

# Transition to the School-Wide Enrichment Model

---

**WOODBIDGE SCHOOL DISTRICT**

**JUNE 6, 2018**

**PARENT NIGHT 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 21<sup>st</sup> 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

# 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 all 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
- Effective in providing challenge to early mastery/gifted 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/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**

**STEAM Teacher**

**Identification standardized at Grade 3**

# Talented and Gifted Transition

---

## Identification Process

- Historical: Parent and teacher recommendations
- 2018-19: All Gr. 3 students screened (CogAT)
  - Use of additional data - determine unmet needs and ID

## 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
  - Early mastery/gifted students: curriculum compacting, independent projects, etc.

# Beyond Classroom: Support of Giftedness and Talents:

---

## **Giftedness**

- Math Olympiads
- Math Counts
- Robotics
- Poetry Club
- EDay Activities – 3D Printing, Language, Etc.

## **Talents**

- Art - Open Studio
- Music – Performing groups
- Athletics – Running Club
- Technology - Open Studio
- Drama Club
- Leadership - Student Council
- Mentoring – Peer Mentor Opportunities

# Next Steps

---

- June 6: Parents Info Night for TAG and interested parents
- 2018-19: Implement new Gifted ID Process for all students (Grade 3)
- Support/Expand Clusters and PBL Initiatives
- Ongoing Professional Learning support
  - Visits to Other School /Practitioners
  - UCONN/Renzulli and State Department Consultants
- Summer Learning Opportunities: Confratute at UCONN
- Further Develop Protocols for Curriculum Compacting
- BOE Ad Hoc Committee Launched
- Gradual release/transition of programming