# Academic Enrichment Task Force Meeting

## Neshaminy School District

## Sept. 16, 2015

# AE Background

- Stakeholder questions/concerns about gifted services led to a needs assessment on March 25, 2014 and a program quality review (PQR) from Oct. 28-30, 2014.

- PQR was facilitated by the Bucks County Intermediate Unit (BCIU) staff with 16 educators on the team from schools across the county.

# Areas and Key Questions

- <u>Area 1: Goals, Objectives, Philosophy, & Vision</u>

To what extent do a defined vision, purpose, structure and underlying goals drive service delivery for gifted?

- <u>Area 2: Screening, Identification, and Placement</u>

To what extent are screening, assessment, identification, and placement procedures for the gifted effective, efficient, and appropriate?

# Areas and Key Questions

- <u>Area 3: Communication</u>

To what extent is there coordination and communication within and about the gifted program and the specifics of GIEP delivery?

- <u>Area 4: Resources & Technology</u>

To what extent does instruction of the gifted include the use of differentiated learning, varied resources, and technology?

# Areas and Key Questions

- <u>Area 5: Staff Development</u>

What staff development is provided to enable teachers to plan for and meet the needs and challenges of gifted students?

- <u>Area 6: Curriculum/Integration</u>

To what extent does the design and delivery of the district's programming for the gifted meet the identified and assessed needs of each gifted student?

# Strengths

- High level of enthusiasm by students at the elementary level

- Teachers can readily access the Gifted Individual Education Plans on line

- Gifted support teachers incorporate challenging higher level thinking and problem solving opportunities in mathematics. Students in AE classes participate in additional field trips related to an area of study, and they take advantage of the resources available in the library/media centers.

# Strengths

- Middle school counselors possess expertise and serve as support systems for students

- High school students learn as a cohort of gifted students in a dedicated course with variations by subject area and grade level

- Teachers recognize the needs to increase rigor and academic performance at all levels

# Strengths

- Parents support closer inspection of the process as well as program

- District acknowledges that the program across all grade levels needs a defined purpose, increased leadership and coordination

# Identified Needs

- Define a shared philosophy, vision, and goals for the K-12 gifted education

- Initiate a process that systematically addresses the structure and delivery of K-12 gifted programming congruent with district's revised mission and vision

- Improve the screening, identification and placement procedures to align with Chapter 16 requirements

# Identified Needs

- Increase awareness of gifted screening/identification and placement procedures among parents, staff, and administrators

- Increase the use of multiple criteria for both screening and identification

- Improve and increase the use of screening and assessment data for Gifted Individual Education Plan (GIEP) present levels of educational performance

# Identified Needs

- Improve communication throughout the school district and among stakeholders

- Provide Regular Education teachers with tools and strategies for differentiating instruction in order to meet individual student needs

- Effectively use technology to enhance differentiation and higher levels of learning for gifted students

- Provide ongoing support in the effective use of Instructional Technology

# Identified Needs

- Train all administration and instructional staff on a regular and ongoing basis in the knowledge of Chapter 16 regulations, the identification process, GIEP writing, specially designed instruction, and implementation of best practices for the gifted student

- Provide leadership, instruction, and support to all AE teachers

- Investigate, design and implement a district-wide AE curriculum

# Identified Needs

- Coordinate communication and establish a universal protocol for communication among stakeholders

- Increase academic challenge and rigor at all levels and in all content areas

- Develop an administrative plan to oversee, monitor and direct the AE program at the district and building levels

# District Response to PQR

- 6 Focus Areas include
    1. Short Term Objectives
    2. Long Term Objectives
    3. Status

# Area 1: Goals, Objectives, Philosophy & Vision

| Short Term Objectives | Long Term Objectives | Status |
|---|---|---|
| **Convene a work group to develop and implement a gifted education plan in accordance with Chapter 4 requirements as amended March 1, 2014** <br> **Re-examine and revise the Academic Enrichment philosophy & vison statement at** **www.neshaminy.org/Domain 1916**. <br> **Define a shared philosophy, vision and goals for the K-12 gifted education.** <br> **Initiate a process that systematically addresses the structure and delivery of K-12 gifted services congruent with the district's revised mission and vision.** | Revise, publish and communicate philosophy, vison, goals <br><br> Develop & implement a K-12 gifted services plan | Planning committee will be convened to develop a plan that includes: screening & identification and placement criteria and processes, procedures and communication protocols, curriculum development, staffing, integration of technology, professional development, reporting and accountability structure and alignment to Chapter 16 and the PDE Gifted Guidelines, Partnerships, Communication and Resource Allocation (human, technical and financial) <br> The current statement is outdated. <br><br> Administrative team met several times throughout the current school year to conduct a preliminary assessment of the structure and service delivery model currently in place. |

# Area 2: Screening, Identification, & Placement

| Short Term Objectives | Long Term Objectives | Status |
|---|---|---|
| **Convene a small work group to realign screening, identification and placement procedures to Chapter 16 requirements.** | | Some, but not all screening, assessment, identification and placement procedures are aligned. |
| **Increase the use of multiple criteria for both screening and identification and assessment.** | Adopt a universal screening tool. | Multiple universal screening tools are under consideration. |
| **Develop a process flow chart.** | Publish and disseminate | |

