------------------------------|---------------------------------|
| Brent Core                         | District Administrator          |
| Mike Juby                          | Secondary Level Administrator   |
| Jared Smith                        | Elementary Level Administrator  |
| Audra Briggs                       | Title VI and ELL Representative |
| Dawn Williams                      | Title I Representative          |
| Angie Reimer                       | Elementary Teacher              |
| Phil Webb                          | Secondary Teacher               |
| Tonia Harvey                       | Parent                          |
|                                    |                                 |
|                                    |                                 |



**C. Assurances**

1. The LEA ensures that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. The LEA provides services to eligible children attending private elementary schools and secondary schools in accordance with private school officials regarding such services;
3. The LEA, if selected, participates in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. The LEA coordinates and integrates services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. The LEA collaborates with the State or local child welfare agency to (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall-
  - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if –
    - (I.) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
    - (II.) the local educational agency agrees to pay for the cost of such transportation; or
    - (III.) the local educational agency and the local child welfare agency agree to share the cost of such transportation;
6. The LEA ensures that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;
7. The LEA that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensures that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).



**D. CDAP Requirements**

**Monitoring Student Progress**

1. How does the LEA monitor students' progress in meeting state academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students? [ESEA Section 1112\(b\)\(1\)\(A\)](#)

Instruction is based on a tiered system in which teachers differentiate instruction as part of their regular instructional practice. This promotes meeting the needs of all students with all instructional activities. Teachers monitor progress of students with both formative and summative assessments using formal and informal assessment methods, changing instructional practice based on recent assessment information. Among the assessments used are online programs purchased by the district, including Star Reading, Star Early Literacy, Star Math, IXL, Istation, and/or other programs which provide support for student learning and feedback for teachers to use to adjust and modify instruction.

District developed formative and summative assessments, including some benchmark assessments, are combined with various assessments that are part of the state adopted texts that are part of the district curriculum for each content area. All instruction, regardless of the tier of instruction or the differentiated level, is based on the district's objectives that are directly aligned to the most recent version of the Oklahoma Academic Standards. When feasible, formative and summative assessments are developed to mimic OSTP assessments in content, context, and cognitive ability expectations.

2. How does the LEA identify students who may be at risk for academic failure to meet the challenging state academic standards? [ESEA Section 1112\(b\)\(1\)\(B\)](#)





Site administrators, counselors, and the reading and mathematics intervention specialists work with regular classroom teachers to review previous years' OSTP data, classroom behavior, daily/weekly grades, formative classroom assessments, and work progress over weeks, and diagnostic assessment data from standardized online student learning and assessment programs to determine specific areas in need of improvement. This monitoring of potential academic failure is an on-going process allowing newly identified students to enter assistance programs and those no longer in need of direct supplemental support to leave the program with monitoring of subsequent academic activity.

3. How does the LEA provide for additional educational assistance to individual students that the local educational agency or school determines need help in meeting the challenging state academic standards? [ESEA Section 1112\(b\)\(1\)\(C\)](#)

Sperry Public School has implemented district-wide actions to strongly align the written, taught, and assessed curriculum of the district, with direct alignment to the Oklahoma Academic Standards. District staff give specific attention to the assessment specifications of the State assessed items when developing formative and summative assessments for district objectives. Instructional practices are based on a tiered system in which teachers differentiate instruction as part of their regular instructional practice. This promotes meeting the needs of all students with all instructional activities. Vertical teams composed of highly qualified, highly effective teachers from select core content areas and grade levels guide teacher groups in aligning the written curriculum and developing formative and summative assessments and activities aligned to the OAS and State Department



of Education assessment specifications in content, context, and cognitive levels. Support in implementing and expanding the use of differentiated instruction in all classrooms has been and continues to be an important element of the team's interactions with staff. The instructional coordinator oversees and supports the activities of the Vertical Team, and continues to research and review new instructional strategies to integrate into the district's growing list. All site and district processes for aligning district curriculum and focusing instruction to meet the needs of all students are part of on-going procedures supported by professional development activities and frequent review of classroom/site/district data.

