PROJECT RAP: SUSTAINING THE VISION

Agenda

- Welcome and overview
- What's working?
  - *What do the teachers say?*
  - *What do the data say?*
- What do you want to sustain?
- How do you sustain it?
- Sustainability Plans

WHAS 11:
Local Program Helping to Close the Achievement Gap

- http://www.whas11.com/mobile/article/news/education/local-program-helping-to-close-the-achievement-gap/511378414

WHAT'S WORKING?

What do the teachers say?
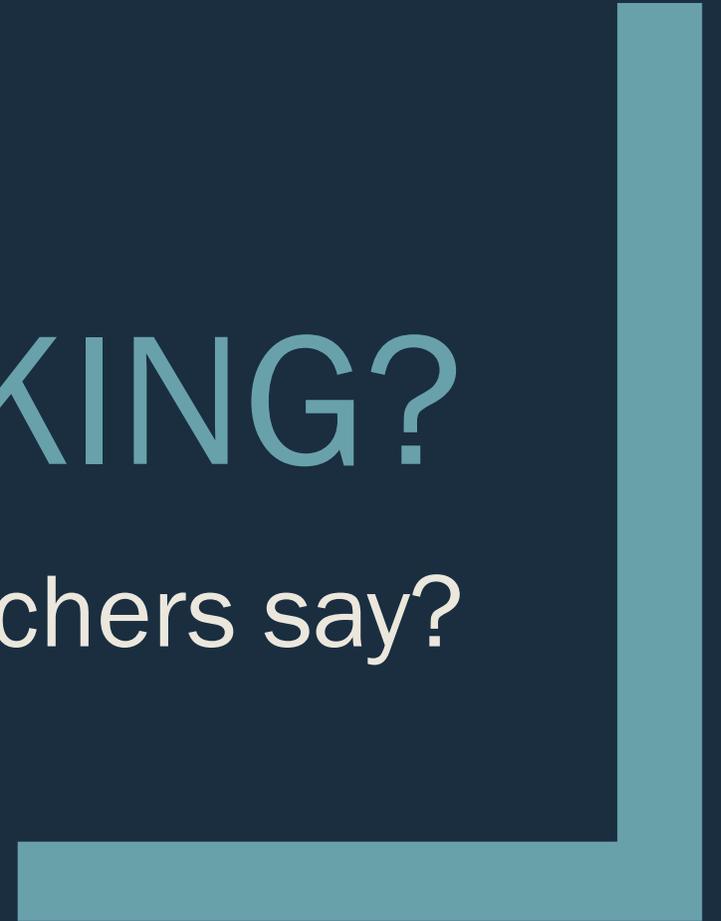
Demonte came to Kindergarten with an IEP for Developmental Delay and was identified as twice exceptional by the end of Kindergarten. By mid-first grade, we exited him from IEP services because of his amazing progress and growth. As a student who presented with attention/focus issues, behavioral outbursts/shutting down, and hyperactivity throughout kindergarten and beginning of 1st grade, the Project RAP has helped with many of these issues. By challenging him and keeping him engaged through differentiated instruction/work and interest-based learning/projects, Demonte's attention and behavioral issues have become much less severe. His mom has talked time and time again about how proud and happy she is with his progress, and how she thinks challenging him has made a difference in his behavioral success.

-Lindsay Dotterweich, GT Endorsed, Project RAP Teacher 2nd grade, Gilmore Lane

Aniyah wasn't identified for PTP/Javits until the middle of first grade. Without this program and the training I've received in identification, she might have been overlooked as gifted because she was barely on level in terms of her reading level and her spelling/phonics presented as like a significantly below level student. However, her ability to think deeply, make connections and inferences, use advanced vocabulary, and use her vocal leadership skills truly shows her giftedness. Since being identified, she has grown even more and impresses me daily with her in-depth analysis of anything we read, true interest in current events/issues in the world, and her verbal and written expression to communicate her ideas. She is a student who could have easily slipped through unnoticed by teachers with no Gifted & Talented background, as she is not an all-around high achieving gifted student, but shows excellence in particular areas, instead.

-Lindsay Dotterweich, GT Endorsed, Project RAP Teacher 2nd grade, Gilmore Lane

I feel it is very important for students that are identified as gifted and talented to have the opportunity to be clustered with other GT students. Several of my students need that push to do even more higher-level thinking than what we already try to do in the classroom. I have several students who have a great desire to reach their ultimate potential. As a kindergarten teacher, I think about my students' upcoming years in education and hope they receive what they need to show their talents and gifts in lots of creative ways beyond that of the typical. I believe teachers need to be trained to identify those students. When I had a one-day training on GT students, it opened my eyes to look for students who exhibited abilities in many different ways. I always assumed it was just based on the best grades of the class, but that isn't always the case.

