



# ***Flossmoor District 161 Gifted Program Overview***

August 22, 2011

# District 161 Gifted Program History

1. 1987-1995 "Program Plus"
2. 1997-98 Gifted Program Ad Hoc Task Force began. Identification procedure and program development completed. Coordinator training includes *Confratute* (University of Connecticut) and NAGC conferences with Carol Tomlinson, Joseph Renzulli, Sandra Kaplan, & Sally Reis.
3. 1998-99 Elementary staff development in gifted education & curriculum differentiation, identification, pullout program, and special events begin
4. 1999-00 Pullout classes expand and additional gifted program staff hired
5. 2000-01 Program expands to Parker Jr. High with 8<sup>th</sup> grade Gifted Social Studies and Science classes
6. 2001-02 Program expands at Parker Jr. High to include 7<sup>th</sup> grade Gifted Social Studies and Science classes and a 6<sup>th</sup> grade Social Studies class
7. 2002-03 Program expands to include Gifted Visual Arts at 4<sup>th</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grades. Gifted Program Ad Hoc Task Force reconvenes to review and revise identification procedure.
8. 2003 – present Gifted program services continue including acceleration in Reading and Math, differentiation of curriculum and instruction, and increased enrichment opportunities for students in K - 8



# Gifted Program Mission

The mission of the School District 161 Gifted Program, a K-8 support system, is to provide appropriate challenge to maximize growth of high-ability learners through:

- Differentiated curriculum and instruction
- Effective, non-discriminatory, and responsive means of identification
- Variety of services
- Appropriate social/emotional support



# Gifted Program Services

## Identification

Implementation of the identification process

## Instruction

Pull-out model for identified students in grades 3 – 5  
Self-contained model for identified students in grades 6 - 8

## Acceleration

Appropriate placement in Reading and Math

## Instructional Support

Appropriate instructional support for high-ability students

## Collaboration

Planning with classroom teachers to meet the needs of high-ability students

## Resources

Development of enrichment materials and resources for classroom teachers

## Special Events

Programs or events sponsored by District 161 Gifted Program

## Differentiation

Differentiated instruction and/or curriculum for high-ability students

## Advocacy

Support of emotional, social, and academic needs



# Acceleration

## Grades K – 5    **Up Leveling in Reading & Math**

### **Reading:**

**Grades K – 2**    Instructed at grade level with above grade level enrichment materials

**Grades 3 – 5**    Instructed with next grade level materials

### **Math:**

**Grades K – 1**    Instructed at grade level with above grade level enrichment materials

**Grades 2 – 5**    Instructed with next grade level materials

**Grade 5:**        Two accelerated levels available:  
“6E Group” and “Parker Group”

## Grades 6 – 8    **Advanced Level Classes & Up Leveling**

### **Advanced Level Classes in Language Arts & Math**

### **Up Leveling in Math:**

**Grades 6 - 7**    Instructed with next grade level materials

**Grade 8**        Two accelerated levels available:

HF Honors Algebra and HF Honors Geometry

# Elementary Up Leveled Students

Grades 2 – 5

Based on 2010-2011 data for Fall 2011

<u>SCHOOL</u>	<u>Grade 2</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
FH	Reading: 1 Math: <i>Confirmed in Fall</i>	Reading: 3 Math: 0	Reading: 4 Math: 10	Reading: 8 Math 6E: 2 Parker: 0
HH	Reading: 0 Math: <i>Confirmed in Fall</i>	Reading: 0 Math: 8	Reading: 2 Math: 8	Reading: 5 Math 6E: 7 Parker: 0
SH	Reading: 0 Math: <i>Confirmed in Fall</i>	Reading: 3 Math: 2	Reading: 3 Math: 1	Reading: 2 Math 6E: 1 Parker: 0
WA	Reading: 3 Math: <i>Confirmed in Fall</i>	Reading: 18 Math: 15	Reading: 18 Math: 24	Reading: 22 Math 6E: 13 Parker: 10

# Math Up Leveling – Parker Jr. High

Parker Junior High	Math Course	# students	Location
Grade 6	Pre-Algebra	(20)	PJH
Grade 7	HF Honors Algebra	(20)	PJH
Grade 8	HF Honors Algebra	(56)	PJH
	HF Honors Geometry	(18)	HF



# Differentiation \*

Formal & informal assessments

Modification of content, process, and product

Enrichment / extension materials and activities

*\* Support may be provided by gifted resource teacher*

# Formal Identification - Elementary

## Grades 3 - 5

- **Student identification completed in January**
  - 3<sup>rd</sup> grade: 8%
  - 4<sup>th</sup> grade: 10%
  - 5<sup>th</sup> grade: 12%
  
- **Assessments Used in Identification Process**
  - Cognitive Abilities Test (CogAT)
  - NWEA Math, Reading, and Language Arts
  - Renzulli – Hartman Behavioral Scale



# Academic Pull-Out Program for Identified Students

## **Grade 3**

- January through June
- Classes are 1-hour sessions, held twice weekly
- Length of units vary

## **Grades 4 & 5**

- September through June
- Classes are 1-hour sessions, held twice weekly
- Length of units vary



## Visual Arts Pull-Out Program for Identified Students

### **Grades 4 & 5**

- Two 10-12 week units
- Classes held once weekly for each unit
- Class is in addition to regularly-scheduled art class
- One-hour sessions