4. How does the LEA identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning?  
[ESEA Section 1112\(b\)\(1\)\(D\)](#)

Sperry Public School utilizes the Professional Development Committee, the Curriculum Advisory Committee, the Federal Programs Committee to identify needs of the schools and to develop the appropriate plans of action to improve the academic skills of students at all grade levels and content areas

**Equitable Distribution of Teachers**

5. Describe how the LEA will identify and address, as required under state plans as described in [section 1111\(g\)\(1\)\(B\)](#), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [ESEA Section 1112\(b\)\(2\)](#)

The district minimizes the number of low-income and minority students taught by ineffective, inexperienced, or out of field teachers through strategies of careful screening of applicants for all teaching positions, assigning teachers to areas for which they are highly



qualified and for which past instructional performance indicates effectiveness in instruction. The district attempts to minimize the number of low-income and minority students taught by ineffective, inexperienced, or out of field teachers in all core content areas, but when this cannot be avoided, strategies are in place to monitor the effectiveness of the instruction those students are receiving. The district does not currently have any teachers identified through the TLE evaluation system as being ineffective. The district has a low percentage of inexperienced teachers at each site, and when low-income and minority students are taught by inexperienced teachers, the inexperienced teachers are assigned instructional positions where their impact will be no greater on low-income and/or minority students than it is on other students; and Federal Program teachers monitor student progress and consult with the regular classroom teacher on a regular basis. The district strives to employ highly qualified teachers in the core content area classes, and whenever possible, Title I students are placed in the classrooms of highly qualified teachers with three or more years of teaching experience.

In the event a position must be filled with an inexperienced or non-highly qualified teacher, site administrators, counselors, and appropriate federal programs staff will review assignment of students to that teacher and will monitor the progress of qualifying students and provide appropriate support as necessary.

The past three years have been difficult for Sperry Elementary School as it has been for several districts in Oklahoma. The district was forced to utilize adjunct teachers rather than certified staff for one position since the 2022-2023 school year, and for two positions the following years in addition to certified staff who adjunct one or two sections of a subject outside of their certification, but within their



area of knowledge. This situation has reduced the number of experienced teachers at the site; however, site administration implemented collaborative strong grade-level team support and targeted professional development for inexperienced teachers. Site administrators and staff specializing in assistance to ELL students, Native American students, students with special needs, and students who qualify for any number of district title services assist adjunct teachers and monitor the academic progress of students in classes with adjunct teachers regularly.

- ☒ 6. An LEA with CSI or ATSI sites must serve school sites with Title I funds. Select the box to the left to confirm acknowledgement of this requirement. [ESEA Section 1112\(b\)\(3\)](#)

**Complete the chart below using information from the LEA personnel records, the Accreditation Application, and the most recent October low-income student count report.**

| School Site Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Grade Span | CSI and ATSI Status | Percentage of Low-Income Students Aged 5-17 | Percentage of Minority Students Aged 5-17 | Number of Experienced Teachers | Number of Inexperienced Teachers | Number of Ineffective Teachers | Number of Out-of-Field Teachers |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------|---------------------------------------------|-------------------------------------------|--------------------------------|----------------------------------|--------------------------------|---------------------------------|
| Sperry Elementary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | PK-5       | NO                  | 72                                          | 53                                        | 32                             | 3                                | 0                              | 3                               |
| Sperry Middle School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 6-8        | NO                  | 70                                          | 30                                        | 14                             | 1                                | 0                              | 1                               |
| Sperry High School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 9-12       | NO                  | 56                                          | 41                                        | 13                             | 0                                | 0                              | 2                               |
| <ul style="list-style-type: none"> <li>• Definition: An <i>experienced teacher</i> is considered a teacher in a public school who has been teaching more than a total of three complete school years.</li> <li>• Definition: An <i>inexperienced (beginning) teacher</i> - The term "beginning teacher" means a teacher in a public school who has been teaching less than a total of the three complete school years.</li> <li>• Definition: <i>Minority Students</i> are defined as students who are American Indian/Alaskan Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races.</li> <li>• Definition: An <i>ineffective teacher</i> is defined by the LEA's method of teacher evaluation.</li> <li>• Definition: An <i>out-of-field teacher</i> is defined as a teacher that is not certified in the subject area taught.</li> </ul> |            |                     |                                             |                                           |                                |                                  |                                |                                 |

