

## District 74 Schools

### Todd Hall School (PreK-2)

3925 W. Lunt Avenue  
Lincolnwood, IL 60712  
847-675-8235  
Mrs. Ellen Shankar, Principal  
Laura Barringer, Gifted Specialist

### Rutledge Hall School (3-5)

6850 N. East Prairie Road  
Lincolnwood, IL 60712  
847-675-8236  
Dr. Jean Weiss, Principal  
Leanne Ellis, Gifted Specialist

### Lincoln Hall Middle School (6-8)

6855 N. Crawford Avenue  
Lincolnwood, IL 60712  
847-675-8240  
Mr. Lawrence Sasso, Principal  
Mr. Jerry Michel, Assistant Principal  
Sharon Churchwell, Gifted Specialist



### District 74 Administration Building

6950 N. East Prairie Road  
Lincolnwood, IL 60712  
847-675-8234

#### BOARD OF EDUCATION

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## District 74 Gifted Program Advanced and Accelerated Classes 2009-2010



The mission of Lincolnwood School District 74 is to teach all students to be successful life-long learners.





## Gifted Mission Statement

The gifted pullout program seeks to provide a differentiated, academically appropriate learning environment that is stimulating and secure, with an age-appropriate social and emotional setting in which gifted children can blossom and maximize their potential. We believe that every student has the right to an education that is academically challenging and appropriate in relation to his or her current academic abilities. The gifted program fuels the learning process of our students as they explore, develop, take risks, and grow intellectually, socially and ethically. Our goal is to foster the scholars' abilities to think critically and become problem solvers as well as to help them become independent and lifelong learners.



## ▶▶▶Program Offerings

### Thinking Skills (K-1)

All children in Kindergarten and first grade participate in a thinking skills program. The program assists teachers in identifying students who demonstrate advanced thinking and problem solving skills while teaching all primary children higher-level thinking strategies.

### Enrichment Groups (K-2)

Children who are performing above grade level in reading and math, although not formally identified, may participate in flexible enrichment groups throughout the school year.

### Gifted Pullout (Grades 2-8)

Students identified for the pullout program participate in an interdisciplinary program that concentrates on the five areas of focus, which are identified and described in this booklet.

### Advanced Reading (Grades 3-8)

Students identified for the advanced reading classes follow a novel-based approach to literacy, reading a wide range of award-winning books from different genres on both an individual and group basis. Higher-level thinking skills are emphasized in literature response writing projects.

### Accelerated Math (Grades 3-8)

Students identified for the accelerated math classes learn the district's math program at a faster pace. Off-level math is also available for students who demonstrate a strong proficiency in their calculation skills, problem solving skills, and mathematical knowledge.

### Advanced Science (Grades 6-8)

Students identified for the advanced science class follow the prescribed science curriculum for their grade level, but they study the content in more depth with a focus on analysis of the scientific process.

# The Pullout Program: What's Our Focus?

The Lincolnwood Gifted Program focuses on five different areas.

These are:



## Critical Thinking and Problem Solving Skills

Critical thinking skills encompass a wide variety of topics. Examples include spatial reasoning, analogies, syllogisms, Venn diagrams, and deductive thinking skills.



## Creative Thinking and Problem Solving Skills

Students will study the six steps of creative problem solving as well as practice specific strategies to increase creativity such as brainstorming, fluency, flexibility, elaboration, originality, and the SCAMPER method to stretch their minds and generate ideas.



## Global Awareness

Students will study current events and issues of our school, community, nation, and the world with an emphasis on Service Learning. Gifted individuals are often acutely aware of the problems of the world and can feel concern or anxiety over topics that range from the environment to homelessness. These students are also in a unique position to help. We will develop age-appropriate service projects based upon student interests and feasibility.



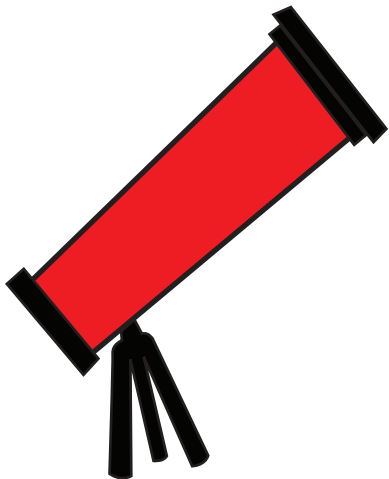
## Work Habits

Bright students are often able to get by in school with minimal effort. Research has shown that when such a student encounters a true challenge for the first time, perhaps not until as late as college, s/he does not have the coping skills or academic tools to negotiate the challenge well. This can be quite devastating. One of the focuses of the Gifted program is to teach the students how to face academic challenge, put forth their best academic efforts at all times, and be responsible and independent scholars.



## Affective Skills

We will address a wide range of social and emotional topics as they present themselves throughout the programming. Common issues include how to work with perfectionism, navigating relationships with peers, and gaining knowledge of one's own strengths and areas for individual goal setting.



