

Londonderry School District Special Curriculum

District Vision:

The Londonderry School District will provide appropriate individualized academic, social, emotional and physical learning opportunities in order to establish a dynamic foundation for quality education and continued student growth.

District Mission:

To provide all students with the vision, skills and knowledge necessary to maximize their individual potential. Central to this accomplishment is the collaboration among all shareholders and disciplines so that students can become contributing members of society and appreciate that learning is a life-long process.

District Motto:

“Giving Wings to Children’s Dreams”

K-8 Philosophy – Core Beliefs:

The philosophy of the Special Curriculum Department is to develop high level cognitive skills, independent learning, creative thinking and affective awareness by offering: content beyond the prescribed curriculum; experiences in creative thinking and problem solving of real problems; development of self-motivation, risk-taking, curiosity, imagination and elaboration.

The Elementary Special Curriculum Program

The Londonderry School District offers a continuum of educational options for all students at the elementary school level. The program provides the following services delivered by highly qualified and trained teachers:

- Enrichment Math – Grades 1 – 5 (all students)

Enrichment Math provides general math enrichment for all students in all elementary classrooms. For Grades 1 – 3, Special Curriculum teachers work with each classroom once a week for approximately 50 minutes. In Grades 4 – 5, teachers work with students about every two to three weeks.

The goal of Enrichment Math is to make the subject fun, interesting, and challenging for each student, and to provide extension activities of lessons in the regular classroom.

- School-Wide Enrichment – Grades 1 – 5 (all students)

District-wide enrichment opportunities are offered to all students in a variety of interests and subject areas. Student’s work is highlighted and demonstrated at “Invention

Celebration,” “Discovery Night,” New England Math League (grades 4-5) “GeoBattle,” and other events.

- DestiNation Imagination® - Grades 1 – 5 (all students)

DestiNation ImagiNation® provides all students opportunities to explore and discover unlimited creative potential through teamwork, cooperation, and mutual respect. The key to the DestiNation Imagination® program is discovering the process of creative problem solving. Throughout the year, students work as a team to solve a central Team Challenge as well as learn the techniques of brainstorming and instant problem solving through Instant Challenges and the use of improv items. What they learn during this process are the tangible rewards of the program. The culmination of their work is showcased at the regional DestiNation Imagination® tournament. Teams use art, technology, performance, and real world relevance as they take one of the five Team Challenges.

- KEY Program – Grades 4 – 5 (identified students)

The KEY program is an enrichment program for 4th and 5th grade students who demonstrate high levels of **creativity, task commitment, and academic ability**. KEY’s focus is on the development of critical and creative thinking skills, creative problem solving abilities, and research skills. Screening for prospective students takes place in spring for students who will be participating the following year.

Students are pulled from regular language arts classes to attend KEY class for approximately one hour a week. A screening process helps determine which children are ready for the challenges the KEY program offers. Students are selected based on the classroom teacher’s evaluation of a child’s work habits and personal traits, and the score of the Otis Lennon School Ability Test (OLSAT). The third component is a child-generated project evaluated by two trained evaluators.

- Pull-Out Mathematics – Grades 4 – 5 (identified students)

Pull-Out Mathematics is a faster paced program for 4th and 5th grade students who demonstrate high levels of mathematical reasoning, problem solving, and computation skills. Screening for prospective students who will be participating the following year, takes place in spring and early fall.

Students are pulled from regular mathematics instruction daily for one hour. Pacing of subjects and benchmarks is accelerated. Students identified for the program are selected based on the classroom teacher’s evaluation of a child’s work habits and personal traits and the results of TOMAGS, Iowa Test of Basic Skills (ITBS), Math Facts Test, and New England Math League for Grade 4 students.

For more information regarding placement criteria, go to [link](#).

Teachers' Criteria
Math Screening Scoring Grid
Grades 3 to 4 and Grades 4 to 5

Work Traits

For this column, the teacher gives the student one point for each bulleted trait he or she exhibits in math class.

- Works with speed and accuracy.
- Follows directions. Pays attention to detail.
- Organizes work and belongings.
- Listens attentively.
- Works independently.
- Completes class work in a timely manner.
- Completes homework in a timely manner.
- Works well in groups and is willing to take an *active* role in group activities.

Personal Traits

For this column, the teacher gives the student one point for each bulleted trait he or she exhibits in math class.