# Area 3: Communication

| Short Term Objectives | Long Term Objectives | Status |
|---|---|---|
| **Improve communication throughout the school district and among stakeholders:**<br><br>• **Assign district level administrator to provide administrative oversight of the program.**<br>• **Develop & implement a communication plan.**<br>• **Establish districtwide procedures for reporting GIEP Goals and outcomes.**<br>• **Disseminate Chapter 16 guidelines to all administrators and teaching staff.**<br>• **Conduct annual awareness activities**<br>• **Add AE programming presence on the district website**<br>• **Schedule AE specific professional development activities.**<br>• **Increase awareness of gifted screening/identification and placement procedures among parents, staff and administrators.** | Incorporate AE progress on goals and outcomes into a school's performance profile.<br><br>Work with the Community Relations Coordinator to develop a multi-media communication plan | Administrative oversight will be provided by the Curriculum, Instruction & Assessment Department in the 2015-16 school year. |

# Area 4: Resources & Technology

| Short Term Objectives | Long Term Objectives | Status |
|---|---|---|
| **Provide tools and strategies for differentiating instruction based on best practices:**<br>• **Develop toolkit of differentiated instructional strategies for all teachers**<br>• **Incorporate technology into extension activities centered on project based/problem-solving learning opportunities.**<br>• **Incorporate differentiation into lesson design/unit planning templates for each subject area**<br><br>• **Integrate technology seamlessly into the curriculum and ensure adequate support** | Continue to add instructional technology to support the enrichment level teaching/ learning process. | Technology based practices such as, blended learning; project based/ problem solving web/cloud based activities are not ubiquitous.<br><br>K-5 Library & Media Services Curriculum is fully integrated. |

# Area 5: Staff Development

| Short Term Objectives | Long Term Objectives | Status |
|---|---|---|
| **Provide professional development to all teaching staff and levels** | Incorporate Chapter 16 regulations, screening and identification process, assessments, flexible grouping and use of technology for formative assessments, GIEP writing, characteristics of gifted learners, and differentiated instruction training into annual district and school level professional development plans and implementation processes. | |

# Area 6: Curriculum/Integration

| Short Term Objectives | Long Term Objectives | Status |
|---|---|---|
| **Develop & implement an articulated K-12 program/ service delivery model**<br><br>**Establish higher academic expectations—distinguish between advanced and honors classes at the high school level.** | Develop and implement AE curriculum map, blended learning 5-8; AP-high school. Differentiated use of technology | K-4 Initiative Work group is considering the service delivery model for elementary. |

# 6 Action Planning Teams Needed

**Area 1: Goals, Objectives, Philosophy & Vision**

**Area 2: Screening, Identification, and Placement**

**Area 3: Communication**

**Area 4: Resources & Technology**

**Area 5: Staff Development**

**Area 6: Curriculum/Integration**

# Team Member Expectations

- Carefully review the recommendations in your area and develop an action plan to correct/improve the gifted services for this area

- This will include reviewing/researching service delivery models from regional and state level school districts

- Attendance at monthly action team meetings will be necessary in addition to independant study/work to support this improvement process

- 10 people/area; sign-up sheets on tables in back

# Current Service Delivery Model

| | Elementary | Middle | High |
|---|---|---|---|
| **Instruct-ional time** | Approximately 2 hours/week (One hour/day for two days/week for most schools/grades) | One period every other day all year | One period/ day all year |
| **General content** | 2nd-5th grade, MP I  Social Studies/ Language Arts<br>Skill Focus: Writing & Presentation<br><br>2nd-5th grade, MP II  Science<br>Skill Focus: Research<br><br>2nd-5th grade, MP III  Interdisciplinary<br>Skill Focus: Creativity<br><br>2nd-5th grade, MP IV  Independent Study<br>Integrations of Skills<br>Analyze, Synthesize,<br>Evaluate & Create<br>(Strategic &<br>Extended Thinking) | 6th<br>Future Problem Solving program<br><br>7th<br>Who Am I discovery-mobile project<br>K'nex STEM Design Competition<br>Brain Study-Physiological areas and functions<br>Citizen of the World-Community Service<br><br>8th<br>Newspaper/Media Decades Project using Future Problem Solving Categories for guided research<br>Formal Debates<br>(contemporary issues)<br>BCIU Computer fair<br>Judicial System/Law | 9th<br>Honors English<br><br>10th<br>AP Honors chemistry<br><br>11th<br>AP/Honors United States history<br><br>12th<br>AP/Honors English |

# Current Service Delivery Model

- Leadership and coordination for gifted services is through the Curriculum, Instruction and Assessment department with support from Pupil Services (psychologists, counselors, administrative assistants)

- Shift to more problem-solving/project-based learning approach to instruction

- Increased integration of technology to complement instruction and personalize learning

# Change in Philosophy

- No longer relying solely on a pull-out model
- Gifted students receiving enrichment level curriculum that challenges them to a higher degree through projects that are interdisciplinary and supported by many teachers in the building
- Appropriate level of interventions provided to support them in their regular education classrooms

# Change at the Elementary level

| Elementary Academic Enrichment Structure 2014 - 2015 | Elementary Academic Enrichment Structure 2015 - 2016 |
|---|---|
| | |
| Each teacher services students in multiple buildings | One teacher dedicated to each building |
| 2 hours/week of services | Daily services |
| Students miss regular instruction due to pull out model for service delivery | Dedicated time period of instruction provided in a single setting (Power Hour) |

# Supports

- Library Aides
- Regular classroom teachers and specialists
- Increased collaboration at ES level between AE teachers and regular teachers
- Ongoing professional development
- Math and literacy coaches for elementary schools

# Year Long Process

- Take the entire 2015-16 school year to develop an updated and improved K-12 Academic Enrichment/Gifted Services delivery model for the 2016-17 school year

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