

*North Shore Schools*

# School-Wide Enrichment Services



**A constellation forms when all stars shine!**

# School-Wide Enrichment Services

## Mission Statement

### **Our Students:**

The enrichment teachers of the North Shore School District strive to encourage all students to become active and engaged citizens prepared to assume roles of leadership. A successful learner is creatively flexible, thinks critically, and possesses the wisdom to apply individual interests, skills, and knowledge for a common good.

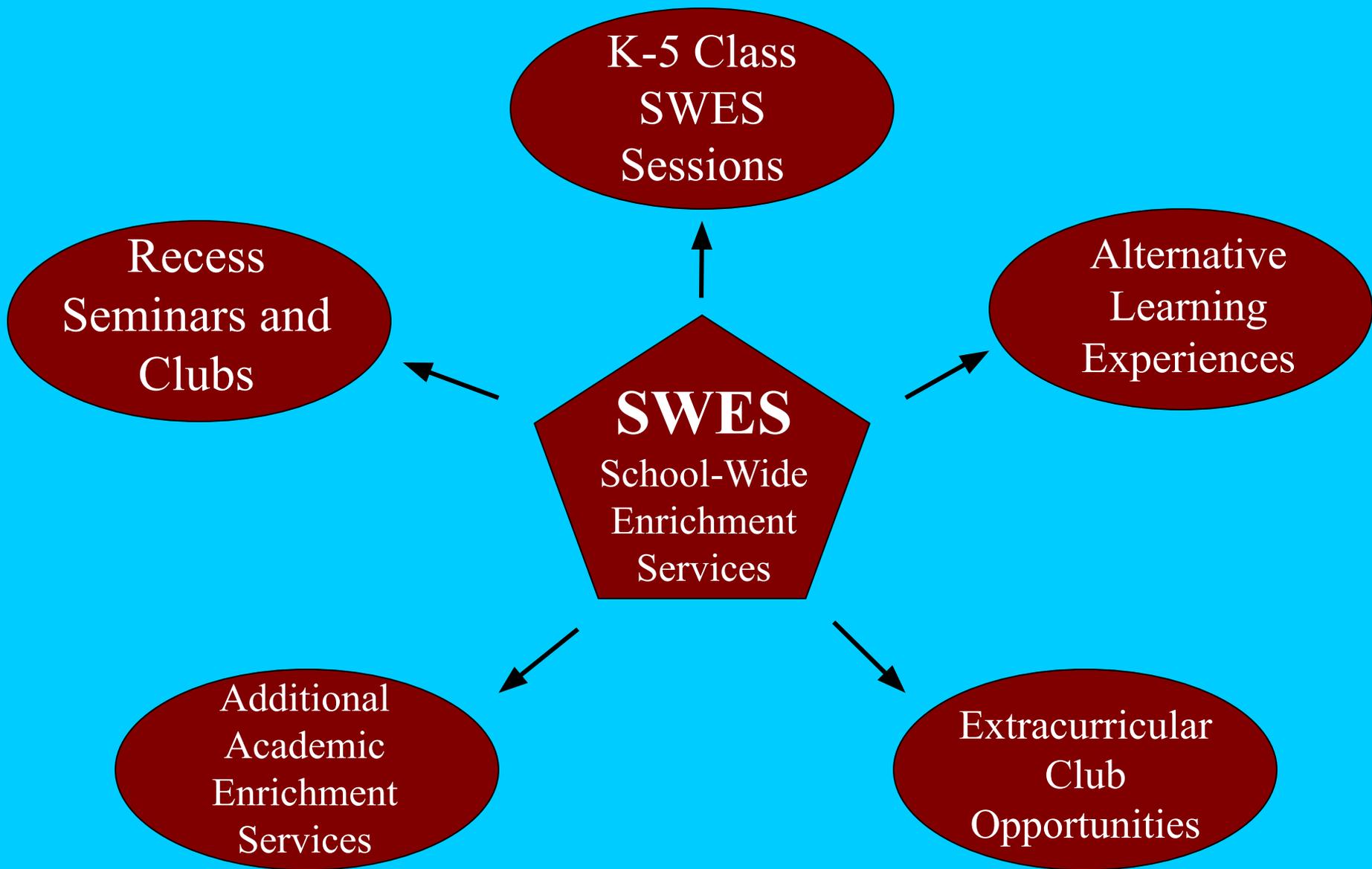
### **The Learning Environment:**

We believe that all students can thrive within a learning environment that appreciates the uniqueness of each student, offers opportunities for self-direction, and encourages self-initiated learning. We further believe that feelings of worth can flourish only in an atmosphere that embraces risk-taking, accepts the inevitability of mistakes, and provides intellectual stimulation and challenge.