- Open-minded, willing to listen to other points of view, new ideas, different strategies, and methods.
- Enthusiastic, eager to learn, passionate when it comes to math.
- A risk taker in his or her thinking process. This is a child who may not understand a concept immediately, but will put him or herself at risk of not getting the solution right in order to pursue a line of thinking.
- Knowledge and mastery of math skills (concepts & computation). Retains and applies previously taught material.
- Highly motivated. Accepts and enjoys a challenge.
- Capable of higher level and abstract thinking. Good at problem solving. Can reason out solutions in ways other students don't often demonstrate.
- Communication – student is able to organize his or her thoughts and is able to express the reasoning behind them in oral and written form.
- Persistent, self-directed, focused. This child sticks to difficult challenges and follows through on all tasks he or she attempts.

Recommendation of Math Teacher (teacher uses only 8, 6, 4, or 2 points)

- 8 points **Highly** recommended for Special Curriculum Math Enrichment Program. Very strong math student with exceptional skills. **Will keep up with or exceed the expectations in a faster-paced math class.** Is able to retain all skills learned. Passionate and **very motivated** math student.
- 6 points Recommended for Special Curriculum Math Enrichment Program with reservations. Strong math student with solid skills. Is **capable** of keeping up in a faster-paced classroom.
- 4 points Solid student, but not recommended for Special Curriculum Math Enrichment.
- 2 points Average student who needs direction and more concentrated practice in basic math skills.

The following ranking guide is for Grade 4 teachers only:

Average score on Report Card. For each trimester, the teacher assigns a point value according to the point scores below, then averages them for the final point value, i.e. if a child gets a B/A/A-, you'd average 5pts. /8pts. /7pts. for a final score of 6.6 pts. This is the number that goes in the Avg. Grade on Report Card Column. The scoring is as follows:

- | | | |
|--------------|--------------|-------------------|
| A = 8 points | A-= 7 points | |
| B+= 6 points | B = 5 points | B-= 4 points |
| C+= 3 points | C = 2 points | Below C = 1 point |

3rd/4th GRADE MATH SCREENING

(End of Grade 3/ Beginning Grade 4)

Scoring for Grade 4 Tomags

| <u>Points</u> | <u>Raw Score</u> | <u>Math Facts Test</u> | |
|---------------|------------------|---|---------------------|
| 8 pts. | 40-47 | 3 pts. | 54-60 |
| 7 pts. | 36-39 | 2 pts. | 48-53 |
| 6 pts. | 33-35 | 1 pt. | 42-47 |
| 5 pts. | 32 | 0 pts. | 41 & below |
| 4 pts. | 30-31 | <u>Teacher Recommendation Scoring</u> (work habits & personal traits) | |
| 3 pts. | 28-29 | <u>Teacher Score</u> | <u>Column Score</u> |
| 2 pts. | 25-27 | 7 – 8 | 4 points |
| 1 pt. | 24 & below | 5 – 6 | 3 points |
| | | 3 – 4 | 2 points |
| | | 1 – 2 | 1 point |

Scoring for Iowa Test

| <u>Points</u> | <u>Score</u> |
|---------------|--------------|
| 9 pts. | 98/99 |
| 8 pts. | 96/97 |
| 7 pts. | 94/95 |
| 6 pts. | 92/93 |
| 5 pts. | 90/91 |
| 4 pts. | 88/89 |
| 3 pts. | 86/87 |
| 2 pts. | 84/85 |
| 1 pt. | 83 & below |

Total Points for Each Column

(total possible: 36 points)

| | |
|-----------------|----------|
| Math Facts Test | 3 points |
| Iowa Test | 9 points |
| TOMAGS | 8 points |
| Work Habits | 4 points |
| Pers. Traits | 4 points |
| Teacher Rec. | 8 points |

Qualifying: 29 (out of)
possible 36

5th GRADE MATH SCREENING (4th into 5th)

Scoring for Grade 5 TOMAGS

| <u>Points</u> | <u>Raw Score</u> |
|---------------|------------------|
| 8 pts. | 42-47 |
| 7 pts. | 40-41 |
| 6 pts. | 38-39 |
| 5 pts | 37 |
| 4 pts. | 36 |
| 3 pts. | 34-35 |
| 2 pts. | 31-33 |
| 1 pt. | 0-30 |

Scoring for Grade 5 Iowas

| <u>Points</u> | <u>National Percentile</u> |
|---------------|----------------------------|
| 8 pts. | 98-99% |
| 7 pts. | 96-97% |
| 6 pts. | 94-95% |
| 5 pts. | 92-93% |
| 4 pts. | 90-91% |
| 3 pts. | 88-89% |
| 2 pts. | 86-87% |
| 1 pt. | 85% & below |

