LEARNING ENRICHMENT PROGRAM

Staff	Students	Budget	Cost Per Student
7.26*	175	$540,268	$3,087

Primary Goal: To stimulate academically talented students to develop higher thinking skills and advanced research skills.

Enrollment: During 2005-2006, 175 students (13.5% of the total population) were placed in the Learning Enrichment Program. The participation by school was as follows:

School	Number of Students
Blue Creek	17
Boght Hills	52
Forts Ferry	30
Latham Ridge	17
Loudonville	30
Southgate	29

The grade level breakdown was as follows:

Grade Level	Number of Students	Percent of Class
1	1	Less than 1%
2	10	3%
3	30	10%
4	40	10%
5	41	10%
6	53	8%

The program identifications were: reading: 125 (71% of population), mathematics: 66** (38% of population) and English/Language Arts (writing: 72 (98% of population) and science: 8. There were 11 additional students in the program who are in the very superior range of academic ability but for whom we could not identify subject areas at this time.

*This count includes the 6 LEP/Math teachers who also deliver alternate and remedial math services.
**This includes students being monitored for math since we no longer label math students as gifted/talented below grade 5.

LEARNING ENRICHMENT PROGRAM (cont.)

These are duplicated counts since many students are labeled in more than one program area. The math students are placed in the Alternate Math Program at grade 5. In that program there are additional talented math students who are not reflected in these numbers.

The schedule is constructed so that the primary grades (grades 1-3) meet 60 minutes a week and students in grades 4-6 meet for 90 minutes a week.

The curriculum in 2005-2006 was delivered in a trimester approach. Our goal is to help students look at problems and information from many different perspectives and to devise optional solutions, for any given situation. We stress critical and creative thinking with a broad spectrum of subjects. We encourage students to question, and we require them and ourselves to substantiate any stated opinions.

Our program objectives were:

1. Ensure acquisition of higher level thinking strategies. Require students to select from a repertoire of strategies, and test most appropriate ones for complex subject matter.

2. Explore subject matter in some depth, which either expands topics taught in the classroom or opens up other fields of knowledge.

3. Extend the skills of evaluation of information for relevance and authenticity including that found on the Internet. The value of using primary sources and technology is stressed.

4. Expand and enrich students' vocabulary generated by their particular projects and including the study of word derivations, word roots, prefixes and suffixes and word relationships.

5. Effectively communicate knowledge learned or produced through their projects by doing presentations to peers and adult audiences.

Note: Objectives 3 and 4 also support initiatives of the Social Studies and Language Arts Steering committees.

Students receive a report card quarterly which reflects performance based on criteria which delineate indicators of creative and analytical thinking. For those areas where students are not working up to expectation an* appears on the report card and the explanation and suggested recommendations appear in the "comments" section.

LEARNING ENRICHMENT PROGRAM (cont.)

Students and parents complete questionnaires in May of each year. This year, one hundred percent (100%) of the students looked forward to their LEP classes. Ninety-six percent (96%) liked the challenge of working with students intellectually similar to themselves. Ninety-five percent (95%) of the students felt that they had developed new and different research skills; and that they have become better able to analyze and solve academic questions by using the appropriate problem-solving strategies. One hundred percent (100%) of the parents who responded felt that the Learning Enrichment Program provided a stimulating learning experience for their child.

Additional Information

This year, the department achieved some additional objectives. To offer parents a clearer understanding of the program, a Power Point presentation was created for the parent information meeting. In addition, the Program Information brochure was updated and distributed. The reflection/research portion of the 5th grade program was totally revised. We moved the presentation to an elementary school to do stage presentations and to allow students to see what the 5th graders in other schools were doing. The staff later critiqued this first effort and overall found it to be a good change. Also, the Chaucer model for Young Writers was re-done. The revised model resulted in some excellent writing by the students. For the Spelling Bee, a database for random retrieval of the words was in preparation by the company. We hope to use it for next year. The vocabulary study from Around The World in Eighty Days was re-worked, including re-vitalizing the related activities. Finally, up-to-date reference libraries were placed in each L.E.P. classroom.

LEP teachers were also active in collaborating with classroom teachers to enhance differentiated instruction in various subjects. They are involved in the exchange of ideas and the planning of activities for all students. There is also some push-in activity to assist with differentiation. Research topics for the grade 5 program were targeted for further revision. Based on the results of previous years' evaluations, the department found out that the options for research were too numerous, thus resulting in research that was somewhat shallow. This year, students focused on six topics related to the study of the Revolutionary War. These topics included engineering, military strategies, architecture, life and times during the Revolutionary War period and Benedict Arnold: Hero or Traitor.

The department also implemented the modified identification criteria for students in grades 4 and 5.

Alternate Mathematics: Data about this program for fifth and sixth graders talented in mathematics can be found within the mathematics section of the Annual Evaluation.