### **Lifelong Learning for All:**

The qualities that distinguish the successful student also define the successful teacher. To respond effectively to our students' varied and changing needs, we, too must develop creative, flexible, and critical thinking skills; together we continually strive to attain the wisdom needed to use our learning to transform our teaching.

# School-Wide Enrichment Services Program Model

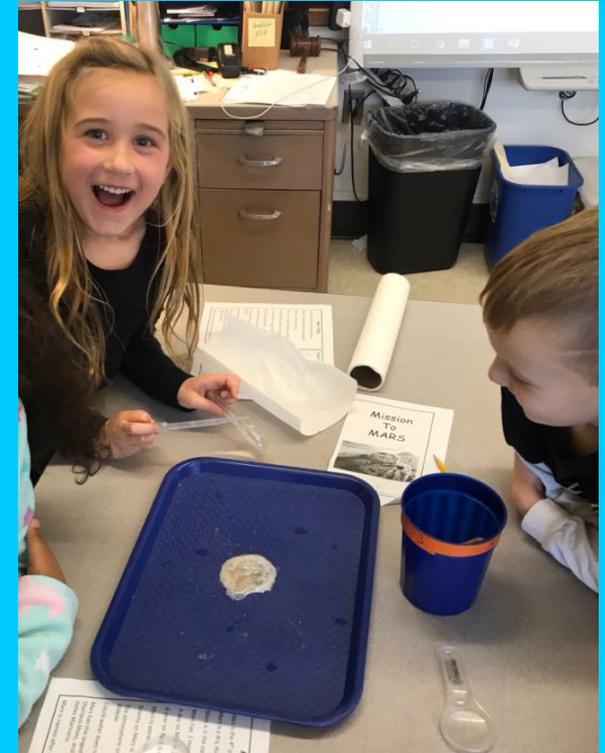


# What is the goal of SWES and AAES?



The North Shore Central School District seeks to provide all elementary students with appropriate challenges designed to achieve individual success. Because we understand that children exhibit varying enrichment needs at different stages of development, we provide a range of flexible learning opportunities.

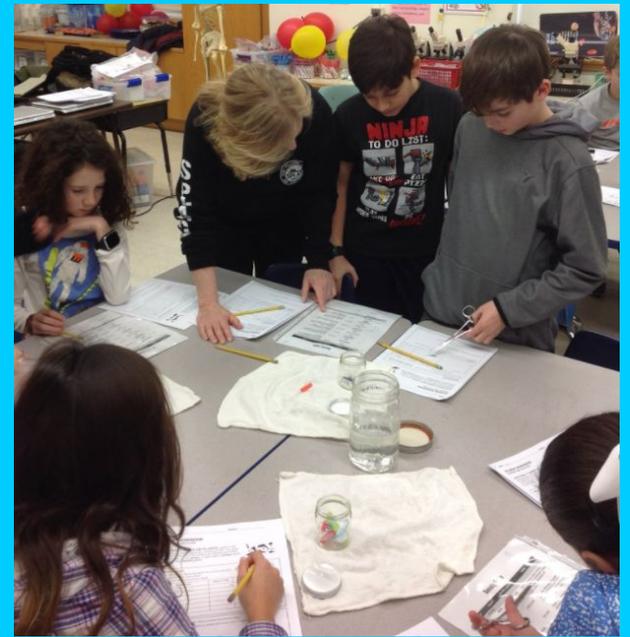
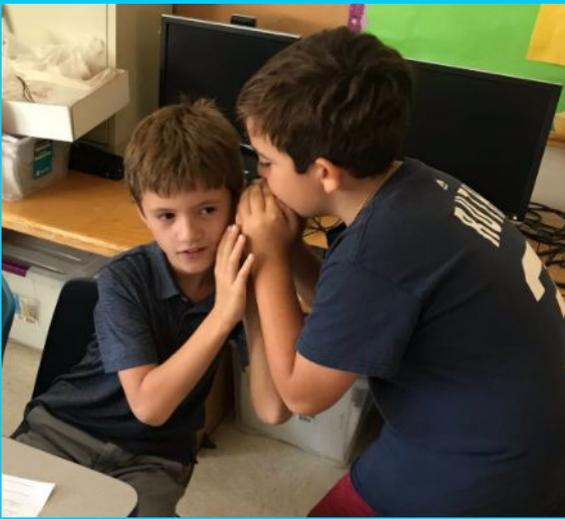
# K – 5 SWES Push-In Sessions