Scoring for NEML

| | |
|-------|--------------|
| 8pts. | 29/30 |
| 7pts. | 27-28 |
| 6pts. | 25/26 |
| 5pts. | 23/24 |
| 4pts | 21/22 |
| 3pts. | 19/20 |
| 2pts | 17/18 |
| 1pt. | 16 and below |

Teacher Recommendation Scoring

(Work habits & personal traits)

| <u>Teacher Score</u> | <u>Column Score</u> |
|----------------------|---------------------|
| 7 – 8 points | 4 points |
| 5 – 6 points | 3 points |
| 3 – 4 points | 2 points |
| 1 – 2 points | 1 point |

Total Points for Each Column

| | |
|--------------|----------|
| NEML | 8 points |
| TOMAGS | 8 points |
| Iowa Test | 8 points |
| Work Habits | 4 points |
| Pers. Traits | 4 points |
| Teacher Rec. | 8 points |

**Qualifying: 32 out of
Possible 40**

Teacher's Criteria
5th to 6th Grade Scoring Grid
For High CMP and Accelerated Math

Average Report Card Grade (1-8 points)

- ◆ estimate students' grade average through the middle of Trimester 2

Work Habits

On the worksheet, check off the traits that apply. Total the checkmarks and note the number in "Total Points - Work Habits" column.

- Works carefully and accurately
- Follows directions and pays attention to detail
- Organizes work and belongings
- Listens attentively
- Works independently
- Completes class work in a timely manner
- Completes homework in a timely manner
- Works well in groups and is willing to take an **active** role in group activities.
Is not passive when working in a group.

Personal Traits (1-8 points)

On the worksheet, check off the traits that apply. Total the checkmarks and note the number in "Total Points - Personal Traits" column.

- Open-minded, willing to listen to other points of view, new ideas, different strategies, and methods
- Enthusiastic, eager to learn, passionate when it comes to math
- A risk-taker in his or her thinking process. This is a child who may not understand a concept immediately, but will put himself at risk of not getting the solution right in order to pursue a line of thinking
- Knowledge and mastery of math skills (concepts and computation). Retains and applies previously taught material.
- Highly motivated. Accepts and enjoys a challenge.
- Capable of higher level and abstract thinking. Good at problem solving. Can reason out solutions in ways that other students do not often demonstrate.
- Communication – student is able to organize his or her thoughts and is able to express the reasoning behind them in oral and written form.
- Persistent, self-directed, focused. This child sticks to difficult challenges and follows through on all tasks he or she attempts.

Recommendation of Math Teacher

- 8 points **Highly** recommend for High Math Class. Very Strong math student, exceptional skills. Will keep up with or exceed the expectations in a faster-paced math class. Is able to retain all skills learned. Passionate and **very motivated** math student.
- 6 points Math student with solid skills. May be **capable** of keeping up in a faster-paced math class.
- 4 points Solid math student, but not recommended for High Math Class.
- 2 points Average student who needs direction and more concentrated practice in basic math skills.

5th to 6th GRADE MATH SCREENING FOR HIGH CMP AND ACCERATED MATH

Average Report Card Grade

Scoring for Iowa

| <u>Grade</u> | <u>Points</u> | <u>Points</u> | <u>LPR</u> |
|--------------|---------------|---------------|------------|
| A | 8 | 8 | 98/99 |
| A- | 7 | 7 | 96/97 |
| B+ | 6 | 6 | 94/95 |
| B | 5 | 5 | 92/93 |
| B- | 4 | 4 | 90/91 |
| C+ | 3 | 3 | 88/89 |
| C | 2 | 2 | 86/88 |
| Below C | 1 | 1 | 85 & below |

Total possible points: 40

**Qualifying points: 36-40 Accelerated Math
32-35 High CMP**

Special Curriculum at Londonderry Middle School

(Revised 9/8/08)

Londonderry School District Mission Statement:

“To provide all students with the vision, skills and knowledge necessary to maximize their individual potential. Central to this accomplishment is the collaboration among all shareholders and disciplines so that students can become contributing members of society and appreciate that learning is a life-long process.”