-Michelle Stevens, Project RAP Teacher
Kindergarten, Gilmore Lane

Project RAP has trained us to look for gifted characteristics and not just test scores. **Frida** would have never been chosen for PTP because she wasn't testing well. Placing her in the correct cluster group and giving her resource time has allowed Frida to really blossom as a learner. She definitely thinks outside the box. She was one of the few students who could get her toothpicks and marshmallows to hold a shape.

-- Jennifer Stith, GT Endorsed, GT Resource Teacher, King
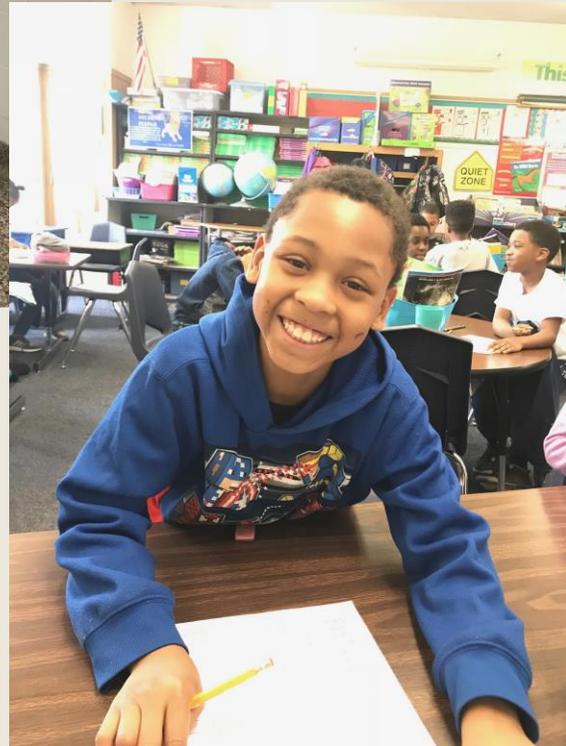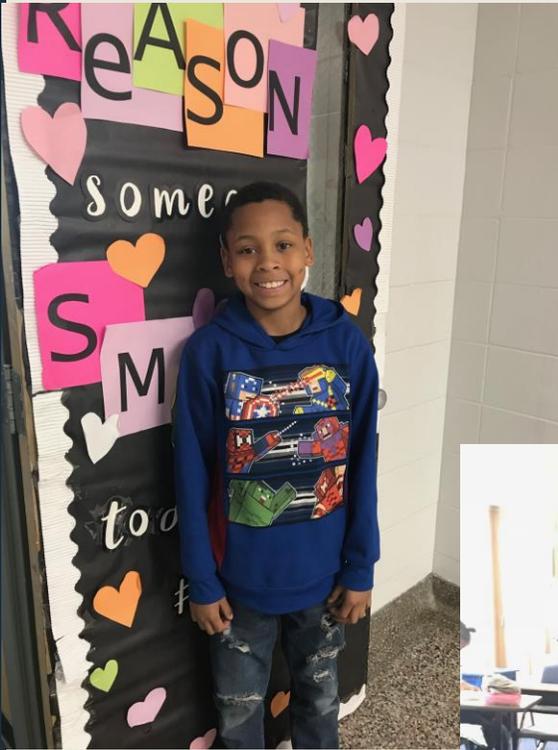
Dominic is one of those students who was at risk of not being identified due to behavior issues in the classroom. Because of the opportunities that Project RAP has offered him, he has exhibited a great amount of success and has made extraordinary gains, in math particularly. Differentiated activities, along with being allowed to make choices of how to demonstrate his learning have increased his motivation, as well as his confidence. Without Project RAP, Dominic most likely would have fallen through the cracks and not reached his full potential as a learner.

-- Morgan Terry, GT Endorsed, Project RAP Teacher 3rd Grade, King

Demarco has made sensational progress this year! By identifying him to be in a cluster group, he has stepped out of his comfort zone, has more confidence in his abilities, and is a powerful leader in our classroom. I know that Demarco has a bright future ahead of him and will continue to do amazing things through Project RAP!"