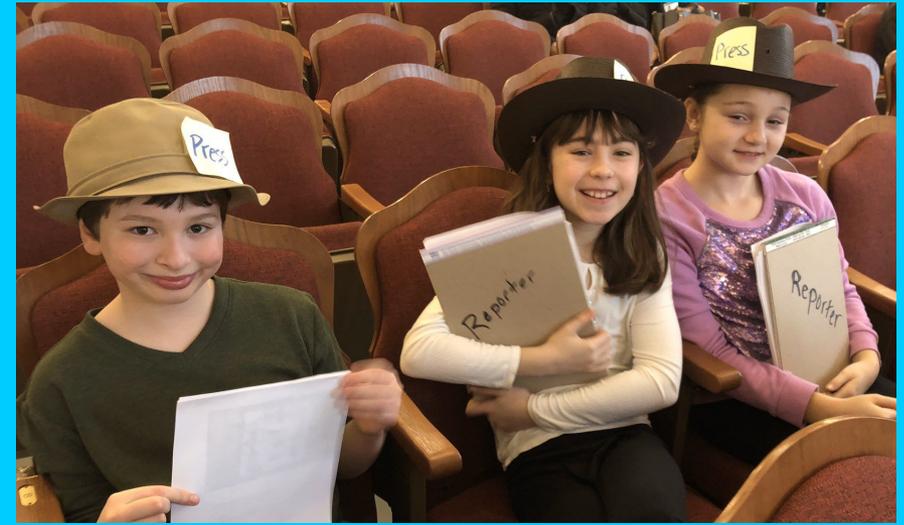
## What is SWES?

All children in grades K - 5 receive School-Wide Enrichment Services (SWES) in humanities, math, and science. During whole class enrichment sessions with the school's enrichment specialist, students collaborate with their peers as they pursue rigorous challenges, utilize creative and critical thinking skills, and develop unique talents.

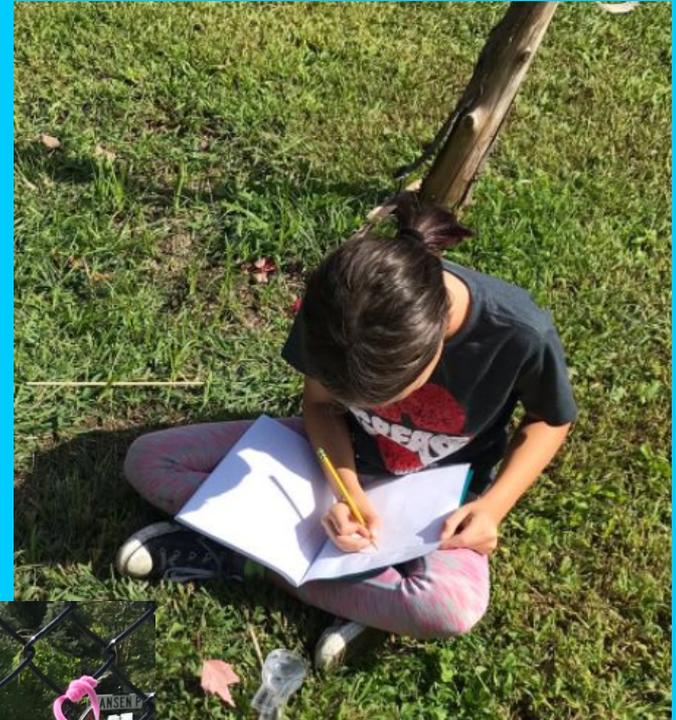
# Collaborate with Peers



# Collaborate with Peers



# Pursue Rigorous Challenges



Environmental  
Studies...