(Source: Londonderry School District Website: www.londonderry.org)

Londonderry Middle School Special Curriculum Core Beliefs:

The philosophy of the LMS Special Curriculum Department is to uphold the District’s mission through the facilitation of students’ development of advanced cognitive skills, independent learning, creative thinking, affective awareness, self-motivation, risk-taking ability, curiosity, and imagination. Special Curriculum offers students time and space to explore and engage in content beyond the prescribed curriculum and in experiences that allow them to elaborate on their ideas, problem solve, and think creatively.

Definition of Gifted at Londonderry Middle School:

The Marland Report (1972) defines gifted and talented children as “those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance.... Children capable of high performance include those with demonstrated achievement and/or potential in any of the following areas:

1. general intellectual ability
2. specific academic aptitude
3. creative and productive thinking
4. leadership ability
5. visual and performing arts
6. psychomotor ability.”

Londonderry Middle School Special Curriculum provides programming aimed at students who are gifted in the areas of general academic ability, specific academic aptitude, and creative and productive thinking. In addition, our programming is available to students who, although they do not necessarily meet a strict definition of gifted, do exhibit specific gifted behaviors.

Gifted behaviors are often thought of as only positive. However, the following positive and negative behaviors can all be indicators of giftedness:

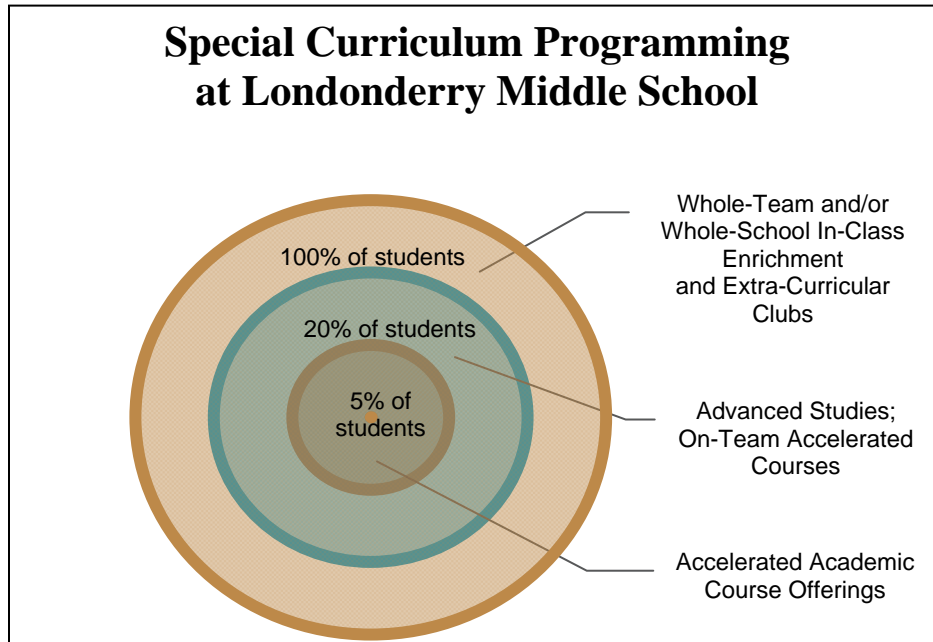
| Behavioral Area | Positive Behaviors | Negative Behaviors |
|------------------------|---|--|
| Learning | Shows superior ability to reason, generalize, or problem solve Shows persistent intellectual curiosity Has a wide range of interests; develops one or more interests to considerable depth Produces superior written work Has a large vocabulary Reads avidly Learns quickly and retains what is learned Enjoys intellectual challenge | Ignores details, hence work may be messy Is overly critical of self and/or others; impatient with own or others' failure Frequently does not do homework or does it with little effort but still scores at an above average level on assessments May have a vast gap between quality of written and oral work |
| Creativity | Shows creativity or imaginative expression in the arts Shows initiative, originality, or flexibility of thinking; considers problems from a number of viewpoints Shows an alert and subtle sense of humor Observes keenly and is responsive to new ideas Is sensitive to beauty and aesthetics | Makes jokes or puns at times adults consider inappropriate Is unwilling to accept authoritarian pronouncements without critical examinations |
| Motivation | Sustains concentration for lengthy periods on topics or activities of interest Sets high standards for self; can be a perfectionist Works well independently and can work in an environment that is less structured than the normal classroom | Gets bored with routine tasks Resists changing away from interesting topics or activities |
| Social / Leadership | Shows social poise and/or an ability to communicate with adults in a mature way Is able to express him/her self well and is usually well understood | Dominates or withdraws in cooperative learning situations Rejects authority, is non-conforming, disagrees vocally with others, stubborn |
| Emotion | Is quite concerned with good and bad, right and wrong, social justice issues – more than usual for age level Is idealistic about moral or ethical topics | Is so emotionally sensitive and empathetic that adults consider it over-reaction Gets angry or cries when things go wrong or seem unfair |
| Environment | | Is highly sensitive to environmental stimuli (light, noise, etc.) |

(Adapted from Renzulli, 2004 and EAC-West, 1996)

A complete list of all the gifted behaviors used as a part of the Londonderry Middle School identification process is available from the LMS Special Curriculum Department.