## Publications and Contests

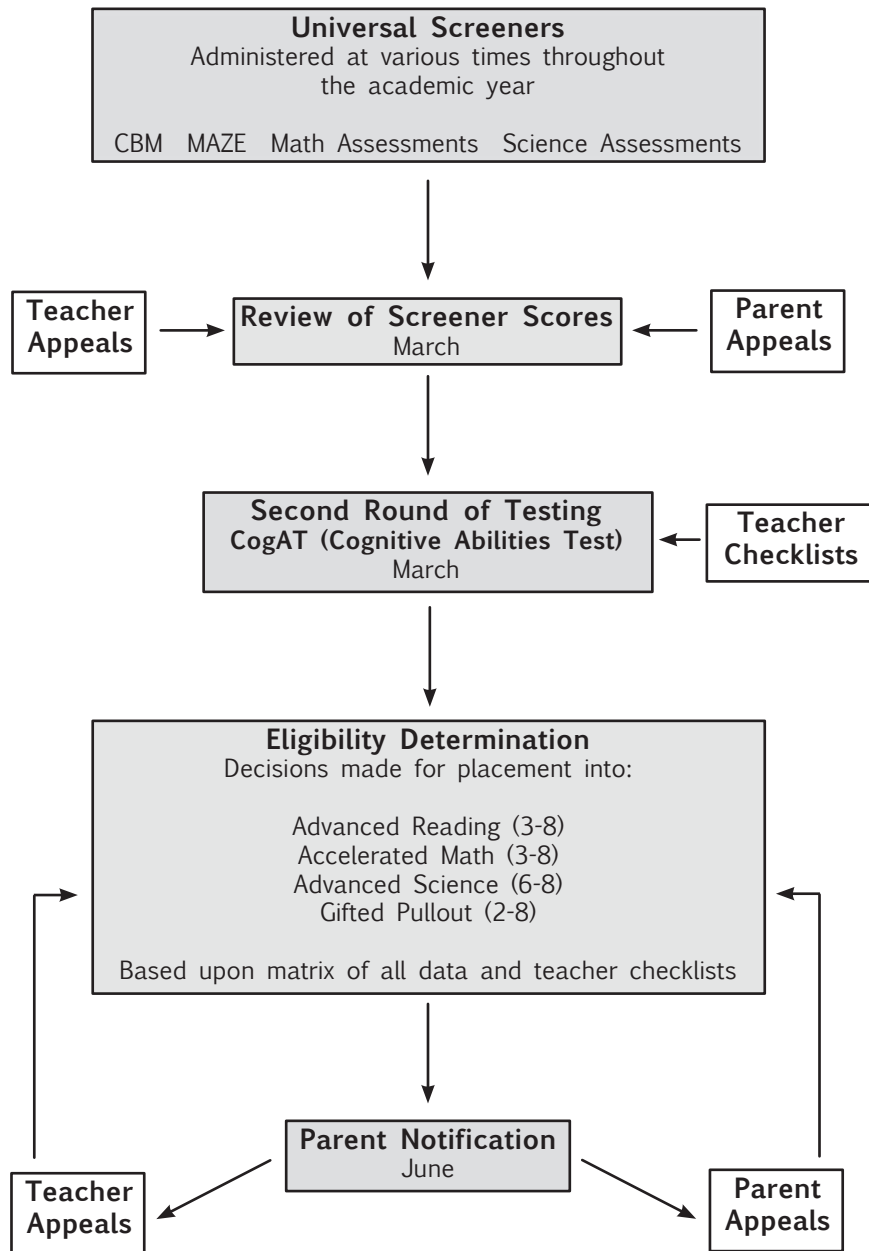
Real-world publishing and contest opportunities can be highly motivating and gratifying for students. Therefore, the pullout students participate in a wide variety of academic contests and poetic and short story writing venues. Teachers in both the regular, advanced, and accelerated classrooms are also informed of various opportunities, as we believe that part of the gifted specialists' role is to disseminate publication opportunities to all our district's students. Examples of contests and publications include:

Continental Math League  
Math League  
Science Fair  
National Greek Mythology Exam  
Wordmasters

Creative Communications  
Anthology of Poetry  
Anthology of Short Stories  
Storyworks Magazine's Annual Writing Contests  
Magic Dragon Creativity Magazine

## ▶▶▶ Annual Identification Process

Eligibility for all Advanced, Accelerated, and Gifted Programming



## ▶▶▶ Appeal and Exit Procedure

For Advanced, Accelerated, and Gifted Programming

It is our goal to ensure that every student is placed in the classroom that best meets his or her academic needs. The purpose of the advanced, accelerated, and gifted pullout classes is to properly challenge all students to achieve to their individual potential. If a parent or teacher feels that our identification data may not be a true reflection of a student's abilities, they may request an Appeals Packet from the Gifted Specialist at their building. The appeals packet offers parents and teachers the opportunity to reflect upon and communicate a child's academic behaviors at home or in the classroom and is used as an additional piece of information in better understanding the student's academic needs.

All placements are reviewed on an annual basis in the spring to ensure the appropriate placement of our students. While many identified students continue in the advanced, accelerated, and gifted pullout classes from year to year, these program offerings are not always the best placement for all children. Because we want all children to succeed, there are times when a student will be placed in a regular classroom instead of continuing in the advanced, accelerated, or gifted classes. This is done after reviewing classwork and test results as well as communicating with parents and administrators.