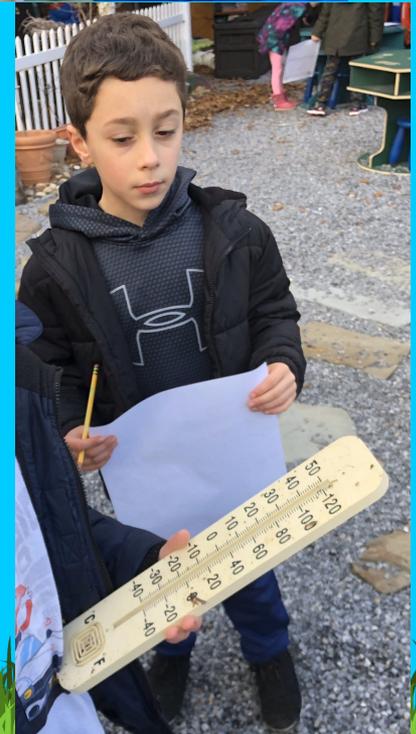


and  
Experimentation

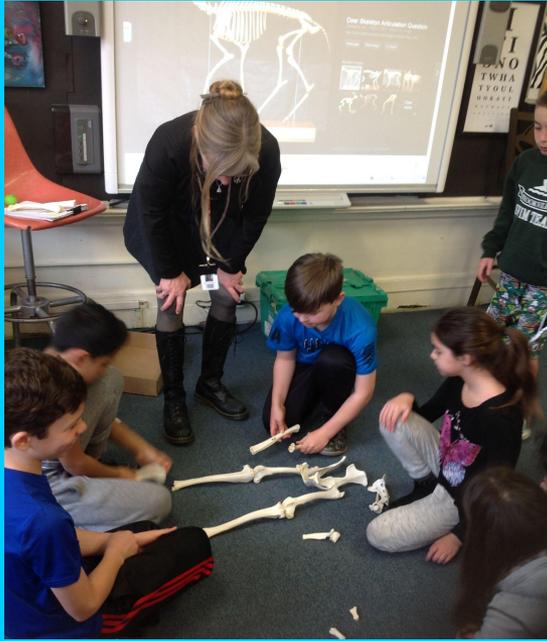
# Pursue Rigorous Challenges



Exploring  
Mysteries  
of Nature



# Pursue Rigorous Challenges

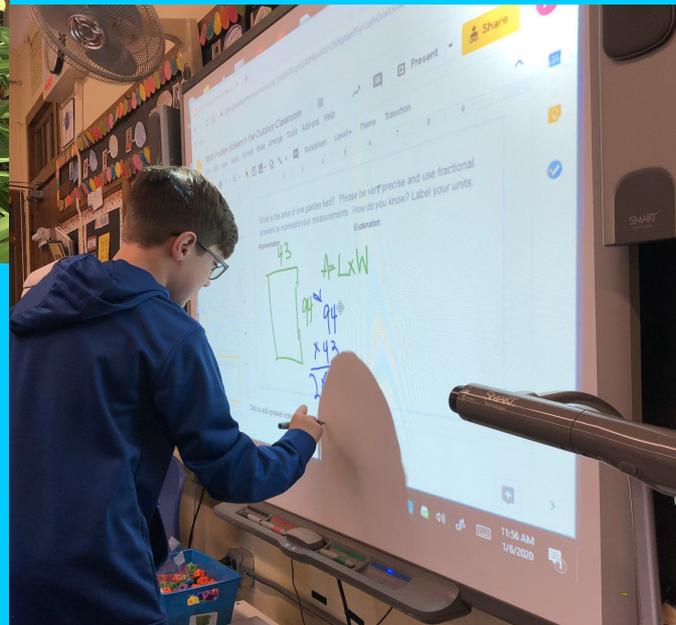
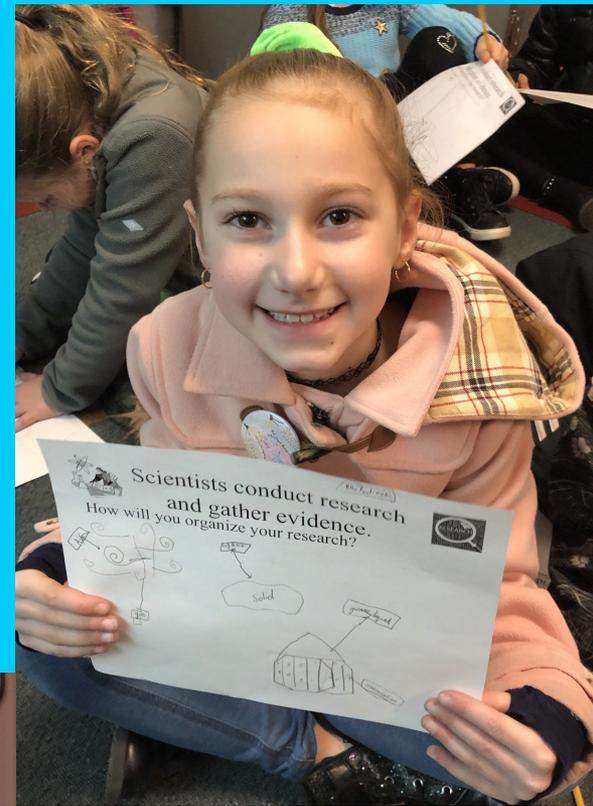