Special Curriculum Programming at Londonderry Middle School:

Londonderry Middle School recognizes that academically gifted and talented children and those children who exhibit gifted behavior require special services and opportunities. In order to meet the needs of both of these types of students (those who are academically gifted and those exhibiting gifted behaviors), the Special Curriculum Department has developed a variety of programming.



Opportunities offered through the Special Curriculum Department:

Accelerated Academic Course Offerings (approximately 5% of students qualify):

These courses are designed for students who are gifted in the specific area targeted by that class. Not all gifted students will qualify for accelerated courses. Courses offered are based on student need and staffing availability and may include Advanced 6th Grade Reading, and/or Advanced Math courses.

On-Team Accelerated Course Offerings (approximately 20% of students qualify):

These courses are designed for students are able to perform successfully at a level approximately one year above grade level. At this time, accelerated, on-team courses are only offered in mathematics: High Math in the 6th grade; Pre-Algebra in the 7th grade; and Algebra One in the 8th grade. Specific criteria for entrance into these courses is available through the Curriculum Coordinator.

Advanced Studies (approximately 20% of students qualify):

Students may participate in Advanced Studies, with classroom teacher permission, if that student maintains an A average in the class they are leaving. Students will work under the guidance of the Special Curriculum Department to determine areas of interest and use the time in Advanced Studies to experiment with thoughts and ideas above and beyond the normal classroom setting. Each student will work on an independent project determined by the student's passions and interests under the direction of the Special Curriculum Teachers. Students will be required to work diligently

towards and complete a final product based on their work. This final product will be presented to a wider audience in the spring.

Whole-Team and/or Whole-School In-Class Enrichment (all students qualify):

All students receive Special Curriculum services during the course of the school year through contests and on-team in-class enrichment. Contests are open to all students and are school- or grade-wide events. In-class enrichment units will be co-developed by Special Curriculum teachers and on-team teachers to support and supplement team activities and curriculum.

These units will initially be co-taught with Special Curriculum staff and may be used continually by team teachers in following years. All students receive on-team in-class enrichment at least once throughout the school year.

Other enrichment opportunities offered to all students at LMS:

All students are encouraged to take advantage of enrichment opportunities offered outside of the regular school day. The following list is a partial listing of opportunities available to all students that gifted students may find interesting.

| Area of Giftedness | After- or Before-School Enrichment Opportunities |
|----------------------------------|--|
| Intellectual / Academic Aptitude | Chess & Brain Games Club Science, Engineering, & Technology (SET) Club Math Club Newspaper Club Girls Book Club / Boys Book Club |
| Creative and Productive Thinking | Lego League Young Inventors Writer's Club |
| Leadership Ability | Political Action Club Student Council |
| Visual and Performing Arts | Art Club Drama Club Jazz Band Pop Stars Select Chorus District Music Festival |
| Psychomotor Ability | Intramural Sports Competitive Sports Teams |

Sources:

Clark, B. (1992) *Growing Up Gifted*. NJ: Pearson Education

Evaluation Assistance Center – Western Region (EAC-West). (1996) *Sample Instruments for the Identification of G/T Students*.
<<http://www.ncela.gwu.edu/pubs/eacwest/handouts/gifted/instmnt.htm>> 12/08/2006.

Marland, S.P., Jr. (1972) *Education of the Gifted and Talented: Report to the Congress of the United States by the US Commissioner of Education*. Washington DC: US Government Printing Office.

New Hampshire State Board of Education. (2001) *The New Hampshire Gifted and Talented Curriculum Frameworks Addendum*. Concord, NH: NH Department of Education.

Purcell, J. H. and Eckert, R. D., ed. (2006) *Designing Services and Programs for High-Ability Learners: A Guidebook for Gifted Education*. Thousand Oaks, CA: Corwin Press and National Association for Gifted Children.

