Grades K - 3

Acceleration and Enrichment A/E

Comprehensive Gifted Education Plan

CCUD#1

June 2006

(Revised 3/08)

Mission

It is the mission of Coal City Community Unit School District #1 to prepare a community of learners to reach their maximum potential when encountering life's experiences.

Philosophy

In accordance with our Mission Statement, Coal City School District is committed to providing unique opportunities for gifted students in grades K-12 that allow those students to achieve their maximum potential. The gifted education program will focus on accelerating and enriching individual reading and math needs and talents of students identified as being in the top 5-7% of their class in reading and/or math skills. These programs are known as the MAE (Math Acceleration/Enrichment) and RAE (Reading Acceleration and Enrichment) programs.

In addition, the programs will create and sustain opportunities for nurturing the academic, social and emotional needs of gifted reading and math students. We will provide opportunities for those academically gifted and talented students to achieve their maximum learning potential, both within their classroom setting and in pullout learning sessions.

Our beliefs align with those of Dr. Sylvia Rimm, noted clinical psychologist:

"The surest path to high self-esteem is to continuously be successful at learning tasks that are perceived to be difficult."

Identification Procedures

In an effort to accurately identify the consistently superior students of Coal City Elementary School, the nomination process will use a matrix of qualitative and quantitative measures. The matrix will ensure an unbiased population is represented. The nomination process may be initiated by a teacher or by a parent.

Grades K – 1

Due to lack of adequate testing results and the young ages of the students, grades K and 1 students will not be identified for placement in a pullout program. Kindergarten and first grade teachers may draw on the expertise of the A/E Coordinator to develop ways to tier their units of study for different levels of readiness, providing appropriately challenging experiences for their student who demonstrate readiness for the development of higher level thinking skills. In addition at both Kindergarten and grade 1, the Primary Education Thinking Skills (P.E.T.S) program will be used. The students' work in this program will be used as a resource in the actual identification of students at the end of first grade.

Grade 2

Four criteria are used to identify students for placement in clusters in the classrooms of second grade teachers trained in providing services to gifted students. These criteria are converted to a scoring matrix to determine eligibility. The S.A.I., or School Ability Index, score is obtained with the use of the OLSAT 8 test. It measures school-learning ability, using a mean of 100, and is an indicator of a student's standing relative to his or her age peers. (See Attachment A)

1. Teacher recommendations (See Attachments C + D)
2. Stanford Achievement test Math and/or Reading and Language Arts averaged percentile score
3. P.E.T.S. lessons rubric score
4. S.A.I. score

Grade 3

Four criteria are used to identify students for placement in clusters in the classrooms of third grade teachers trained in providing services to gifted students. These criteria are converted to a scoring matrix to determine eligibility. (See Attachment B)

1. Teacher recommendations (See Attachment C + D)
2. Stanford Achievement test Math and/or Reading and Language Arts averaged percentile score
3. P.E.T.S. lessons rubric score
4. S.A.I score

Children new to the district

Any student who is new to the district and brings with them criteria that indicate they might be a candidate for the A/E program will have their data entered into the matrix for the A/E program within 30 days after school records are received from their previous school. Previous participation in a program in another school system does not constitute admission into the program in the Coal City Schools. The school social worker will give the OLSAT8 S.A.I. test with parent permission to obtain that score for the A/E matrix if comparable data are not available from the student's previous school.

Parent referrals

Parent referrals will automatically result in initiation of the identification process. The classroom teacher will fill out a teacher recommendation form after the student has been with her/him for 4 weeks. The gifted coordinator will then evaluate the student using identification matrix.

Exit Procedure

All students involved in the Coal City Elementary School gifted program have been accepted on a yearly basis. Students will be encouraged to stay in the program whenever possible. However, in some cases it is understood that leaving the program may be in the best interest of the student. If the parent of the student requests their child be allowed to leave the program, that request is honored. Other reasons will be considered by the Gifted Coordinator on a case by case basis.