Digging into Paleontology

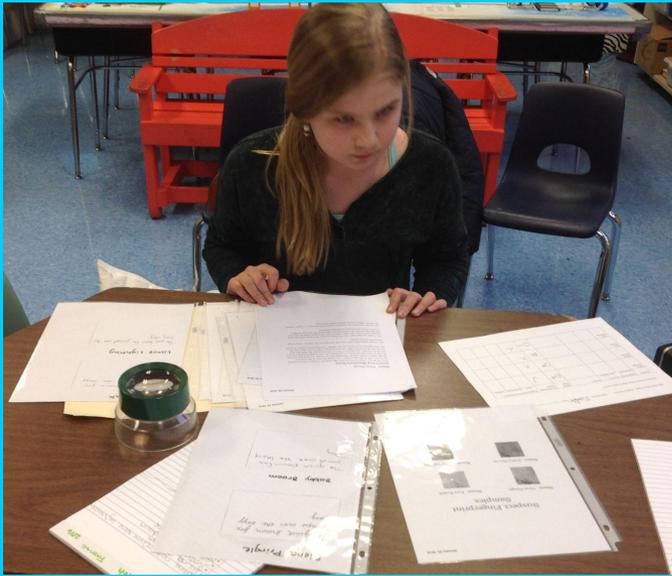
Exploring Archaeology



# Utilize Creative and Critical Thinking

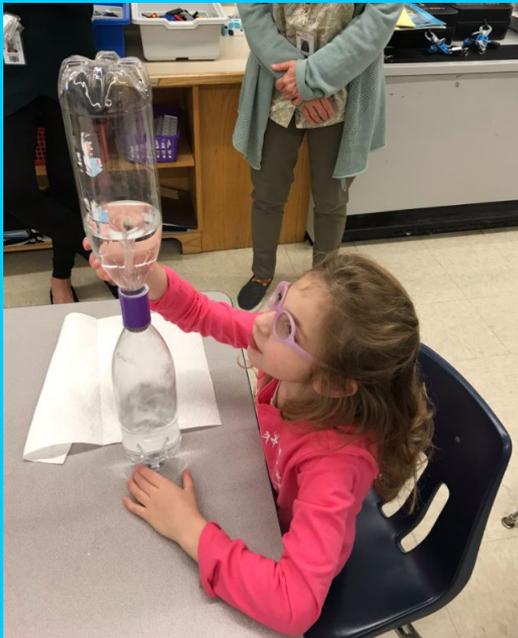


# Utilize Creative and Critical Thinking



Forensic  
Science

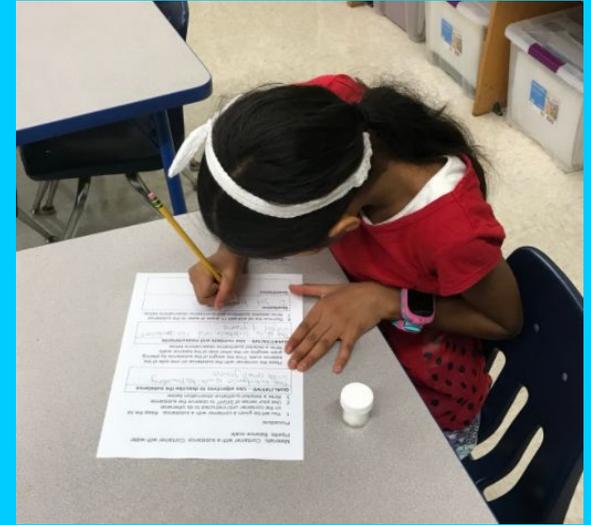




Utilize Creative  
and  
Critical Thinking



# Grade 4 & 5 Additional Academic Enrichment Services (AAES)



## What is AAES?

Students who exhibit exceptional learning needs are offered the opportunity to receive Additional Academic Enrichment Services (AAES). Dependent upon the individual student's learning needs and social-emotional readiness, AAES may include: differentiated instruction through teacher consults and collaboration; teacher and student enrichment resources (e.g., anchor challenges, independent studies, and enrichment learning centers); and/or small group pull-out enrichment sessions with the enrichment specialist during which students pursue interdisciplinary enrichment modules focused on student passions, interests, and talents.