Jessica Schmidt, Project RAP Teacher
Kindergarten, King

Harrison entered school in 2016 "ready for kindergarten," according to his BRIGANCE readiness screening. His performance was commensurate with his average peers, and he tended to acquire new skills quickly. At the end of his kindergarten year, his Spring 2017 MAP score in reading was a 155, placing him in the 40th percentile. Harrison is an active thinker and is highly motivated to succeed in school. Parent advocacy, as well as his creativity and social skills, among other identifiers, indicated that he should be referred for Project RAP, and so he was placed in the cluster group. In first grade, his class included many identified students, and he was placed in various groups with his RAP peers. He developed a friendship with one of the highest academically achieving students in the class, which further motivated his high level thinking and drive for academic success. He is currently finishing 1st grade with a Spring 2018 MAP score in reading of a 184, placing him in the 67th percentile. His leap from the 40th to the 67th percentile in reading over the course of one school year serves as one piece of evidence which demonstrates the importance and strength of cluster grouping.

-Katie Duvall, Project RAP Teacher 1st grade, Gilmore Lane

Jadiel came to our school starting in 1st grade from Florida. At the time he was identified for Project RAP in 1st grade, he was very timid and quiet and wasn't a huge fan of school. His mom shared with me that in Kindergarten, he hated school because he would want to solve math problems his own way but his teachers would require him to do it one certain way or using one certain strategy. With gifted services in place in 1st and 2nd grade, Jadiel is now one of the most outgoing students in my class and comes to school with a smile just about every day. He is eager to share his thinking with his classmates and share new strategies he has for solving problems. My training in gifted education has helped me to realize the importance of letting gifted children, like Jadiel, solve problems or figure out answers in many different ways, and allowing him this freedom has not only made him enjoy school again, but grow as a gifted learner, too. His mom has raved about his success, change in attitude, and teaching he has received since coming to our school and being a part of Project RAP.

--Lindsay Dotterweich, GT Endorsed, Project RAP Teacher 2nd grade, Gilmore Lane

Project RAP has given King a wealth of resources to help differentiate lessons for our students. The lessons provided have been super engaging and hands-on, which really appeals to our students.

-- Allison Edeburn-Ward, Project RAP Teacher 1st Grade, King

Project RAP has assisted King Elementary in changing the culture in our building. Student ownership of their learning has improved as students want to work with our GT Resource Teacher, Mrs. Stith. Just last week a student approached Mrs. Stith and told her she wants to "try out" for AP next year. Our kids are excited about their growth, the concepts they are gaining, and the differentiated approaches to learning.

-- Stephanie White, Principal

WHAT'S WORKING?

What do the data say?

Dr. Kate Snyder

WHAT'S WORKING?

What do the principals say?

WHAT DO YOU WANT TO SUSTAIN?

Activity

- Write your mission statement at the top.
- Brainstorm ideas, philosophies, practices, and strategies you want to continue from Project RAP.
- After ensuring these fit with your mission statement, categorize your brainstorming results.
- Star the categories that are most important to sustain.
- Share.

