Overview of Today’s Meeting

• Committee Purpose
• Introductions & Norms
• Background & Timeline
• Questions Activity
• Next Steps/Homework
Committee Purpose

How do we offer gifted services to best meet the instructional needs of our elementary gifted students?
Committee Representation

• 10 Parents (K-5, one rep from each school)
• 6 Gifted Cluster Teachers
• 4 Principals (all zones represented)
• 1 Lead School Counselor
• 1 EXTEND Coordinator
• GEAC Chair and Vice Chair
• Director of Elementary Instruction
• Associate Director Academic Services
Introductions

• Name
• School
• Student and Grade
• Experience with Gifted Education
Role of Committee Representative

- Develop a Shared Recommendation
- Speak as a representative of your school
- Be Objective and Creative
- Become Informed
Committee Norms

• Treat others with respect
• Be present
• Be open-minded
• Share the air
• Anything to add?
Background Information
• Five Year Local Plan for Education of the Gifted
  • Identification
  • Delivery of Services
  • Curriculum & Instruction
  • Professional Development
  • Equitable Rep. of Students
  • Parent/Community Involvement

• Annual Parent and Student Surveys
Parent Survey - Academic Needs

<table>
<thead>
<tr>
<th></th>
<th>Home School</th>
<th></th>
<th>PEP/EXTEND Center</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Don't Know</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Frequently</td>
</tr>
<tr>
<td>FY13</td>
<td>2%</td>
<td>19%</td>
<td>46%</td>
<td>33%</td>
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<tr>
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<td>FY15</td>
<td>1%</td>
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<td>9%</td>
<td>89%</td>
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</table>

My child’s academic needs are met in . . .
### Student Survey - Challenge

#### Home School

<table>
<thead>
<tr>
<th>Year</th>
<th>Too Easy</th>
<th>Just Right</th>
<th>Too Difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>60%</td>
<td>40%</td>
<td>1%</td>
</tr>
<tr>
<td>FY14</td>
<td>53%</td>
<td>47%</td>
<td>0%</td>
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<tr>
<td>FY15</td>
<td>64%</td>
<td>35%</td>
<td>1%</td>
</tr>
<tr>
<td>FY16*</td>
<td>30-53%</td>
<td>45-65%</td>
<td>1-5%</td>
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#### PEP/EXTEND Center

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<td>84%</td>
<td>14%</td>
</tr>
<tr>
<td>FY14</td>
<td>4%</td>
<td>87%</td>
<td>9%</td>
</tr>
<tr>
<td>FY15</td>
<td>1%</td>
<td>91%</td>
<td>7%</td>
</tr>
<tr>
<td>FY16</td>
<td>3%</td>
<td>92%</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Survey changed - question asked by content area.

The level of challenge is . . .
FY17 & FY18 – Parent Survey

FY17

Q1: What do you see as strengths of the YCSD Gifted Education Elementary Program, both in the regular classroom and in the PEP/EXTEND program?

Answered: 93  Skipped: 3

- Students get to collaborate with like-minded peers.
- Content, curriculum, high quality teachers – opportunities to think critically outside the regular grade level curriculum; teaches students to think rather than know; inspires enthusiasm and love of learning
- Challenges students in a way that the normal classroom does not; is education tailored to their special needs.
- Cluster grouping in the regular classroom
- In EXTEND, they are encouraged to be creative, step outside their comfort zones, set goals and accomplish large research projects. Those are the strengths of the PEP/EXTEND program.

FY18

Q2: What do you see as strengths of the YCSD Gifted Education Elementary Program, both in the regular classroom and in the PEP/EXTEND program?

Answered: 110  Skipped: 11

- Content, curriculum, high quality teachers – opportunities to think critically outside the regular grade level curriculum; teaches students to THINK rather than KNOW; inspires enthusiasm and love of learning
- Students get to collaborate with like-minded peers.
- Challenges students in a way that the normal classroom does not; is education tailored to their special needs.
- Cluster grouping in the regular classroom.
- In Extend, they are encouraged to be creative, step outside their comfort zones, set goals and accomplish large research projects. Those are the strengths of the PEP/EXTEND program.
Parent Feedback

“More enrichment/engaging work needed in regular classrooms.”

“More days at the EXTEND Center!”

“One day a week is not enough.”

“Integrate into the home school to encourage” deeper thinking more often rather than just a sprinkling”.

“More gifted services needed throughout the week.”

“Prefer push in model instead of pull out model.”
## Efforts to Support Gifted Instruction in Home School

<table>
<thead>
<tr>
<th>Changes to Instructional Model &amp; Materials in Literacy &amp; Math</th>
<th>Professional Development for Cluster Group Teachers</th>
<th>Opportunities for Collaboration between General &amp; Gifted Ed. Teachers</th>
</tr>
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*York County School Division*
## Student Survey - Challenge

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The level of challenge is . . .
Gifted Program Evaluation
Gifted Evaluation Report

• Provided a program review
• Considerations from an outside expert
• ONE resource of information
• Many of the recommendations have been areas of previous concern.
Committee Timeline

- **Background Info**: 10/24
- **Information Gathering**: 11/19
- **Decision Analysis**: 1/14
- **Recommendation**: 2/4
- **Next Date**: 3/10
YCSD Elementary Gifted Instruction
Question Activity

1. Think Time
2. Group Discussion Time
3. Post-It Note
4. Categorize
Categorize on Wall

• Five Year Local Plan for Education of the Gifted
  • Identification
  • Delivery of Services
  • Curriculum & Instruction
  • Professional Development
  • Equitable Representation of Students
  • Parent/Community Involvement
  • Other
Binder Review
Homework:

- Review Binder
- Complete the Homework Document
Next Meeting Date

November 19, 2019
3:00-4:30 PM
SBO
Round Room