Renzulli, J. (2004) *Characteristics of Gifted Children*.
<<http://www.gifted.uconn.edu/sem/semart04.html>> 12/08/2006.

Honors Courses (*Londonderry High School Program of Studies 2007-2008*)

Courses that are labeled honors are designed to offer scholastic challenges to students whose academic records and personal motivation indicate a preparedness to take on the most rigorous course work. They require students to be independent and self-directed learners. Students who choose these courses need to have prior teacher approval (signature on the course selection form). This process is subject to Curriculum Coordinator review as well.

LHS Honors Courses reflect the following attributes:

- Emphasis is placed on curriculum depth.
- The curriculum is fast-paced and rigorous.
- Independent research or independent project work is required.
- Course emphasis is on synthesis and working with abstract ideas.

Students in honors courses are expected to meet the following:

- When moving from a college level course to an honors level course, a minimum grade of B+ is expected in the previously completed course.
- Students who commit to honors level courses should realize their commitment is for a full semester in a one semester course or both semesters in a full year course in the honors course.

Project Running Start (*Londonderry High School Program of Studies 2007-2008*)

The New Hampshire Project Running Start is an educational initiative for high school students in collaboration with New Hampshire Community Technical College (NHCTC). This program gives students the opportunity to enroll in specific college courses offered at their high school during the regular school day. Students who choose to enroll in Project Running Start receive high school credit as well as college credit for the course. College credits can be used to continue at NHCTC or may be transferred to other colleges. Students pay a \$100.00 fee to NHCTC per course to enroll in the program. Project Running Start courses for the 2007-2008 school year include Accounting I, Anatomy and Physiology, AP Computer Science, Biotechnology, Calculus I, Computer Maintenance & Repair I, Computer Maintenance & Repair II, C++ Programming, Cisco I, Cisco II, Cisco III, Cisco IV, Honors Physics, Marketing, Photography, Practicing the Art of Teaching, Visual Basic.Net

Honors Courses

Students who commit to honors level courses should realize their commitment is for a full semester in a one semester course or both semesters in a full year course.

DestiNation Imagination® - Grades 9 - 12 (all students)

DestiNation ImagiNation® provides all students opportunities to explore and discover unlimited creative potential through teamwork, cooperation, and mutual respect. The key to the DestiNation ImagiNation® program is discovering the process of creative problem solving. Throughout the year, students work as a team to solve a central Team Challenge as well as learn the techniques of brainstorming and instant problem solving through Instant Challenges and the use of improv items. What they learn during this process are the tangible rewards of the program. The culmination of their work is showcased at the regional DestiNation ImagiNation® tournament. Teams use art, technology, performance, and real world relevance as they take one of the five Team Challenges.

Special Curriculum Contact Information

| Special Curriculum Teachers (1-8) | School | Phone |
|---|--------------------------------------|----------|
| Janet Buell | North School | 432-6933 |
| Helene Carr | North School | 432-6933 |
| Julie Neverman | South School | 432-6956 |
| Laura Lee | South School/District DI Coordinator | 432-6956 |
| Kelly Russell | South School | 432-6956 |
| Ray Clermont | Matthew Thornton Elementary | 432-6937 |
| Ann Smith | Matthew Thornton Elementary | 432-6937 |
| Mary Coppinger | Matthew Thornton Elementary | 432-6937 |
| Jan Armstrong | Londonderry Middle School | 432-6925 |
| Peggy Fox | Londonderry Middle School | 432-6925 |
| Ann Gaffney | Londonderry Middle School | 432-6925 |
| Administration | | |
| Richard Zacchilli, Principal | North Elementary School | 432-6933 |
| Mary Coltin, Assistant Principal | North Elementary School | 432-6933 |
| Linda Boyd, Principal | South Elementary School | 432-6956 |
| Ben Loi, Assistant Principal | South Elementary School | 432-6956 |
| Carol Mack, Principal | Matthew Thornton Elementary | 432-6937 |
| Chris Hunt, Assistant Principal | Matthew Thornton Elementary | 432-6937 |
| Jay Parent, Principal | Londonderry High School | 432-6941 |
| Diane Malley, Curriculum Coordinator | Londonderry High School | 432-6941 |
| Kim Lindley-Soucy, Curriculum Coordinator | Londonderry High School | 432-6941 |
| Andrew Corey, Principal | Londonderry Middle School | 432-6925 |
| Ann Collacchi, Curriculum Coordinator | Londonderry Middle School | 432-6925 |