



Parent Quarterly Update: June 2017 Extended Services

Hi Extended Services Families:

It certainly is hard to believe we have closed out the 2016-2017 school year! As always, each spring we review all students in the district for potential new qualification(s) in Extended Services. Program standards are posted on the District 220 website: current [Identification Process & Criteria](#) (click this link). Students who are already in Extended Services will continue from year to year.

Below is a synopsis of the work of the Extended Services Team, comprised of educators and administrators at all levels within the district. I thank them for their many hours of research, collaboration, and planning for the good of every student!

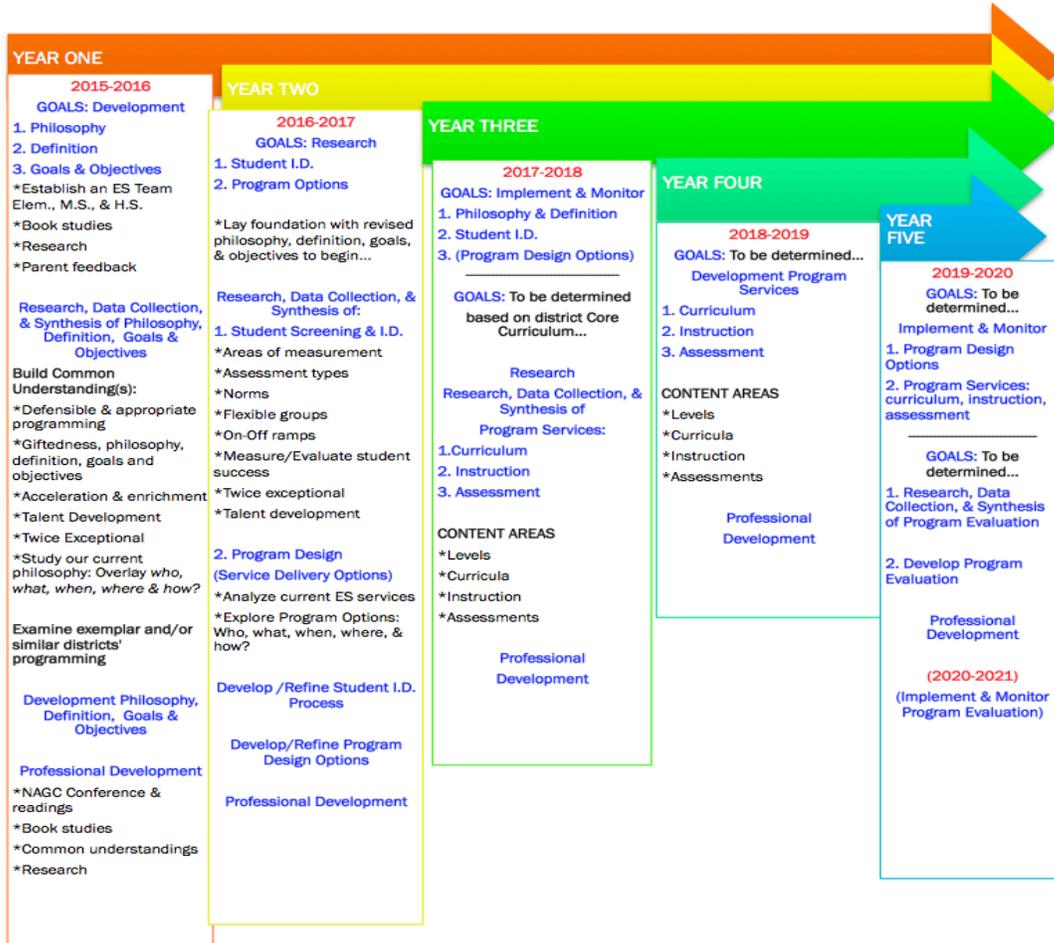
Please do visit the Extended Services webpage on the www.barrington220.org website and the Barrington Council for Gifted and Talented (BCGT) <https://bcgt220.org> website for parent support and wonderful student opportunities. Student course pathways, moving through middle school and high school, can also be found on the Extended Services webpage. I wish everyone a safe and adventurous summer and I also thank you for your ongoing partnership.

Sincerely,
April

April D. Jordan, Ed.D.
Director of Extended Services & Staff Development
Office: (847) 842-3529

Extended Services Five-Year Action Plan

The following is an illustration of our Five-Year Action Plan, outlining the program elements we will continue to re-evaluate over the next several years. We will be moving into year three in the fall.



