Transition to the School-Wide Enrichment Model

WOODBRIDGE SCHOOL DISTRICT

MAY 22, 2018 UPDATE

Strategic Development Plan
Goals and Beliefs

GOAL #2:

The District will ***provide a student centered and personalized learning environment*** that promotes innovation, creativity, choice, independence, growth and student ownership

WE BELIEVE THAT:

❖ All students can learn and it is the responsibility of our school system to provide the supports needed to reach high standards and success.

❖ Academic skills must meet the expectations of the CT Core Standards. The skills and attributes needed for success in the 21st century include critical thinking, collaboration, creativity, curiosity, problem solving and citizenship.

❖ Meeting academic, artistic, behavioral, social, emotional and physical needs is essential in educating the whole child.

Professional Learning Community
Meeting the needs of *All* students

➢Viable curriculum, high quality instruction and programs

➢Use of data to inform instruction

➢Differentiated instruction for all students
  ➢Team collaboration and sharing of strategies
  ➢Meet the needs of struggling students
  ➢Meet the needs of our early mastery and gifted students
  ➢Enrichment for all

Transition = Intersection of Key Areas

➢ Differentiated classroom instruction

➢ School-Wide Enrichment Initiatives

➢ Before/After /During School Enrichment Activities

➢ Talented and Gifted (TAG) Programming and Identification

➢ PA 17-82 Connecticut's Talented and Gifted Law
  ➢ *Identification Required; Programming not Required*

Moving to a model that serves *All* students

The School-Wide Enrichment Model – Serving *All* Students

➢Recognizing the giftedness, talents and interests of <u>all</u> students

➢Choice, interests, challenge, 3 "E's" (engagement, enjoyment and enthusiasm in learning)

➢Student choice develops strengths, interests, talents, ownership

➢Deeper long-term learning projects guided by powerful questions

➢Supports/strengthens classroom skills/attributes

➢Broad range of enrichment experiences; multiple intelligences

➢Infusion of enrichment pedagogy into the classroom

➢Model effective in providing challenge - early mastery students

The School-Wide Enrichment Model

Research on School-Wide Enrichment Model

➢ https://gifted.uconn.edu/schoolwide-enrichment-model/about_sem/

➢ https://gifted.uconn.edu/schoolwide-enrichment-model/semresearch/

Giftedness Definitions

Gifted Programming

Past, Present and Future

➢Historical: Reports to BOE on TAG Programming

➢January 2017: Board Approves Strategic Plan with School-Wide Enrichment Model Initiatives

➢2017 and 2018: Capacity building/training and implementation
- ➢Gifted concepts (Renzulli) shared
- ➢School Visits and Workshops
- ➢In-School Sharing/Visits
- ➢Clusters, Project Based Learning and Capstone Initiatives
- ➢Guidance from CT Gifted and Talented Education Consultant

➢2018: Identification process reviewed/revised – Implement 2018-19

➢2018-19: Expansion/Transition of Programming

The School-Wide Enrichment Model - BRS

Grade 2 – Community Helpers (PBL/Clusters)

Grade 3 – Enrichment Cluster Model

Grade 4 – Enrichment Cluster Model (2018-19)

Grade 5 – Genius Hour/Project Based Learning Model

Grade 6 – Capstone Project

Curriculum Compacting Protocols
- Streamline the regular curriculum for our early mastery students
- Identifying new (deeper) learning objectives and challenging alternatives

TAG pull-out Programming and Transition

STEAM Teacher

Identification standardized at Grade 3

Talented and Gifted Transition

Identification Process
- Historical: Parent and teacher recommendations
- 2018-19: All students assessed at Grade 3 (CogAT)

Programming
- Historical: Pull-out TAG program for approx. 5% of population
  - Instruction one time per week for 45-60 minutes (delivered by a variety of specialists)
- 2018-19: Gradual release to School-Wide Enrichment Model
  - Maintain curriculum compacting, independent projects, etc. for early mastery students/gifted students

Beyond Classroom:
Support of Giftedness and Talents:

Giftedness
➢Math Olympiads
➢Math Counts
➢Robotics
➢Poetry Club
➢EDay Activities

Talents
➢Art - Open Studio
➢Music – Performing groups
➢Athletics – Running Club
➢Technology - Open Studio
➢Drama Club

Next Steps

➢ Implement new Gifted ID Process for all students (Grade 3)

➢ Support/Expand Clusters and PBL Initiatives

➢ Ongoing Professional Learning support
  ➢ School Practitioners
  ➢ UCONN/Renzulli and State Department Consultant

➢ Summer Learning Opportunities: Confratute at UCONN

➢ Further Develop Protocols for Curriculum Compacting

➢ Parents Academy - For TAG and interested parents

➢ Determine gradual release/transition of programming