# ELEMENTARY ACADEMIC PROGRAM IDENTIFICATION PERCENTAGES

Based on 2010 – 2011 Data

	<u>3<sup>rd</sup> Grade</u>	<u>4<sup>th</sup> Grade</u>	<u>5<sup>th</sup> Grade</u>
Total Students in District	235	260	265
Total Students Identified	19	27	30
<b><u>FLOSSMOOR HILLS</u></b>			
Total Students in School:	<b>64</b> (27% of District's 3 <sup>rd</sup> Graders)	<b>56</b> (21% of District's 4 <sup>th</sup> Graders)	<b>72</b> (27% of District's 5 <sup>th</sup> Graders)
Total Students Identified:	<b>3</b> (16% of identified 3 <sup>rd</sup> graders)	<b>4</b> (15% of identified 4 <sup>th</sup> graders)	<b>5</b> (17% of identified 5 <sup>th</sup> graders)
<b><u>HEATHER HILL</u></b>			
Total Students in School:	<b>42</b> (17% of District's 3 <sup>rd</sup> Graders)	<b>51</b> (20% of District's 4 <sup>th</sup> Graders)	<b>54</b> (20% of District's 5 <sup>th</sup> Graders)
Total Students Identified:	<b>2</b> (11% of identified 3 <sup>rd</sup> graders)	<b>6</b> (22% of identified 4 <sup>th</sup> graders)	<b>2</b> (7% of identified 5 <sup>th</sup> graders)
<b><u>SERENA HILLS</u></b>			
Total Students in School:	<b>58</b> (24% of District's 3 <sup>rd</sup> Graders)	<b>63</b> (24% of District's 4 <sup>th</sup> Graders)	<b>53</b> (20% of District's 5 <sup>th</sup> Graders)
Total Students Identified:	<b>3</b> (16% of identified 3 <sup>rd</sup> graders)	<b>1</b> (4% of identified 4 <sup>th</sup> graders)	<b>3</b> (10% of identified 5 <sup>th</sup> graders)
<b><u>WESTERN AVENUE</u></b>			
Total Students in School:	<b>71</b> (30% of District's 3 <sup>rd</sup> Graders)	<b>90</b> (35% of District's 4 <sup>th</sup> Graders)	<b>86</b> (32% of District's 5 <sup>th</sup> Graders)
Total Students Identified:	<b>11</b> (58% of identified 3 <sup>rd</sup> graders)	<b>16</b> (59% of identified 4 <sup>th</sup> graders)	<b>20</b> (63% of identified 5 <sup>th</sup> graders)



# Formal Identification – PJH

One section for each Gifted & Talented class

## Grade 6

### **G/T Social Studies**

All 5<sup>th</sup> grade students are evaluated/re-evaluated.

Continues in 7<sup>th</sup> & 8<sup>th</sup> grade.

## Grade 7

### **G/T Science**

All 6<sup>th</sup> grade students are evaluated.

Continues in 8<sup>th</sup> grade.

## Grade 8

### **G/T Visual Arts**

Students may self-nominate or be teacher-recommended for consideration.



# Parker Junior High Identification

*Based on current data for Fall 2011*

	<u>Social Studies</u>	<u>Science</u>	<u>Visual Arts</u>
Grade 6	26	N/A	N/A
Grade 7	28	25	N/A
Grade 8	28	28	22


# Special Events


*Qualifying and Non-Qualifying*

 **AWE** Grades 5-8  
(October)


 **MOEMS** Grades 5 & 6 Adv.  
(November - March)

 **Spelling Bee** Grades 3 - 8  
(October - February)

 **Midwest Academic  
Talent Search** Grades 6 – 8  
(January / February)

 **Science Fest** Grades 1 – 8  
(March)

 **Science Olympiad** Grades 6 - 8  
(January - March)

 **Math Bowl** Grades 1 - 8  
(February - May)

 **Visual Arts EXPO** Grades 4, 5, & 8  
(May)

 **Student Government Day**  
Grade 8 (October)

# Schedule of Services Overview

	Acceleration		Differentiation	Formal	G/T	Enrichment
	Reading	Math	Support	Identification	Visual Arts	Programs or Events
Kindergarten	X	X	X	--	--	X
1 <sup>st</sup> Grade	X	X	X	--	--	X
2 <sup>nd</sup> Grade	X	X	X	--	--	X
3 <sup>rd</sup> Grade	X	X	X	X (On-Site Pullout)	--	X
4 <sup>th</sup> Grade	X	X	X	X (On-Site Pullout)	X	X
5 <sup>th</sup> Grade	X	X	X	X (On-Site Pullout)	X	X
6 <sup>th</sup> Grade	Adv. L.A.	X	X	G/T Social Studies Class	--	X
7 <sup>th</sup> Grade	Adv. L.A.	X	X	G/T Social Studies & Science Classes	--	X
8 <sup>th</sup> Grade	Adv. L.A.	X	X	G/T Social Studies & Science Classes	X	X



# Future Steps

1. Systems Analysis conducted by CEC (Consortium for Educational Change)
2. Reconvene District 161 Ad Hoc Gifted Education committee
3. Program review with attorney
4. Professional development assuring District 161 remains current with best practices in Gifted Education