Programs

Kindergarten

The gifted coordinator will be available to consult with the teachers on enrichment activities for use with all the students in their regular classrooms. In addition, Kindergarten teachers will have the Kindergarten level Primary Education Thinking Skills (P.E.T.S.) program available for use within each class by the classroom teacher.

Grade 1

In grade 1, the 1st grade Primary Education Thinking Skills (P.E.T.S.) program will be used. The series of whole class enrichment activities will be taught to all classes of 1st grade by the classroom teacher. All students will therefore be exposed through the P.E.T.S. program to the challenge of logic, analysis, inventive, creative, evaluative and visual/spatial thinking skills. Based on teacher observation and student ability, a small group of students from each class who have demonstrated readiness for further challenge in the skill is then given further opportunities to explore each particular thinking skill in a variety of challenging exercises. The small group lessons are done with the A/E coordinator in a pullout format. Performance records of work done in those small groups P.E.T.S sessions are kept and used as part of the A/E identification matrix.

Cluster groups

Clustering is placing together a number of identified gifted students at one grade level in the same heterogeneous classroom. This begins in second grade. The classroom teacher with a cluster group will differentiate instruction to fit the level and pace of the cluster group with the support of the gifted coordinator. The gifted coordinator will work with the cluster teacher to:

- Modify course content
- Modify process of instruction
- Modify learning environment
- Modify product expectation

Teachers with clusters of A/E students

Cluster teachers will be scheduled so that their weekly release time will align with each other as well as the A/E Coordinator, allowing for meetings as a Cluster Team. This will facilitate aligning A/E curriculum of the cluster students with that of the classroom teachers. At their common meeting time, student concerns and successes can be shared, and planning for the curricular differentiation coordinated.

Grade 2

Identified students going into grade 2 are placed in cluster groups within heterogeneous classrooms. Teachers of those clusters are qualified classroom teachers who have received training in gifted education. Those teachers work with the gifted coordinator during their Cluster

Team time to plan for the clustered students to experience activities appropriate to their unique readiness levels.

Each class receives monthly 2nd grade level P.E.T.S. lessons taught by the classroom teacher, building on their experiences with higher level thinking skills from first grade. As in first grade, a small group of students, from each class, who have demonstrated readiness for further challenge in the skill, is then given further opportunity to explore each particular thinking skill in a variety of challenging exercises. The small group lessons are done with the gifted coordinator in a pullout format. Performance records of work done in those small groups P.E.T.S. lessons are kept and used as part of the identification matrix.

The identified students also meet with A/E coordinator two times a week for forty-five minutes. One semester math accelerated and enriched (MAE) studies are done with the gifted coordinator. The other semester reading accelerated and enriched (RAE) studies are done with the gifted coordinator.

Grade 3

Each class receives monthly P.E.T.S. lessons taught by the classroom teacher, building on their experiences with higher level thinking skills from first and second grade. As in first and second grades, a small group of students, from each class, who have demonstrated readiness for further challenge in the skill, is then given further opportunity to explore each particular thinking skill in a variety of challenging exercises. The small group lessons are done with the gifted coordinator in a pullout format. Performance records of work done in those small groups P.E.T.S. lessons are kept and used as part of the identification matrix.

Students identified as gifted in reading and/or math have been placed in cluster groups within heterogeneous third grade classrooms. They are pulled out of their classrooms for accelerated and enriched activities in either math and/or reading with the gifted coordinator.

One semester math accelerated and enriched (MAE) studies are done in meetings with the A/E coordinator twice a week for forty-five minutes. The other semester is reading and language focused. Pull out sessions meet three times a week for forty-five minutes. In addition, students are introduced to the WordMaster Challenge, a national vocabulary/analogy competition that introduces 25 new vocabulary words for each of the three competitions throughout the school year.

