



GTD Programming 2019-2020

Oak Park Elementary School
District 97

Board of Education Meeting
Tuesday, May 28, 2019

Presenters: Dr. Carrie Kamm
Dr. Amy Warke
Lisa Westman, Consultant




GTD Update

- 19-20 Services
 - Single subject acceleration
 - Whole grade acceleration
- 2019-2020 Timeline
- The role of the GTD in 2020-21



Timeline 2019-2020

- Early Admission
 - Single Subject Acceleration
 - Whole Grade Acceleration
 - Teachers Developing Units for a coherent program across all 8 buildings
 - Professional Learning for GTD team around new role
 - GTD interviewing for new role
 - Ad Hoc committee meeting in the Spring to discuss programming
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Timeline Phase I: 2019-2020

Phase Objective:

- Prepare GTD team for Advanced Learner Specialist role, with all professional learning aligned to the new role description.

Features of this Phase:

- Unit development for GTD teachers to implement similar programs across all schools
- Implement single subject & whole grade acceleration along with early admissions

Professional Learning Plan:

- September 2019 - March 2020: ½ day of professional learning each month as a team with Lisa Westman
- Summer Unit Development aligned to the Gen Ed. Curriculum that extends learning in ELA & Math



Oak Park Elementary School District 97
2019-2020 GTD Instructional Minutes

Grade	Model	Time
Rotate All Kindergarten & All First Grade Classrooms	Push-in	30-minutes/week 6 week rotation
All Second Grade Classrooms	Push-in	30-minutes/week
All Third Grade Classrooms (Math Enrichment)	Push-in	30-60 minutes/week
All Fourth Grade Classrooms (Math Enrichment)	Push-in	30-60 minutes/week
All Fifth Grade Classrooms (Math Enrichment)	Push-in	30-60 minutes/week
Third Grade (Critical Thinking and Problem Solving combining ELA, Math, Science and Social Sciences)	Pull-out small group	1 hour/week <i>If time permits</i>
Fourth & Fifth Grade (Critical Thinking and Problem Solving combining ELA, Math, Science and Social Sciences)	Pull-out small group	1 hour/week <i>If time permits</i>

Curriculum will
be created this
summer for this



Enrichment Model: Qualitative and Quantitative Data

From: **Leanne Scaro** <lscaro@op97.org>

Date: Fri, Jan 25, 2019 at 2:34 PM

Subject: Wow!

To: Jasmine Wilkes <jwilkes@op97.org>, Carina Kearley-Pruitt <ckearleypruitt@op97.org>, Mark Gordon <mgordon@op97.org>, George Merriweather <gmerriweather@op97.org>

Cc: Angela Dolezal <adolezal@op97.org>

4th grade team,

I'm in the process of going through data and identifying new students that qualify for services. There are 16 NEW students that scored in the 95%tile and above. I'll keep you posted and add the names to the challenge group for Monday as I look at their past scores to see who qualifies. Congratulations 4th grade team. That is amazing that so many students scored in that range. It's great to see such fantastic growth! I'll work on the data this weekend.

Leanne

Mrs. Scaro

GTD Resource Teacher



Timeline Phase II: 2020-2021

Phase Objective:

- Ensure Advanced Learner Specialists have the professional learning and support needed to succeed in the role.

Features of this Phase:

- Full implementation of differentiated instruction and teacher support, including cluster grouping

Professional Learning Plan:

- September 2020 - May 2021: 1-2 full days of professional learning each month as a team with Lisa Westman
- September 2020 - May 2021: Coaching with Lisa Westman TBD