### Poverty Criteria and Specialized Student Populations





7. Describe the poverty criteria that will be used to select school attendance areas to be served with programs supported with federal funds. The percentage of children from low-income families in such areas must be at least as high as the percentage of low-income families served by the LEA as a whole. (*i.e.*, Title I, Part A) [ESEA Section 1112\(b\)\(4\)](#)

Sperry Public Schools has one elementary school, one middle school, and one high school. Each site receives some federal funds. The elementary school has the highest percentage of low-income families, the middle school the next highest, and the high school serves the fewest low-income families. The elementary receives the highest amount of federal program funds, the middle school the next highest amount, and the high school receives the least (served mainly through the federal programs of Special Education and Indian Education programs).

8. How does the LEA determine services and programmatic planning, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs? [ESEA Section 1112\(b\)\(5\)](#)

Sperry Public School district does not have a local institution for neglected and delinquent children, and there is no community day school program for neglected and delinquent children in the district.

9. How does the LEA determine a reservation for services and programmatic planning for homeless children and youths to support the enrollment, attendance, and success of homeless children and youths? If applicable, in coordination with the services provided under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301). [ESEA Section 1112\(b\)\(6\)](#)

Sperry Public Schools sets aside Title I A funds specifically for use by the homeless liaison to provide the student with basic personal hygienic supplies, various school supplies, and appropriate clothing throughout the seasons. The site counselor will work with the student



and any local agency assisting the student to eliminate and/or prevent barriers to the child's access to educational opportunities within the district. Federal law provides that homeless children and youth, individually or through a parent or guardian, may choose to attend the school in the area in which they are currently living. The district's residency officer will determine whether a student is a homeless child or youth for purposes of establishing residency and promptly advise the parent, guardian or person having legal custody of the child of the decision, both orally and in writing, if possible. If there is no such person, the residency officer will advise the student. The district will enroll each homeless student and permit his or her full participation in all school programs, whether or not the student is accompanied by a parent, guardian or person having custody of the child, and without proof of residence, current immunizations and traditional enrollment documentation, such as school records and medical/immunization records. The district's homeless liaison may assist the student and school in obtaining those items.

10. How does the LEA identify eligible students and determine a reservation for services and programmatic planning, where appropriate, for English Learners and Immigrant students? [ESEA Section 1112\(c\)\(4\)](#)

When a student is identified as an English Learner, the district ELL coordinator works with site counselors and administration to determine what services may be needed to assist in the student's academic success. All students have a Home Language Survey on file, and this is used to help with initial placement, but the district ELL coordinator works with students who exhibit signs of language barrier issues in class to determine if they have need for services whether their Home Language Survey indicates such a need or not.

11. How does the LEA identify eligible students and determine a reservation for services and programmatic planning, where appropriate, for migrant students? [ESEA Section 1112\(b\)\(6\)](#)



Although Sperry Public Schools does not currently have migrant students, the EL Coordinator, Special Education Coordinator, Homeless Liaison, and Federal Programs Director work with counselors and site administrators to identify a variety of potential needs of students, and if migrant students are identified at any site, the EL Coordinator and Federal Programs Director will work with the site counselor/administration to ensure scheduling provides for opportunities for appropriate services.