THE IMPORTANCE OF POLICY AND PROCEDURE

KSBA Video
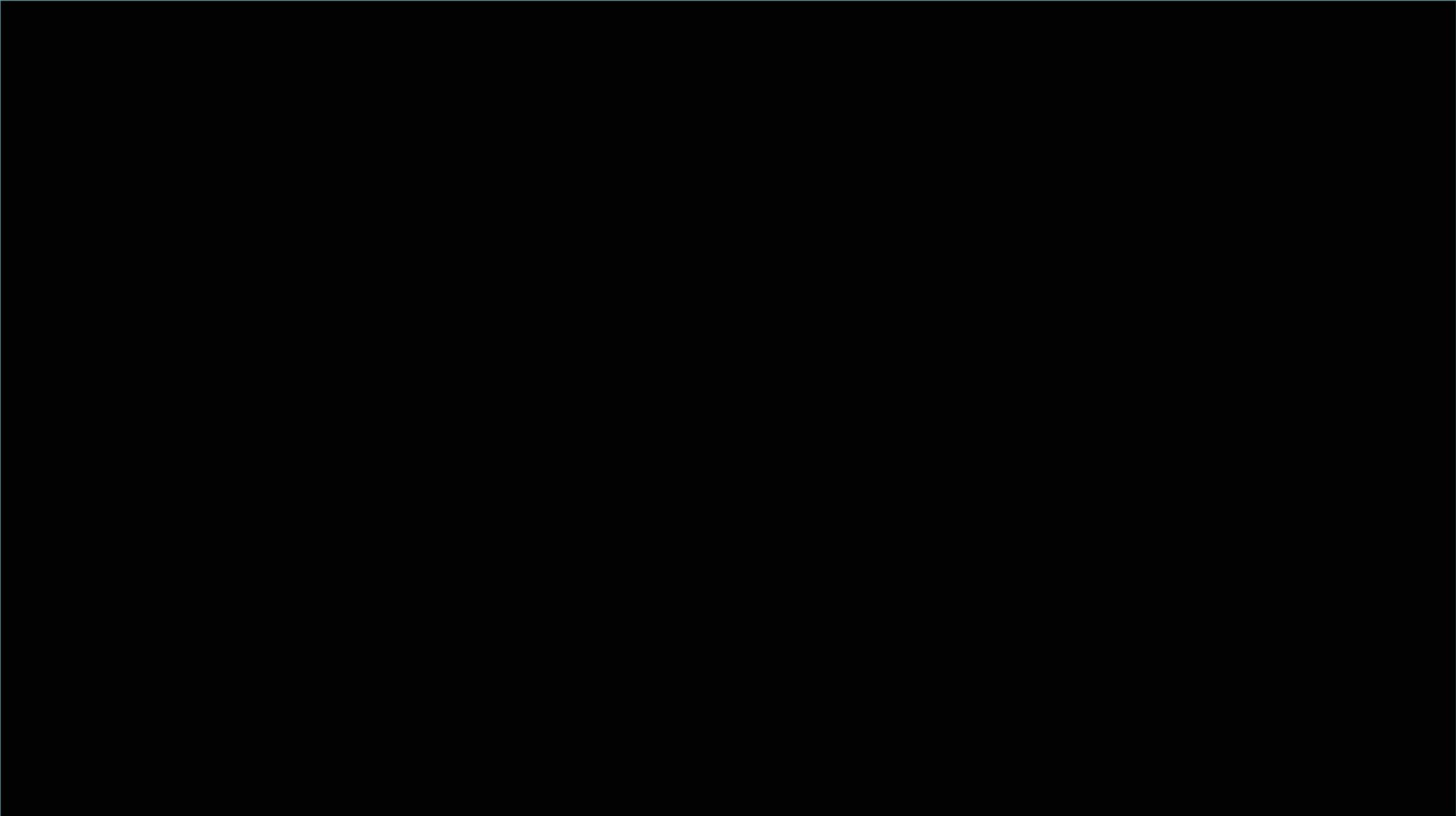
SUSTAINABILITY PLAN

Sustaining the Vision

Mission Statement:

Strategic Action: Sustain the vision of Project RAP (Reaching Academic Potential)

Action Items

Strategic Initiative:			
Action	**Responsible Party**	**Timeline**	**Other Action Items**

Future plans for sustaining the vision

- **July 24, 2018**
  - *veteran RAP teachers in the morning; teachers new to RAP in 2017-2018 in the afternoon*

- **KAGE Annual Conference, February 25-26, 2019**
  - *Submit proposals*
  - *Attend Administrators Institute*
  - *Attend conference*

- **March 6, 2019**
  - *4:30-7:30*

SAMPLE PLANS

Project RAP Sustaining the Vision Plan
May 2018

Mission Statement: To create a distinctive school where diversity, learning, and leadership are developed and celebrated by tapping into collective strengths that each family, student, and staff member contributes (Watson Lane Elementary)

Strategic Action: To continue finding talent after Project RAP ends

Action Items

Strategic Initiative: Recognize and identify talent, especially in underrepresented populations at Watson Lane Elementary			
Action	**Responsible Party**	**Timeline**	**Other Action Items**
Universal screening: Measures of Academic Progress for Primary Grades (MAP) in Math and Reading	• Principal • GT leads • Classroom teachers • Personnel overseeing testing	May 2018 (fall 2018 for kindergarteners)	• Administer MAP in Reading and Math • Using local norms, identify top performers in each grade
Universal screening: Nonverbal measure such Naglieri Nonverbal Abilities Test 2nd ed. (NNAT-2)	• Principal • GT leads • Personnel overseeing testing	May 2018 (fall 2018 for kindergarteners)	• Administer assessment • Using local norms, identify top performers in each grade
Nontraditional measures: Gifted Behaviors Rating Scale (GRBS)	• GT leads • Classroom teachers	Fall 2018	• Provide professional learning to all school personnel on characteristics of gifted learners, specifically those from underrepresented populations • Train teachers to use GBRS (includes practicing with student work, test scores, etc.)
Nontraditional measures: Response Lessons	• GT leads • Classroom teachers	Fall 2018	• Train teachers how to administer response lessons (includes doing lesson as participant, modeling, and practicing teaching one)