**Following, are the actions taken in response to a
Program Evaluation conducted in 2015
outlining the program elements we will continue to re-evaluate
over the next three years.**

Program Elements	Recommendations for Action	Actions Taken
<p>Program Philosophy and Definition</p>	<ul style="list-style-type: none"> Nationwide, the general student population is becoming increasingly diverse and this trend is being reflected in schools. Therefore, it is important the program's philosophy and definition be guided by a more encompassing view of who gifted children are and the needed provision of services. There exists a perception of the "truly gifted student," referencing a construct neither defined nor operationalized. This approach to defining and operationalizing the construct is not reflective of best practice and emerges. This consistent narrative suggests a belief and assumption gifted students are "out there" and need to be found. The contrasting belief, aligned with incremental views of intelligence such as Dweck's work on <i>Mindset</i>, suggests learners, given appropriate opportunities to engage with rigorous curriculum and instructional services, can develop intellectual talents. There are currently no overarching measurable student academic outcomes established for the program overall. Consideration should be given to re-examining the district's definition of giftedness to account for non- traditional, 	<ul style="list-style-type: none"> Revised philosophy recognizes the need to support student talent development and high-ability students across the district, 2015-2017. Operational definition completed, 2015-2017. (TBD) A plan to support student talent development (that works in conjunction with extended services) will be researched 2016-2019. Embracing a growth mindset, it will provide educators a means to work with a diverse group of students with potential to further their performance. Research of student identification options and program options leading to measurable outcomes. Alignment with student success linked to high school benchmarks (e.g. AP classes taken and exams passed), 2016-2017. Philosophy has been completed to include a diverse group of learners given their age, environment, and experience, 2015-2017. ES Team has explored strands of learning related to: philosophy, definition, program goals and objectives, acceleration, enrichment, talent development, twice exceptional

	twice-exceptional and/or underachieving students in the equation.	learners, exemplar districts, current district demographics.
Program Elements	Recommendations for Action	Action Taken
Student Identification	<ul style="list-style-type: none"> It is important to recognize recommendations for admission into a program from underserved populations. There exists a lack of an easily accessible database intertwined with the larger district database that maintains all data related to identification, which could be connected to all outcome data. Ensure the instruments used in the identification process were developed specifically for identification of gifted students. Furthermore, review the reliance on test scores derived from a narrow array of performance. Further review needed of locally-based school norms. <p>Assessment of students from under-represented populations without a talent development approach for students who come from at-risk environments could unfairly penalizes students.</p>	<ul style="list-style-type: none"> ES Team reviewed current student enrollment in both self-contained and resource classes to isolate underserved populations. The team has identified and will implement a teacher tool, spring 2018. The Scales for Identifying Gifted Students (SIGS) will be integrated with MAP and CogAT data and improved Performance-Assessment Tasks in the spring, 2018. The district's Teaching & Learning Department and the Department of Technology & Innovation utilize ECRISS (a student assessment management system) and Infinite Campus (a student data management system) to mine and merge relevant program data: history of assessment scores, student growth, local and national percentiles, program identification. Outcome data will be revisited once determined. Research of specific student identification options (i.e. screeners, checklists, assessments, etc.) and norms. After working with Dr. Eric Calvert at Northwestern University, the team will broaden the automatic entrance criteria for Extended Services next spring, 2018.

		<p>Details will be shared with community in the fall with our updated handbook.</p> <ul style="list-style-type: none"> • Research varies on the topic of national and local norms. Many educators and psychologists posit that local norms in a high performing district and in talent development programs are appropriate (Lohman, 2005; Lakin 2015; McBee 2006; NAGC, 2015; National Excellence Report, 1993; Peters, 2014; Peters and Gentry, 2012) • Research regarding Talent development is ongoing.
Program Elements	Recommendations for Action	Action Taken
Program Evaluation	<ul style="list-style-type: none"> • Create a long-term evaluation plan, for both internal and external evaluations, based on clearly articulated goals and objectives appropriate for outcomes (e.g., academic, social) for students served in the Extended Services Program. This plan should serve as the basis for the routine collection of both quantitative and qualitative data beyond what is typically collected on all district students. • Development of a database based on comprehensive and longitudinal program and student data will assist in future strategic planning, evaluations and other types of program decisions regarding 	<ul style="list-style-type: none"> • (TBD) 2019-2020 research and create Program Evaluation Plan (aligned to program goals and objectives and student success). • The district’s Teaching & Learning Department and the Department of Technology & Innovation utilize ECRISS (a student assessment management system) and Infinite Campus (a student data management system) to mine and merge relevant program data: history of assessment scores, student growth, local and national percentiles, program identification. Outcome data will be revisited once determined. • Ongoing work in updating the curriculum, instruction, and

	identification, services, personnel and resources.	student formative and summative assessments continues.
Program Elements	Recommendations for Action	Action Taken
Learning Environment	<ul style="list-style-type: none"> In nearly every focus group with teachers, parents and students each separately described a culture of high achievement, expectation of placement into the extended programs, and need to “please” parents/teachers/self with grades and test scores. The program cultures varied widely among school buildings. Establish a clear vision for increasing the culture of intellectualism. As part of this process, schools need to consider programs and services that prioritize talent development. 	<ul style="list-style-type: none"> Establishing a common and contemporary philosophy and operational definition shared among all staff and parents will help shape program identification, program options and services, establish common expectations, and foster a positive and consistent culture across the district. Increased intellectualism will be achieved through ongoing professional development for educators provided; specific plan revised yearly to align with needs and action plan. Extended Services Team meetings (elementary and secondary teachers) take place. Teachers may observe one another. Cohorts attend the NAGC conference Cohorts attend the IAGC conference District has offered the option to all staff to pursue a Masters’ Degree in Gifted Education through Northeastern University.
Program Elements	Recommendations for Action	Action Taken

