



Enrichment Program
Ringwood Public Schools

2008-2009
SCHOOL YEAR

Dr. Patrick Martin, Superintendent

Principals:

Paul Scutti, M. J. Ryerson School
Timothy Johnson, E. G. Hewitt School
J. Michael Sutcliffe, Peter Cooper School
Nancy Dondero, Robert Erskine School

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PREFACE

Ringwood has provided a program of “Gifted and Talented” education since the state first mandated that districts do so (as set forth in the original N.J.A.C. 6:8-4.5(a)4), starting in 1978. Recently the New Jersey Department of Education revised the language used, replacing the phrase “gifted and talented” with “exceptionally able,” which appears in the “Core Curriculum Content Standards.”

In reference to those standards, the following describes the district’s obligation to “exceptionally able” students:
“Different students may address the core curriculum at different levels of depth and may complete the core curriculum according to different timetables. In addition, those students who can do more than achieve this set of exceptions must be afforded the opportunity and encouraged to do so. Students should also be encouraged to take intellectual risks in an environment which encourages intellectual exploration, creative thinking, and an open exchange of ideas.”

The NJDOE also makes it clear that all students should be encouraged to meet higher standards of critical and creative thinking as a result of this new thrust with the CCCS. Below is an excerpt that demonstrates this view:

“We must provide all students with appropriate challenges so that the raised expectations for all students do not result in lowered expectations for the exceptionally able. An educational environment which focuses on the use of repetitive and low-level cognitive activities is not appropriate preparation for the demands of the next century. Curricula must contain challenging ideas and tasks applied to real-life, problem-solving activities that stimulate reasoning, foster creativity and an integration of knowledge, and develop evaluative, decision-making skills.”

A “Gifted and Talented Program Committee” was formed in 1997, triggered by budget constraints which caused the “pull-out G&T” to come under closer scrutiny, as well as being scheduled for a needs assessment as part of the basic 5-year curriculum review cycle.

The committee submitted a “Progress Report” to the Board in June of 1998 and a “Final Report” in January of 1999, under the supervision of Dr. Arlene Hartman, then Superintendent. The committee collected data from several sources. The “Final Report” stated: Parent surveys “demonstrated strong support - by both parents of ‘exceptionally able’ students and parents in general - for a continued component focused on the identified group. Further, there was a strong support for enriching the ‘regular’ curriculum for all students, partly in response to new standards, but also as a general sense from parents that this ‘regular’ curriculum was not always as challenging as they’d like it to be, in their judgement.” Teacher surveys, the committee found, “indicated that more time/materials/training would be helpful in addressing enrichment of the ‘regular’ curriculum for all students.”

Until September of 1997 there was a full-time Teacher/Coordinator for the program. During the 1997-1998 and 1998-1999 school years the Coordinator also taught third grade computers, approximately .4 of total teaching time. During the 1999-2000 school year the Coordinator was assigned to teach an enrichment course to seventh graders, approximately .5 of total teaching time. The Media Specialists in Cooper and Erskine schools were assigned formal “pull-out” periods for second and third graders, concentrating on challenging experiences in reading and language arts. Activities included using higher-level questioning relative to books read, along with the writing of pertinent reports, and involving students in more challenging research related to class projects.

At parent meetings held in late winter and spring of 2000, parents continued to express the need for enrichment experiences at all grade levels, and ways in which the curriculum could be made more challenging for every student were explored. The importance of the Gifted and Talented pull-out program was recognized as well, and it was agreed that the program would continue to be offered in

grades two through eight.

The name was changed to the Enrichment Program during the summer of 2002, and a selection process based on a ten point Achievement Index was established.

PERSONNEL The staff consists of one full-time teacher, identified as the Enrichment Coordinator, and one part-time teacher identified as the Enrichment Teacher.

The Enrichment Coordinator is responsible for the following:

- a. Teach the formal “pull-out” academic program (Tier 1) to identified students who meet the criteria.
- b. Teach Special Interest Activities (Tier 2) determined by student interest, as budget and time constraints allow.
- c. Teach whole-class enrichment lessons (Tier 3) and serve as a resource person for regular classroom teachers, as time permits within the schedule. (The Enrichment Teacher will also teach whole-class enrichment lessons, concentrating on the proficiencies identified for students in grades K-3).
- d. Direct the Enrichment Program, including: coordination of the student evaluation and selection process, record keeping, direction of grade and school-wide projects, grant writing, and preparation of reports.

