

Worthington Schools Proposed K-12 Gifted Services Plan



Grade Level	Current Gifted Service	Proposed Gifted Service Model	Change from Current Service	Rationale
ELEMENTARY	<p>Single –subject, self-contained course Enriched Placement Program Math (EPP)</p> <p>Grades: 3-6</p> <p>Criteria for placement: superior cognitive ability & math</p> <p>Description: Gifted Intervention Specialist (GIS) Teacher of Record; compacting of curriculum, students complete 3rd through 5th grade standards in grades 3 & 4 and formally accelerated into 6th grade at beginning of 5th grade EPP year</p>	<p><u>Service #1:</u> Single –subject, self-contained course</p> <p>Grades: beginning grade 3</p> <p>Criteria for placement: Superior Cognitive Ability (SCA) & math</p> <p>Description: Gifted Intervention Specialist (GIS) Teacher of Record; instruction on grade level with more focus on enrichment and extension*</p> <p><u>Service #2:</u> Cluster Grouping for English Language Arts</p> <p>Grades: beginning in grade 3</p> <p>Criteria for placement: superior cognitive ability & reading</p> <p>Description: 5-8 students identified as gifted in superior cognitive ability (SCA) and reading clustered</p>	<p><u>Service #1</u></p> <p>More focus on grade level standards increasing in depth, breadth, and complexity through enrichment and extension.* (*Enrichment describes learning that goes beyond the general curriculum while extension refers to learning extending into other content areas and going beyond the required.)</p>	<p><u>Service #1</u></p> <ul style="list-style-type: none"> ● Provides more opportunity to integrate enrichment and extension into curriculum while addressing the affective (social and emotional) needs of the gifted learner ● Better for those students who qualify for elementary gifted service after 3rd grade (does not have to skip content or “catch-up”) to transition into service <p><u>Service #2</u></p> <ul style="list-style-type: none"> ● Addresses the need for gifted service in the area of language arts ● Provides another opportunity for students to receive gifted services at elementary level ● General education teacher receiving high quality professional development ● in meeting the academic and affective (social and emotional) needs of the gifted learner



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		<p>into one classroom with general education teacher receiving high quality professional development in meeting academic and affective (social & emotional**) needs of gifted learners</p> <p>(**These characteristics that may cause struggles for students socially and emotionally. Such characteristics include asynchronous development (physical, emotional and intellect all develop at varying rates), perfectionism, underachievement, overexcitabilities, or difficulty with peer relationships.)</p>	<p><u>Service #2:</u></p> <p>N/A</p>	
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<p>MIDDLE SCHOOL</p>	<p><u>Service #1: Single subject, self-contained course (Enriched English Language Arts)</u></p> <p>Grades: 7 & 8</p> <p>Criteria for placement: superior cognitive ability & reading</p> <p>Description: Gifted Intervention Specialist (GIS) Teacher of Record; grade level standards in more depth, breadth, and complexity through extension and enrichment</p> <p><u>Service #2: Cluster Grouping</u></p> <p>Criteria for placement: reading ID, not superior cognitive ability (SCA)</p> <p>Description: Groups of reading identified students clustered together taking grade level standards in more depth, breadth, and complexity as readiness</p>	<p><u>Service #1 & 2:</u></p> <p>No Change</p> <p><u>Service #3: Honors Classroom (Accelerated Math) – Implementation 2021-22 school year</u></p> <p>Grades: 6-8</p> <p>Criteria for placement: Superior cognitive ability (SCA) and/or math identification OR score of 80% or higher on placement assessment prior to grade 6.</p> <p>Description: Accelerated Math 6 and Accelerated Math 7 – students are compacting 3 years of curriculum into 2 years. General education math teacher is teacher of record receiving high quality professional development in meeting academic and affective (social & emotional) needs of gifted learners</p>		<p><u>Service #1 & 2</u></p> <ul style="list-style-type: none"> • Service yielding good results <p><u>Service #3</u></p> <ul style="list-style-type: none"> • Addresses the need for continued gifted service in the area of math at the middle school level • Provides opportunity to increase # of students receiving gifted services at middle school level • General education teacher receiving high quality professional development in meeting the academic and affective needs of the gifted learner • Still provides an accelerated pathway for students to reach Calculus in HS (see attached for course progression) • All student identifications, whether identified as gifted in math and/or superior cognitive ability (SCA) or not gifted identification to be compact 3 years of curriculum into 2 years occurring at the same time (unlike current model – (Enriched Placement Program (EPP) students compact in 3 years of curriculum in 2 years – 3rd & 4th and non-EPP students accelerate in grade 7; compacting 2 years of curriculum in 1)
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	demonstrated by the learner(s)			<ul style="list-style-type: none"> Streamlines acceleration of students in math to occur at same time
HIGH SCHOOL	No services currently offered at high school level (prior to adoption of revised standards high school service included Advanced Placement)	Service #1: Advanced Placement (AP) and International Baccalaureate (IB) Advanced Placement and International Baccalaureate (IB) teacher is teacher of record receiving high quality professional development in meeting academic and affective (social & emotional) needs of gifted learners	Service #1: Advanced Placement (AP) and International Baccalaureate (IB) students will now be served in areas of gifted identification by a teacher receiving high quality professional development in meeting academic and affective (social & emotional) needs of gifted learners Worthington students have the opportunity to self-select from a variety of AP and IB courses designed to provide a high level of academic	<ul style="list-style-type: none"> Advanced Placement (AP) and International Baccalaureate (IB) teachers are receiving high quality professional development in meeting the academic and affective (social and emotional) needs of the gifted learner

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		Service #2: College Credit Plus	<p>rigor and challenge to students.</p> <p>Service #2:</p> <p>Students participating in College Credit Plus who have also been identified as gifted will now receive a Written Education Plan to address the learning needs of students identified gifted areas.</p>	
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