<p>Curriculum Planning, Instruction and Classroom Assessment</p>	<ul style="list-style-type: none"> • Develop an overall curricular vision for the Extended Services Program. Armed with an overall curricular vision, program personnel can identify common outcome goals for each grade level and content area (Reading/Mathematics/Science/ Art) that not only align with, but also exceed, Common Core standards. The curriculum offered to gifted students should exceed grade level standards, but teachers should be careful to ensure all students have mastered grade level standards at the highest levels of proficiency. • It is essential the aforementioned curricular vision for Extended Services be developed in accordance with a curricular vision for the general education population so these are complementary curricular plans. • Appropriate professional development and resource allocation is necessary to ensure all relevant teachers and administrators are fully equipped to translate the curriculum vision into high quality practice within the diverse school settings across the district. 	<ul style="list-style-type: none"> • Ongoing research curriculum, instruction, and student formative and summative assessments for each content area and by grade level as aligned to Common Core State Standards and the Next Generation Science Standards. • MEGSSS Math in grades 7-9 has been expanded to fully include grades 6-9 starting in the fall, 2017. A full presentation can be found on the Extended Services website. It will be referred to as Extended Math moving forward. Students will continue to be accelerated by one grade-level in the elementary grades but will be advanced by two grade-levels at the end of 9th grade (covering trigonometry and geometry). The <i>Course Pathways</i> are also listed on the website. Parent fees have been removed from IC for books and will be paid for by the district. Online components begin for 6th graders in the fall. • We have completed our first year of Extended Science, which was introduced to the 6th grade this fall, 2017. This enriched course covers engineering standards and topic extension activities. Links to curriculum will be
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		<p>updated this summer, 2017. The grade 7 curriculum is being revised at the present in preparation for next school year, 2017-2018.</p> <ul style="list-style-type: none"> • We are piloting a multi-age English Language Arts block for grades 4-5 at Lines and Hough Elementary. The team is considering the positive role this might play in Extended Services. Presently, Extended Reading does not include enough time for writing and requires students to miss part of the core curriculum. Many scheduling logistics must be considered to allow a full-roll out across the district. Updates forthcoming. • Ongoing professional development for educators provided; specific plan revised yearly to align with needs and action plan. • Extended Services Team meetings (elementary and secondary teachers) now take place. • Teachers have been offered the chance to observe one another. • Cohort attended NAGC in November 2015. • Some teachers attended IAGC in February 2016.
Program Elements	Recommendations for Action	Action Taken

<p>Programming and Program Management</p>	<ul style="list-style-type: none"> • The administrator who oversees the Extended Services Program should serve as a liaison between the program and the general education program and services to ensure a true continuum of services for academically advanced students. This individual would also oversee the talent development and bridge programs. • Establish student academic outcomes for each content area and grade level for all components of the Extended Services Program. 	<ul style="list-style-type: none"> • Director of Extended Services & Staff Development will continue to work with administrators to support students and staff and expand the continuum of services to include talent development and bridge programs (ongoing). • Ongoing research curriculum, instruction, and student formative and summative assessments for each content area and by grade level as aligned to Common Core State Standards and the Next Generation Science Standards.
<p>Program Elements</p>	<p>Recommendations for Action</p>	<p>Action Taken</p>
<p>Professional Development</p>	<ul style="list-style-type: none"> • Continue to develop and create a strong professional development plan for all educators and administrators in the needs of all learners, including the needs of gifted students. The plan should focus on the following topics: <ul style="list-style-type: none"> *Development of high-quality, rigorous curriculum, instruction, and assessment. *Development of talent in under-represented student populations. *Differentiation of instruction and assessment to meet the needs of all learners. 	<ul style="list-style-type: none"> • Ongoing professional development for educators provided; specific plan revised yearly to align with needs and action plan. • Research regarding Talent Development is ongoing, which includes underrepresented populations. • Director of Extended Services & Staff Development will continue to work with administrators to support students and staff and expand the continuum of services to include talent development and bridge programs.

	<p>*Supervision of Extended Services Program teachers by building-level administration.</p> <p>*Affective needs of all students, including gifted students (e.g. academic stressors, underachievement, time management) so teachers can identify early indicators of trouble and identify appropriate resources and support staff.</p>	
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