TIER 1 **FORMAL PULL-OUT PROGRAM**

In each grade level, at increasing difficulty/

complexity, the major focus is on development of problem solving, higher order, creative, and critical thinking skills through the Social Studies. A thematic approach is utilized, often project based, which integrates these skills into one final product. Special opportunities for challenges that include interaction with academically gifted students of other districts are incorporated into the program. Some of the specific activities and competitions involved may include, but are not limited to: Academic Seminars; Cognetics; Debates; Marsville; Mini-Model Congress; Quiz Bowls; Symposium for the Arts.

Schedule Grades 2-5: one 40-minute period per week.

Grades 6-8: two 40-minute periods per week, with the option of an additional period for long-term projects.

Selection All students are evaluated during the month of

Criteria September, and those who meet the criteria are invited to participate in the program for the school year. A student may be nominated by a teacher, parents, or himself/herself; all students will be evaluated and nomination is not required for selection. All students selected must maintain exemplary classroom performance. Each school’s eligibility committee is composed of the Principal, the Enrichment Coordinator, and other certified personnel as necessary. There are three criteria for entry into the program, which yield an “Achievement Index” based on the “weighting” of each criterion. Each of the criteria carry various “weights” (expressed in terms of points; the highest total score on the Achievement Index is “10”). At each grade level students will be selected for the Program based

on the “Achievement Index,” not to exceed 5 percent of that grade level population. The selection process begins with those students who score a “10.” In the case of similar indices, the score of the Renzulli-Hartman Checklist shall determine entry.

1. STANDARDIZED ASSESSMENT DATA:

In the categories of Total Language, Total Math, and Total Reading on the Terra Nova Test, a com-bined stanine score of 26 or better is required. Raw scores will be used for the ASK Test. Results will carry the following weight:

<u>Stanines</u>	<u>Points</u>	<u>ASK Raw Scores</u>
27	3	510-560
26	2	500-509

Students moving into the District will be evaluated based on equivalent levels of the standardized test used in their previous school district. In the second grade, a Second Grade Test administered in September will be substituted.

2. “REZULLI-HARTMAN” CHECKLIST:

One or more teachers of each student must complete a Renzulli-Hartman Evaluation Checklist showing high scores in performance areas such as leadership, motivation, and creativity. Weights will range as follows:

<u>128-120</u>	<u>119-110</u>	<u>109-100</u>
4 points	3 points	2 points

3. CLASSROOM GRADES:

Grades from the preceding year must confirm outstanding classroom performance. Grades in Reading, Language Arts, and Mathematics in the Fourth Marking Period will be evaluated on the following scale:

All A’s or O’s	3 points
Combination of A’s and B’s; O’s and S+’s	2 points
Only one C or S	1 point

TIER 2
Hewitt and
Ryerson

SPECIAL INTEREST ACTIVITIES

Students who demonstrate particular strength and interest in specific subject areas may be eligible for participation in Tier 2 activities that focus on and integrate those areas. Activities will be scheduled and the number of participants determined as student interest, budget, and time constraints allow. Students interested in an activity must be interviewed by the Enrichment Coordinator and obtain recommendations from one or two of their current teachers in the applicable disciplines for participation in the following list of possible programs (other activities or units may be initiated and

offered by the Enrichment Coordinator):

Battle of the Books

CAD Design

Marsville

Mini-Model Congress

Mock Trial Teams

S.I.T.E. (Hewitt, School-wide)

Stock Market Game

Writers' Guild

Cooper, Erskine and Hewitt Students who show proficiency in reading, and are recommended by their classroom teachers, may participate in a formal “pull-out” period conducted by each school’s Media Specialist. The program concentrates primarily on challenging experiences in reading and language arts, and includes higher-level questioning relative to books read, writing development, and in-depth research projects.

TIER 3 **WHOLE-CLASS ENRICHMENT**

The Enrichment Coordinator and Enrichment Teacher instruct regular classes on a rotating/ cycling basis, as time permits. In addition, they serve as a resource for classroom teachers in providing ideas for lessons/mini-units, as well as participating in joint planning of such activities. These activities target proficiencies, critical thinking, decision-making, and problem solving skills in every classroom, as specified in the Core Curriculum Content Standards.

A quality district strives to afford enriching experiences for all students, focused on both ability and interest. The goal of the Ringwood School District is to meet the needs of all its students.