Staff Development

It is crucial to the success of the district's gifted education program that the plan be successfully implemented and that changes occur in the modification of the core curriculum. Staff development activities must be ongoing with the intent to familiarize staff with an awareness of our district's gifted education program and characteristics/needs of the gifted students. Continued staff development is encouraged through staff participation in training institutes, workshops, and district on-site consultations.

Personnel who are presently qualified in gifted education and those who are willing to become qualified will be considered for teaching positions in the program. The assignment to teach academically gifted and talented students is reviewed on an annual basis.

Procedure for selection of cluster group teacher

Selection of teachers for gifted cluster classrooms (grades 2 and 3) will be made by the principal in consultation with the A/E Coordinator, based on the following criteria:

Completion of one of the following:

- A Gifted Level I and II Institute sanctioned by the state.
- A 3-hour hour graduate course with gifted in its title.
- Two years of full-time experience working with gifted students.

Teachers in the gifted program are strongly encouraged to annually participate in continuing education through professional conferences, seminars, workshops, or graduate courses in gifted education.

Evaluation K-3

Student Evaluation

The A/E program coordinator will keep data on student progress on standardized tests. In addition, a quarterly progress report will be sent home.

At each grade level, each teacher with a cluster group of identified A/E students in their classroom will be responsible for ongoing evaluations of the A/E students' progress in all learning areas in order to assure that the gifted program is adequately meeting the needs of the students. Assessments used may include the following:

1. Students works/portfolio
2. Observation
3. Teacher-made tests
4. Standardized test

The classroom teacher will be responsible for conducting parent/teacher conferences according to standard district practice, as well as summarizing differentiated services provided by the teacher of the cluster classroom on the Gifted Student's Cumulative Record Form in the cumulative folder kept on file by the District.

Program Evaluation

Evaluation of the gifted program will be conducted annually. All materials used in the evaluation will be reviewed by the gifted coordinator. Evaluation tools will include the following:

1. Evaluation sheets will be sent to teachers actively involved with teaching A/E students.
2. A survey will be given to students in the A/E program.
3. A survey will be sent to parents with students in the A/E program.

4. Teacher evaluations of individual A/E student performances will be reviewed.
5. Budget allocations will be reviewed.

The gifted coordinator will prepare a Departmental Improvement Plan to be given to the Planning Committee for Services to Special Needs Students. This is a Board-appointed committee that meets annually to evaluate district programs.

Annual Review

A district Planning Committee for Services to Special Needs Students already exists in Coal City Unit School Dist. #1. The A/E coordinator will be appointed to this standing committee consisting of administrators, classroom teachers, special education teachers, counselors, parents and Board of Education members. The committee will review the A/E Departmental Improvement Plan at its annual meeting. Goals will be set for the following year. Administration will then develop a written report to be submitted to the Board of Education at the annual June meeting.

Matrix for identification for gifted program for second grade (A/E)

Students entering Second Grade

Scores for the Achievement test including S.A.I. (OLSAT 8), Teacher recommendation and P.E.T.S rubric will be used in a matrix to identify the top 5-7% of the first grade population for placement in cluster groups in second grade as shown below.

Stanford Achievement Percentile=matrix points	
99	20
98	19
97	18
96	17
95	16
94	15
93	14
92	13
91	12
90	11
89	10
88	9
87	8
86	7
85	6
84	5
83	4
82	3
81	2
80	1

Teacher Rec. Reading score=matrix points	
54-60	10
48-53	9
42-47	8
36-41	7
30-35	6
24-29	5
18-23	4
12-17	3
6-11	2
0-7	1

Teacher Rec. Math score=matrix points	
19-20	10
17-18	9
15-16	8
13-14	7
11-12	6
9-10	5
7-8	4
5-6	3
3-4	2
1-2	1

P.E.T.S score=matrix points	
20	20
19	19
18	18
17	17
16	16
15	15
14	14
13	13
12	12
11	11
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1