			• Train teachers how to assess response lessons (includes practicing with student samples and using GBRS language) • Determine which response lessons will be taught per grade levels • Teachers use two response lessons in classrooms (ideally have another person in room to assist) • Teachers assess response lessons making notations to add to GBRS
Selection	• Principal • GT leads. • Possible Talent Committee (principal, GT lead, teachers representing grades, etc.) • Classroom teachers	Spring 2019 for 2019-2020 school year	• Teachers submit student portfolios consisting of GBRS, response lessons, student work, anecdotal notes, test scores, etc, to GT lead or committee • Using local norms, select students with promise of potential or demonstrated/ potential achievement

Project RAP Sustaining the Vision Plan
May 2018

Mission Statement: To ensure the educational success of all students as measured by state academic standards. We are committed to providing our scholars with rigorous instruction and support in an equitable and culturally responsive school environment. (Gilmore Lane)

Strategic Action: To continue finding talent after Project RAP ends

Action Items

Strategic Initiative: Provide support for the continuation of cluster grouping at Gilmore Lane Elementary			
Action	**Responsible Party**	**Timeline**	**Other Action Items**
Determine cluster classroom configurations	• Principal • GT leads • Classroom teachers • Special Needs teachers	May 2018	• Divide students into five categories: High Achieving, Above-Average Achieving, Average Achieving, Low-Average Achieving, Low Achieving. • Place High Achieving students in one classroom and Above-Average Achieving students in other classrooms. • Reduce the ranges of achievement levels by not placing every level in each classroom. • Avoid placing the cluster of Low-Achieving students in the classroom with the High Achieving cluster. (too wide of a range) • Ensure that each teacher has about the same number of students who achieve at average or above. • Cluster students needing special services in classrooms with resource personnel assistance. Twice-exceptional students should be included in the gifted cluster. • Evenly distribute students with behavior problems among all classrooms. • Conduct a quick assessment of reading and math skills when new students enroll. Place new students tentatively into classrooms until records arrive and student performance can be more fully assessed.

			• Ideal cluster classroom configurations are explained in *Total School Cluster Grouping & Differentiation* by Marcia Gentry (Chapter 2)
Select cluster group teachers	• Principal • GT leads	May 2018	• Match teacher strengths with clusters. • High Achieving cluster teachers must want to teach the cluster and be willing to receive specialized training on differentiation and gifted education. • Trained cluster teachers should continue as the cluster teacher in their grade for at least three years. Teachers must be allowed to hone their craft.
Provide on-going training for cluster group teachers	• GT leads • Experienced Project RAP Teachers	July 2018-May 2019	• Differentiated professional development should be provided based on teacher needs. • Provide initial training on the basics of talent development, excellence gaps, differentiation, cluster-grouping and gifted education for new cluster teachers. • Provide follow-up training based on issues of concern for experienced cluster teachers.
Communicate with all stakeholders about excellence gaps, the need for talent development, cluster grouping, and differentiation.	• Principal • GT leads • Experienced Project RAP Teachers	May 2018-May 2019	• Use excellence gap videos and pamphlets created during Project RAP • Share Project RAP successes in staff meetings • Explain cluster grouping to parents. • Invite the GT/Advance Program Coordinator out to transition/family meetings to explain the various programming options
Differentiate instruction in the cluster groups.	• Classroom teachers	August 2018-May 2019	• Teachers utilize preassessment strategies to determine what students know and what they are ready to learn. • Teachers use differentiation strategies to vary the content, pace, process, and products for students. • Ongoing assessment supports differentiation and ensures that students make continuous progress.
Provide strong administrative support for cluster grouping.	• Principal	On-going	• Principals recognize that strong administrative support is essential for effective implementation of cluster grouping. • Principals have a key role in communicating the value of cluster grouping in raising student achievement to all staff, parents, and community.

			• Administrators plan for ongoing professional development to build the capacity of teachers to meet the needs of their high ability students. • Principals realize that successful implementation of the cluster grouping model takes time and that it is important to support teachers in this process and keep changes to teaching assignments minimal.

HTTPS://WWW.WKU.EDU/GIFTED/RAP/PROFESSIONAL-DEVELOPMENT.PHP

Go to May 4, 2018