Students identified for pull-out enrichment services **consistently** demonstrate:

An insatiable desire to learn and a capacity to learn rapidly; a propensity to find, solve, and act on problems; an ability to manipulate abstract ideas and make insightful connections; a desire to take intellectual risks and initiate divergent thinking; strong task commitment to complex concepts; and self-motivation, maturity, and the aspiration to excel.

## **Additional Academic Enrichment Services Identification Process**

As part of the school-wide enrichment program, enrichment teachers offer Additional Academic Enrichment Services (AAES) to students in grades 4 and 5 who exhibit extraordinary academic needs. Identification of students with such extraordinary needs is a complex process that takes into consideration different aspects of a student's cognitive development, including a student's reasoning abilities, past achievement, motivation, problem-solving capability, and potential for creative thinking. The following procedure is utilized to formally identify students for AAES.

### AAES Formal Identification Process

1. A student can be **nominated** on one or more of the following criteria:
  - STAR Exam - Strong indicator of high 90th percentile in reading and/or math
  - COGAT (Cognitive Abilities Test) - 98th percentile
  - Classwork performance evidenced by work samples in the academic areas of reading, writing, math, and science.
2. Once a student has been nominated, a building teacher with knowledge of the student's abilities will complete an AAES Teacher Referral Form and Survey.
3. As needed, the enrichment teacher will administer a readiness assessment in humanities and/or math to the nominated student.
4. The enrichment teacher scores the readiness assessment when relevant.
5. The enrichment teacher compiles qualitative and quantitative data for each nominated student.
6. A building identification committee (comprised of the building principal, enrichment specialist, a faculty representative, and the classroom teacher) will conduct a formal review of each student brought before the committee and formally identify students in need of AAES.

### Possible Outcomes of the AAES Identification Process

The identification process can result in a number of different outcomes, as follows:

- identify the student as requiring AAES at that time; or
- determine that further monitoring and observation of the student is required; or
- determine that a need for AAES does not exist at that time.

If the identification committee determines that the student requires AAES, the frequency, duration, and type of service provided will be based upon the academic needs exhibited by that student at the time of identification. This determination will be communicated to the parents by the building principal and enrichment teacher.

# Grades 4 & 5 EXTRACURRICULAR CLUBS

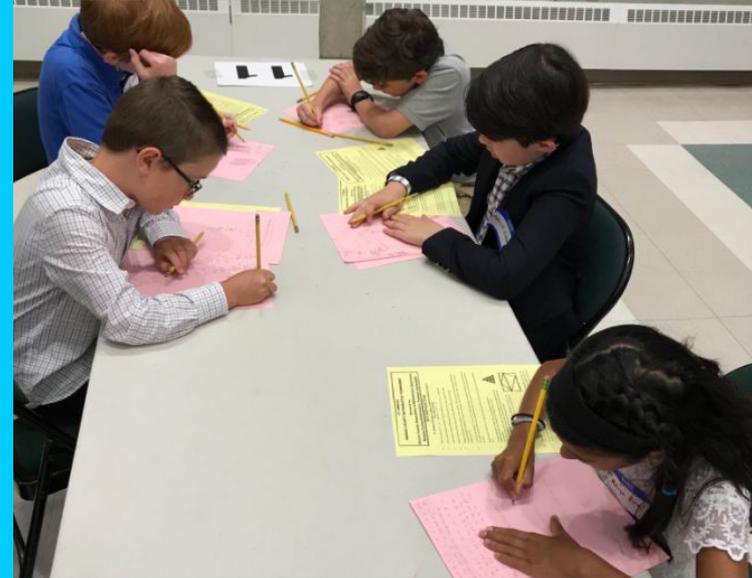
## 4<sup>TH</sup> AND 5<sup>TH</sup> MATH OLYMPIADS