S.A.I. OLSAT 8 score=matrix points	
139 and over	20
138	19
137	18
136	17
135	16
134	15
133	14
132	13
131	12
130	11
129	10
128	9
127	8
126	7
125	6
124	5
123	4
122	3
121	2
120	1

Matrix for identification for gifted program for third grade (A/E)

Students entering Third Grade

Scores from the S.A.I. (OLSAT 8) test, the achievement test, and teacher recommendation will be used in a matrix to determine eligibility of the top 5-7% of the grade level population. The matrix is shown below:

1. S.A.I. (OLSAT 8)
2. Stanford Achievement percentage total in Math, for the A/E math students/ total in Reading for the A/E reading students.
3. Teacher Recommendation.
4. P.E.T.S. composite score.

Those three scores are determined and the total computed. The candidates that have a total matrix score in the top 5-7% of each grade level will be identified for the gifted program.

Stanford Achievement Percentile=matrix points	
99	20
98	19
97	18
96	17
95	16
94	15
93	14
92	13
91	12
90	11
89	10
88	9
87	8
86	7
85	6
84	5
83	4
82	3
81	2
80	1

Teacher Rec. Reading score=matrix points	
54-60	10
48-53	9
42-47	8
36-41	7
30-35	6
24-29	5
18-23	4
12-17	3
6-11	2
0-7	1

Teacher Rec. Math score=matrix points	
19-20	10
17-18	9
15-16	8
13-14	7
11-12	6
9-10	5
7-8	4
5-6	3
3-4	2
1-2	1

P.E.T.S score=matrix points	
20	20
19	19
18	18
17	17
16	16
15	15
14	14
13	13
12	12
11	11
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1

S.A.I. OLSAT 8 score=matrix points	
139 and over	20
138	19
137	18
136	17
135	16
134	15
133	14
132	13
131	12
130	11
129	10
128	9
127	8
126	7
125	6
124	5
123	4
122	3
121	2
120	1

Attachment C

Teacher Recommendation Form
Coal City Acceleration/Enrichment Program
For students presently in 1-3 grades
Reading A/E

Student name_____

Grade_____ Date_____

Teacher(s) making recommendation_____

Please indicate: Almost always=4, Often=3, Sometimes=2, Almost never=1

_____1. Understands concepts; makes valid generalizations; easily sees similarities and differences in objects, concepts.

_____2. Has exceptional amount of background knowledge about a variety of topics.

_____3. Discusses in detail, can elaborate.

_____4. Shows strong feelings and opinions in areas of interest.

_____5. Can construct abstractions.

_____6. Is motivated to acquire knowledge on his/her own

_____7. Is receptive to new ideas/ brainstorms off the ideas of others.

_____8. Manipulates information gained to new situations/ experiences.

_____9. Constantly asks higher level questions about classroom topics.

_____10. Is inventive/creative.

_____11. Is highly curious of the world around her/ him.

_____12. Is a risk taker; does not fear being different from others.

_____13. Responds to questions with a list of possible answers, or more questions.

_____14. Reenter score from #13.

_____15. Has an extensive interest in, or knowledge of, topic(s) on which they have made themselves an authority.

_____Total points (60 possible)

Attachment D

Teacher Recommendation Form
Coal City Acceleration/Enrichment Program
For students presently in 1-3 grades
Math A/E

Student name_____

Grade_____ Date_____

Teacher(s) making recommendation_____

Please indicate: Always=2, Sometimes=1, Never=0

_____1. Understands concepts; makes valid generalizations, easily sees similarities and differences in objects, concepts.

_____2. Is mentally engaged during math lessons.

_____3. Discusses in detail, can elaborate.

_____4. Exhibits mastery in material before it is formally presented in the classrooms.

_____5. Can construct abstractions.

_____6. Manipulates information gained to new problems.

_____7. Is constantly asking questions.

_____8. Is inventive in problem solving.

_____9. Is highly curious of the mathematical world.

____10. Thrives on complexity, seeks complex and challenging mathematical activities.

_____ Total points (20 possible)