

Curriculum Compacting: Advancing Learning Through Responsive Instruction

Racine Unified School District

Program Introduction & District Context

Curriculum compacting = eliminate mastered content + replace with challenge

- RUSD serves ~15,800 students
- ~4% currently identified as gifted
- Universal screening implemented at grade 2

YOUR LESSON PLAN IS A BUDGET



Budgeting time that the lesson will take the average student



Add additional time for those who need more



"Buy Back" time for those who need less

Enrichment Activities for Gifted Students

Ideas for Challenging & Replacing Content

General Exploratory Activities

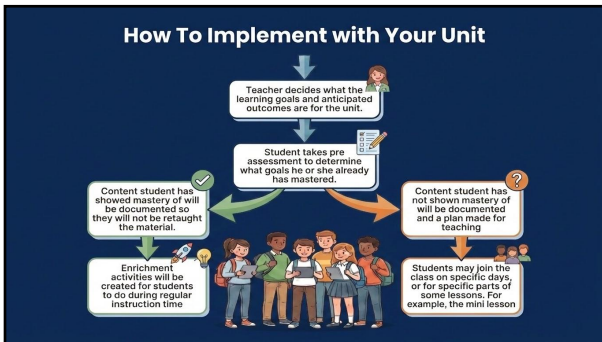
- Interest Centers & Learning Stations
- Virtual Field Trips
- Documentary & Film Analysis
- Guest Speaker Research

How-To Activities

- Coding & Programming Workshops
- Video Editing & Media Production
- Robotics Building
- 3D Modeling & Design
- Creative Writing Techniques

Independent/Small Group Investigations, Products & Presentations

- Original Research Projects (Science/Humanities)
- Design & Engineering Challenges
- Developing a Product or Invention
- Creating & Delivering TED-Ed Style Talks
- Compiling Creative Portfolios





Local Implementation

Building on Existing Strengths



Math, Reading, & WIN blocks



Teachers already differentiate



This is **NOT** a new initiative

Structured Compacting for Advanced Learners

Provides a structured way



Ensures consistent challenge



Not just occasional extension



Why This Matters

Advanced learners often:



Already know grade-level content



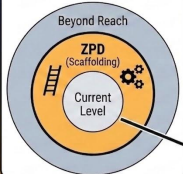
Experience repetition



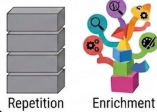
Become disengaged

Theory Connection

Vygotsky: Zone of Proximal Development



Renzulli: Enrichment over repetition



Tomlinson: Readiness-based instruction



Compacting:
Placing Students in the Challenge Space

Program Goals

Goals Reflecting Academic & Instructional Priorities



Increase academic growth for advanced learners



Ensure daily access to challenging instruction



Promote critical thinking and problem-solving



Increase engagement and motivation



Support independent learning

Social-Emotional Goals

Goals Reflecting Social & Emotional Well-Being



Reduce boredom/frustration



Build confidence



Strengthen academic identity



Encourage independence

Eligibility

Who Can Benefit from Compacting



Gifted identified students



Advanced learners based on data



Students demonstrating mastery

Any student demonstrating readiness can benefit from compacting.

Personnel Preparation: A Focus on Instructional Improvement



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Service Delivery



Parent & Family Engagement

Engagement Strategies

- Regular updates
- Explanation of compacting
- Support strategies



Communication Methods & Tools

- Newsletters
- Meetings
- Feedback opportunities



Evaluation

Data & Feedback for Improvement



Growth data



Engagement



Teacher feedback



Equity trends



**Every student deserves
to learn something new
every day.**

REFERENCES

- Renzulli, J. S., & Reis, S. M. (2014). The schoolwide enrichment model.
- Tomlinson, C. A. (2017). How to differentiate instruction in academically diverse classrooms.
- National Association for Gifted Children (NAGC). (2024). Programming standards.