## 5<sup>TH</sup> GRADE MOCK TRIAL



# Grades 4 & 5 ACADEMIC COMPETITIONS



## NCMTA Mathematics Tournament





## Grades 4 & 5 ACADEMIC COMPETITIONS



## Western-Suffolk BOCES Mock Trial Tournament

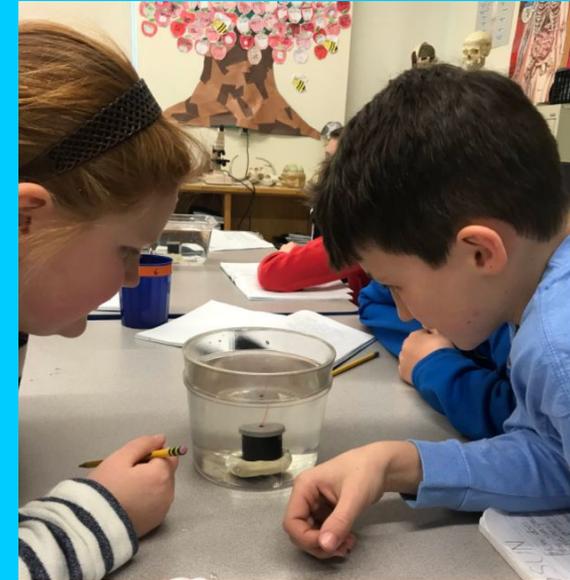


# K - 5 Recess Clubs



Engineering

## Mathematical Challenges



Science Investigations

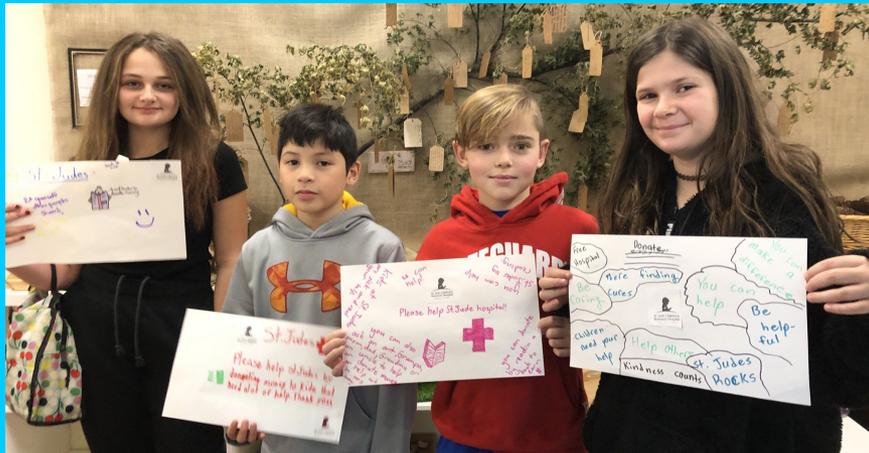


# Recess Clubs

## Garden Club



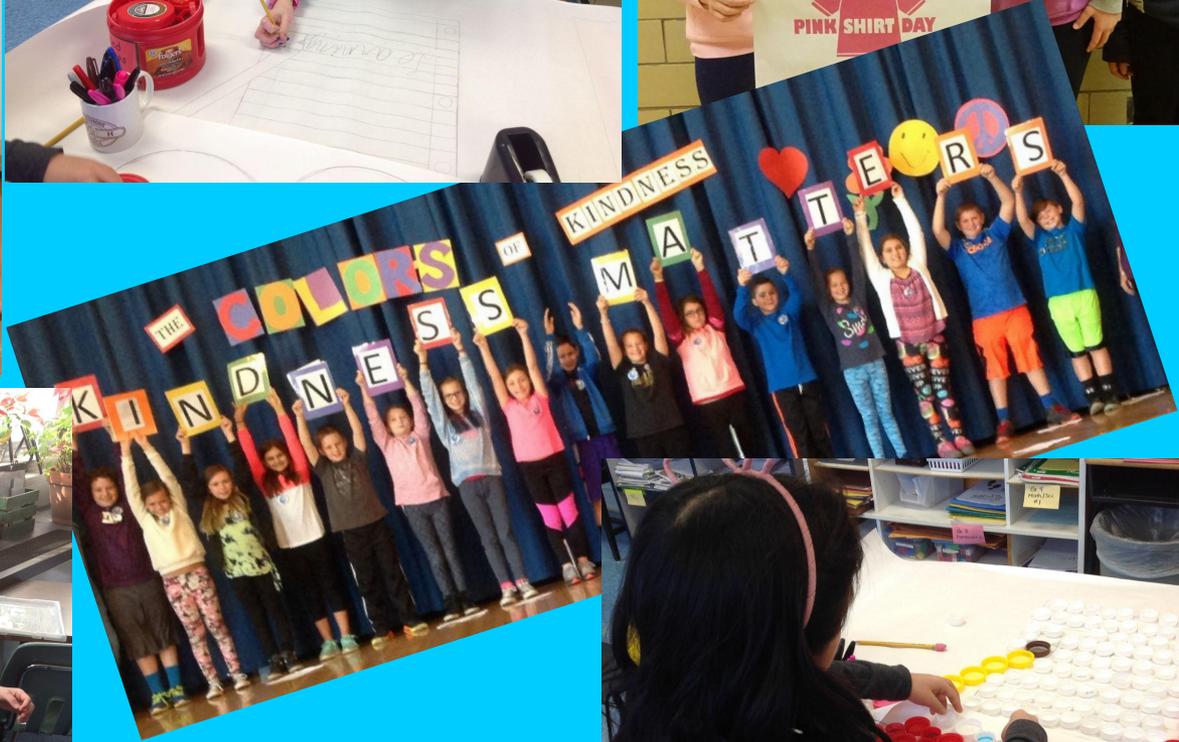
# Recess Club Presentations



# Student-led Projects & Presentations



# Student-led Projects & Presentations



# Alternative Learning Experiences



# Our Living Planet

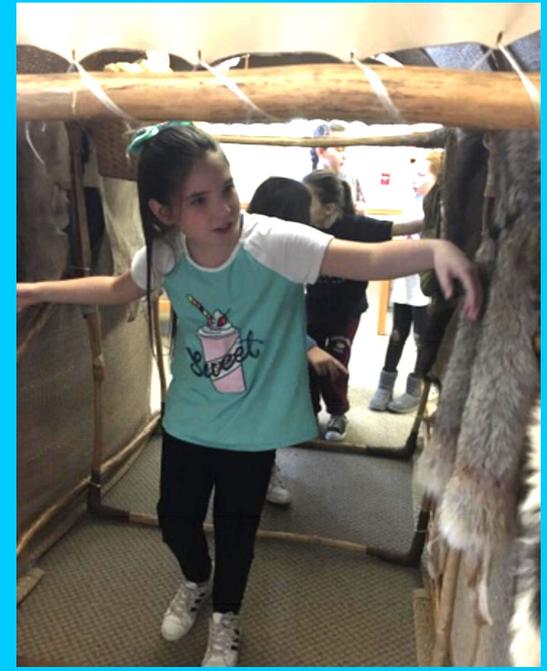




# BIOBUS



# Journeys Into American Indian Territory



## Museum Outreach Programs



## Parent Presentations



# *North Shore Schools*

## School-Wide Enrichment Services

### Meeting the following District goals:

- Students exploring essential questions and key problems
- Students gathering and assessing relevant information and using abstract ideas to interpret it effectively
- Students using skills to come to well-reasoned conclusions and solutions and test them against relevant criteria and standards
- Student objectively entertaining competing ideas, evaluating those ideas and developing/defending a position while recognizing its weaknesses
- Students engaging in effective communication by collaborating and cooperating with other in exploring solutions to complex problems

# School-Wide Enrichment Services

## RECAP

### One Enrichment Specialist in Each Elementary School

Glen Head - Janet Goldberg / Sea Cliff - Diane Krupin / Glenwood Landing - Audra Marcantonio

### SWES

School-Wide Enrichment Services for all  
K - 5 Students

- The enrichment specialist collaborates with classroom teachers in grades K - 5 to differentiate curriculum and meet the enrichment needs of all students
- The enrichment specialist co-teaches with classroom teachers during push-in enrichment sessions to provide opportunities for K - 5 students to pursue academic challenges
- The enrichment specialist offers recess clubs and alternative learning experiences for K - 5 students to explore their interests, utilize creative and critical thinking skills, and develop unique talents.

### AAES

Additional Academic Enrichment Services for  
Identified Students in Grades 4 and 5

- Identified 4th and 5th graders are placed in heterogeneous classes
- The enrichment specialist collaborates with the classroom teachers in grades 4 and 5 to differentiate curriculum for identified students
- The enrichment specialist meets with identified students in grades 4 and 5 to provide small group pull-out services
- The enrichment specialist creates flexible grouping arrangements to ensure that identified students learn from, and with, their intellectual peers