12. How does the LEA identify eligible students most in need of services in a targeted assistance school program in consultation with parents, administrators, paraprofessionals, and specialized instructional support? [ESEA Section 1112\(b\)\(9\)](#)

The district uses a variety of identification criteria as a means of determining which students may be at-risk for reading or math failure. Previous OSTP scores, classroom grades, classroom behavior and/or attitude towards the subject, teacher and/or parent concerns based upon observations, and an analysis of the computer-assisted instructional program, diagnostic data (when appropriate) are the most commonly utilized criteria to identify those students who may be at-risk for reading or math. For students having difficulty in reading and math, parent/teacher observations are combined with recent class work activity and grades compared to previous work, and an analysis of instructional program diagnostic data and comparison of recent data from district purchased online program resources to previous scores if available are the main criteria used to identify likely need for intervention.

#### **Parent and Family Engagement**

13. Describe the strategies the LEA will use to implement effective parent and family engagement including how the LEA determines the required reservation for parent and





family engagement (if the LEA receives an allocation of \$500,000 or more). [ESEA Section 1112\(b\)\(7\)](#) and [ESEA Section 1116\(a\)\(3\)](#)

The members of the Sperry Public Schools Federal Programs Team have tried different means of developing parent engagement including review of parent engagement practices of other schools, parent surveys during Back-to-School Night and the Title I Parent Meeting, and a review of student academic success following the implementation of various strategies.

14. Describe the LEA process to create an LEA Parent and Family Engagement Policy and School Parent and Family Engagement Policy(ies). [ESEA Section 1112\(b\)\(7\)](#) and [ESEA Section 1116\(a\)\(2\)](#) Does the LEA take advantage of the flexibility of using a combined LEA and School Parent and Family Engagement Policy offered in [ESEA Section 1116\(b\)\(3\)](#)?

Sperry Public Schools staff utilize multiple opportunities in order to consult with and gain advice from parents in the development of means of communication between district staff and parents. Back to School Night in early August, Fall Parent-Teacher Conferences, Spring Parent-Teacher Conferences, and Title I Parent Meeting are all used to solicit information to help guide the development and subsequent revisions of the district policy for Family Engagement. The Curriculum Advisory Committee and the Federal Programs Committee both have parent members whose ideas and needs are solicited multiple times a year at established committee meetings as well as throughout the year via less formal means such as emails, phone calls, and one-on-one discussions.

#### **Effective Transitions for Students**





15. If applicable, describe how the LEA will support, coordinate, and integrate services to facilitate the transition of students from early childhood programs to the elementary school programs. [ESEA Section 1112\(b\)\(8\)](#)

Sperry Public Schools will support, coordinate, and integrate services and activities in the early childhood education program to effectively facilitate the transition of students from early childhood programs to the elementary school programs by: providing alignment of district's curriculum to state's Pre-K Standards; using formative and summative assessments as a tool to determine each child's progress; planning an individual parent/student meeting with the upcoming teacher; sharing assessment data with appropriate staff and parents; promoting family engagement in two-way communication, shared decision-making, and data-driven improvements.

16. If applicable, describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including –  
a. through coordination with institutions of higher education, employers, and other local partners; and  
b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.  
[ESEA Section 1112\(b\)\(10\)](#)

When applicable, Middle School federal programs teachers maintain ongoing contact with the regular classroom teachers of the content area in which they provide remediation. While the transition timeline for the middle school specifies May and August as the transitional periods, observations of student progress is directly communicated between the federal programs teacher and the regular classroom teacher concerning general progress, specific skill development, classroom participation, and general attitude and behavior throughout the year. The federal programs teachers analyze data from district purchased online resource activities and assessments, summative data from the classroom and OSTP data, and data from



formative assessments in the federal programs resource room. Additional discussions about transition readiness including student activities among peers, attitude about learning, and behavior in classroom are also part of the federal programs classroom discussions. Both the regular classroom teacher and the federal programs teacher consider personal observations, classroom/resource room data, and counselor input in making their recommendation.