Single subject acceleration

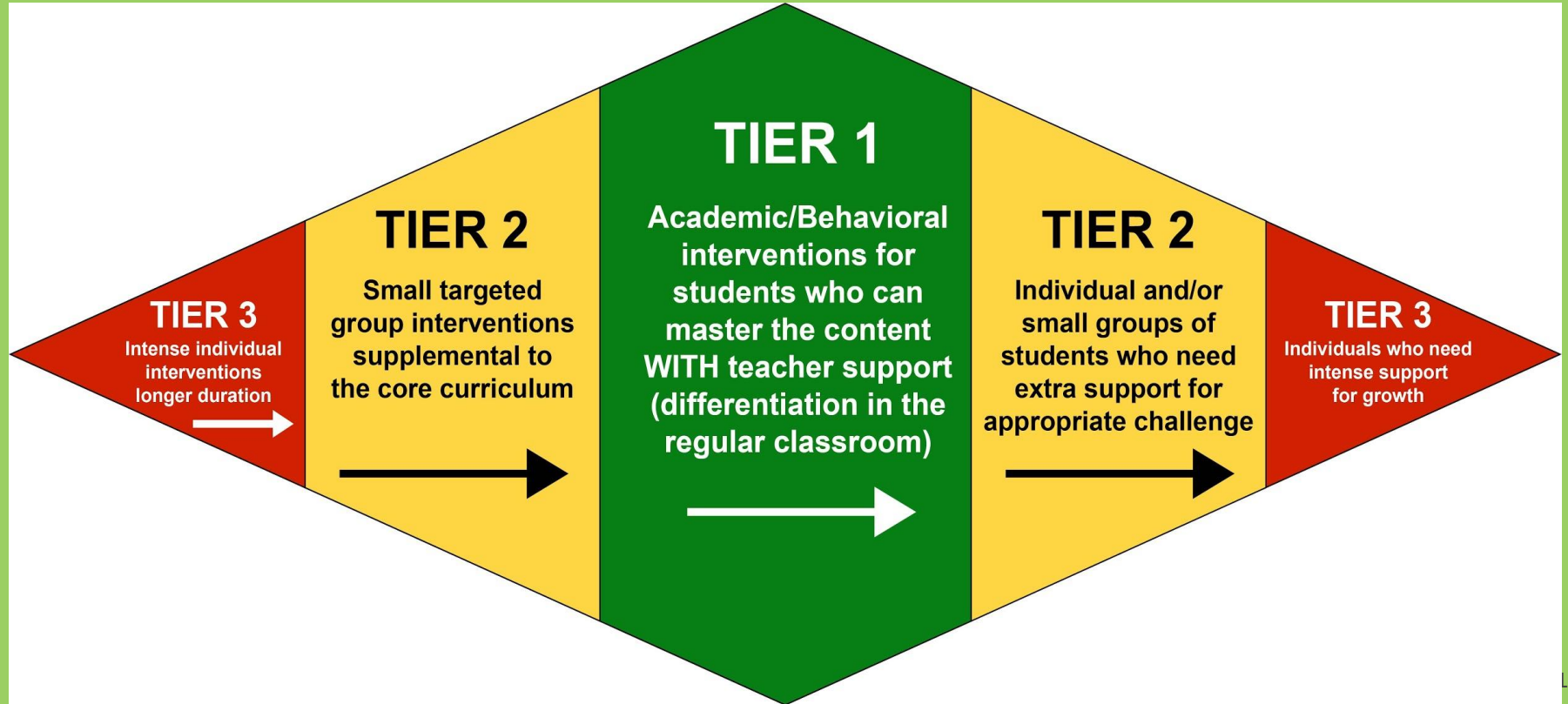
the practice of assigning a student to a higher-grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in either Language Arts or Mathematics.



Whole grade acceleration

refers to the placement of a student in a grade ahead of where s/he would be according to his/her chronological age.

Overview of MTSS & Differentiation



Overview of MTSS & Differentiation

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Program Shifts & the GTD Teacher



JOB DESCRIPTION ADVANCED LEARNING SPECIALIST (draft)

Title: Advanced Learning Job Description
Department: Teaching and Learning
Reports To: Building Administrator
FLSA Status: Exempt
ISBE Classification: XXX
Union/Job Category: OPTA
Work Year: 10 Month per OPTA Contract
Supervisory Responsibilities: None

DISTRICT 97 EXPECTATIONS

All District 97 employees are expected to:

- Support all aspects of a student's development (social/emotional, academic, physical, artistic expression) through caring and respectful relationships
- Take collective responsibility for providing equitable opportunities and supporting learning environment for students
- Maintain positive relationships with students, parents/guardians, and staff

GENERAL RESPONSIBILITIES:

Participation in Instruction:

- Assist teachers and/or instructional teams in creating universally designed and differentiated curriculum and instructional practices for advanced learners
- Assist teachers in using student performance data to increase student achievement and growth
- Provide assistance to teachers in designing and implementing strategies for students who have demonstrated high potential in XXXX
- Provide assistance to teachers in designing and implementing strategies for students who have evidenced high potential in XXX but are underperforming
- Provide assistance to teachers in designing and implementing advanced modifications to the core curriculum, when needed
- Provide modeling/coaching and or feedback to staff relative to matching instructional practice to student need
- In consultation with Principals and teachers, provide limited direct instruction to students based on data and site needs

Multi-tiered System of Supports (MTSS):

- Participate on the School Based Leadership Team (SBLT), as needed, to analyze data regarding the range of advanced learners, including those