Both the vocational technology opportunities and the concurrent enrollment opportunities are part of long ranged support by middle school and high school counselors to help students find areas of interest and skills that will lead them to college, careers, and preparations for being active, positive members of society. Counseling is provided throughout the years at middle school and high school as part of this preparation for, and final transition of, students to postsecondary education and life.

#### **Reducing Overuse of Disciplinary Practices**

17. How does the LEA support efforts to reduce the overuse of disciplinary practices that remove students from the classroom? How does the LEA identify, monitor, and support schools with high rates of disciplinary actions? [ESEA Section 1112\(b\)\(11\)](#)

Sperry Public Schools encourages teachers to provide effective classroom management in order to reduce discipline practices that remove students from the classroom. Administrators and select classroom teachers work together to research and review classroom management skills necessary and appropriate for Sperry School District, and then provide their findings to the general staff and develop procedures for maintaining a healthy educational classroom atmosphere. Among the strategies employed each site to minimize student removal from instructional settings as a discipline measure



are After School Detention (ASD), a two hour after-school setting which allows for work completion and the two hours taken away from the student after school reminds them of the choice they made; Saturday School which is much like ASD held on Saturday mornings from 8:00 AM to 11:00 AM during which time the student must work on classroom work; Before School/After School Campus Beautification, a 30-minute to 45-minute time before the start of the instructional day or just after the close of instruction that students who failed to show respect for the staff, studies, building, or campus work with district staff to help improve appearances and build respect for the learning environment. Each of these methods of discipline are options only after classroom management actions failed to improve student behavior. Teachers participate in committee meetings at least twice a year to discuss, review, and plan improved methods of maintaining effective classroom management.

**Coordination and Integration of Programs for Specialized Student Populations**

18. If determined appropriate by the LEA, how will the LEA support programs that coordinate and integrate –
- a. academic, career, and technical education content with instructional strategies that incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the state; and
  - b. work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit? [ESEA Section 1112\(b\)\(12\)](#)

Sperry Public Schools partners with Tulsa Technology Center as a means to provide district students with a wide variety of academic, career, and technical education content that incorporates experiential learning opportunities and promotes skills attainment in a range of occupations in high demand in Oklahoma today. Some of the available vocational technology programs offer area-specific certifications.





The district provides work-based learning opportunities that provide students in-depth interaction with industry professionals in a variety of fields of study as part of its agreement with Tulsa Technology Center. Using technology currently in use in the field of study and instructed by professionals experienced in the field, these courses offer work-based opportunities for learning which the district would not be capable of providing on-campus. Students receive academic credit approved by the State Department of Education and the district school board. Sperry Schools reviews its agreement with Tulsa Technology Center each year, and reviews the alignment of instructional offerings with those of the district.

19. Describe any other programs or activities the LEA has identified as a need and uses funds to support, such as identification of gifted students or supporting effective school libraries. [ESEA Section 1112\(b\)\(13\)](#)

The district makes multiple efforts to identify gifted and talented students throughout the districts, grades Pre-Kindergarten through 12th grade. Teachers throughout elementary work with students to provide opportunities for students to exhibit giftedness and/or talent in a wide range of areas, and through careful analysis of student data from formative and summative assessments throughout the school year. Based on their observations and analysis of student achievement, classroom teachers recommend testing and/or other review of the student's giftedness and/or talent. Gifted and talented students in elementary, middle school, and high school can participate in academic teams that study, review, and quiz over a wide variety of subjects, skills, and areas of knowledge, providing students with giftedness in almost any area to find an opportunity to participate. At the secondary level, teachers make these same





observations and analysis, but additional opportunities for students to excel in areas of interest and/or skill are available through advanced course opportunities as part of the district's Advanced Placement program which begins in 6th grade. The Advanced Placement program is directly aligned with the skills and knowledge necessary for students to prepare for and obtain early credits in college-level courses.