



# **MONONA GROVE**

## **SCHOOL DISTRICT**

### **Advanced Learning Resource Support**

#### **District Resource Guide**

# Monona Grove School District

## **Our Vision:**

Engaged learning where equity is prioritized.

## **Our Mission:**

To be a safe, equitable, and inclusive learning environment for everyone.

## **Our Equity Statement:**

Students of the Monona Grove School District have experienced significant, measurable, system-wide inequities in achievement due to interpersonal, institutional, and structural racism and biases. We recognize our historic failure and seek to address how race; language; religion; income and ability statuses; country of origin; sex; gender identity and sexual orientation; and their intersectionality impacts educational outcomes. The Monona Grove School District commits to the disruption of societal and historical inequities and elimination of disparities. The Monona Grove School District believes strongly in the value of diversity, inclusion, equity, and justice. The Monona Grove School District commits to maximizing the educational outcomes for each and every student.

## **Equity Non-Negotiables:**

1. Monona Grove District employees share responsibility for the prevention of student failure.
2. Principles of natural proportions will be used to support the mirrored demographics of students in all educational environments.
3. All learners will participate in high quality core instruction within heterogeneous groups.
4. A continuum of instruction is differentiated for all learners in each classroom/course using a framework of engagement, representation, and expression.
5. Educators with a range of expertise are intentionally aligned to create teams that increase each other's capacity through a co-planning and co-serving model in support of all learners.
6. Personalized profiles are used for all learners to assist educators in determining appropriate instructional practices and documenting progress and goals.
7. All district policies and procedures support high quality differentiated instruction for all learners and use legislation and funding to leverage such work forward.

## Advanced Learner Identification Process

Universal screening to help identify advanced learners happens during each school year using various standardized assessments. Identification for giftedness in leadership, creativity, and visual/performing arts most often occurs through referral by teacher or family, with some additional screening available after a referral has been made. For any area of giftedness, teacher and/or family nominations can initiate a formal identification process at any time. Data is used to determine appropriate support.

It is important to note that regardless of formal identification, we are committed to ensuring that each student receives appropriate challenge; we believe each student deserves to be nurtured accordingly.

Formal identification requires a **clearly defined, current, unmet need** in one of the five areas of giftedness in order to determine appropriate services. A team will use a body of evidence, professional judgment, teacher, parental and student input to develop a plan of support to address the current unmet need.

### Range of Services

Ideally, students' needs are met in the place where they spend most of their time. For most students, this is in their classroom with their classmates and their general education teachers. Our teachers work diligently in a co-planning, co-serving instructional delivery model so that they can provide appropriate challenge for students in their classroom. A cornerstone of our instructional delivery model is proactively pre-planning for student success with the core curriculum, including anticipating the needs of advanced learners and providing options that stretch their learning.

A range of services and strategies can be used to address a child's unmet need. Student support/services can be fluid, based on ongoing student performance and assessment. Our goal is to provide a match between student need and their curriculum and experiences. In general, the range or service/support can be described as follows:

#### Classroom Differentiation

- Most students' needs for appropriate challenge can be met through effective differentiation in the classroom setting.
- Strategies may include flexible grouping, modified assignments, extension and enrichment options, and independent projects

#### Targeted Instruction

- Some students' needs will require additional support beyond differentiation in the classroom.
- Advanced Learning Support teachers will provide student-specific collaboration in co-planning sessions with teachers and provide additional support for students.

#### Individualized Services

- A small percentage of our student population.
- Students' needs go well beyond grade-level curriculum and appropriate challenge cannot be provided through effective differentiation.
- Subject specific acceleration or whole grade could be considered.

#### Link to Advanced Learning Nomination Form (Digital Form)

- A hard copy version is located at the end of this document if needed.

## Checklist of Characteristics for Areas of Giftedness

\*adapted from the National Association for Gifted Children

TALENT AREA	CHARACTERISTICS
<b>General Intellectual Ability</b>	<ul style="list-style-type: none"> <li>● Understands complex concepts</li> <li>● Draws inferences between content areas</li> <li>● Sees beyond the obvious</li> <li>● Thrives on new or complex ideas</li> <li>● Enjoys hypothesizing</li> <li>● Intuitively knows before taught</li> <li>● Uses an extensive vocabulary</li> <li>● Does in-depth investigations</li> <li>● Learns rapidly in comparison to peers (1-2 repetitions for mastery)</li> <li>● Manipulates information</li> </ul>
<b>Specific Academic Ability</b>	<ul style="list-style-type: none"> <li>● Strong memorization ability</li> <li>● Advanced comprehension (1-2 repetitions for mastery)</li> <li>● Intense interest or passion in specific academic area</li> <li>● High academic capacity in special-interest area</li> <li>● Pursues special interests with enthusiasm</li> <li>● Operates at a higher level of abstraction than peers</li> <li>● Asks poignant questions</li> <li>● Discusses and elaborates in detail</li> </ul>
<b>Creative Thinking</b>	<ul style="list-style-type: none"> <li>● Independent and/or flexible thinker</li> <li>● Exhibits original thinking in oral and/or written expression</li> <li>● Generates many ideas to solve a given problem</li> <li>● Possesses a keen sense of humor</li> <li>● Creates and invents</li> <li>● Intrigued by creative tasks</li> <li>● Improvises and sees unique possibilities</li> <li>● Demonstrates divergent and unconventional thinking</li> <li>● Resists external controls, tests and challenges limits</li> </ul>
<b>Artistic (Visual/Performing Arts)</b>  <b>Art Dance Music Drama</b>	<ul style="list-style-type: none"> <li>● Communicates their vision in visual/performing arts</li> <li>● Unusual ability for aesthetic expression</li> <li>● Compelled to perform/produce</li> <li>● Can evoke feelings through artistic medium</li> <li>● Desire for creating original product</li> <li>● Keenly observant</li> <li>● Continues experimentation with preferred medium</li> <li>● Excels in demonstrating the visual/performing arts</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>● Takes an active role in decision making</li> <li>● High expectations for self and others</li> <li>● Expresses self with confidence</li> <li>● Foresees consequences and implications of decisions</li> <li>● Shows an ability to motivate others</li> <li>● Listens to and respects the opinions of others</li> <li>● Ideas expressed accepted by others</li> <li>● Sought out by others to accomplish a task</li> </ul>

## Wisconsin Gifted and Talented Law

Wisconsin School Law, Chapter 118.35: Programs for gifted and talented pupils

1. In this section, “gifted and talented pupils” means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
2. The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
3. Each school board shall ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.

### Standard (t) Gifted and Talented Students Requirements S.121.02(1)(t) Wisconsin Statute

Each school district board shall establish a plan and designate a person to coordinate the gifted and talented program.

Gifted and talented pupils shall be identified as required in s. 118.35 (1), Stats. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under s. 118.35 (1), Stats.

The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. V of ch. 115, Stats.

The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted or talented as required under ss. 118.35 (3) and 121.02 (1) (t), Stats.

The school district board shall provide an opportunity for parental participation in the identification and resultant programming.

### Staff Contacts

**Lisa Heipp** - Director of Instruction [lisa.heipp@mgschools.net](mailto:lisa.heipp@mgschools.net)

**Scott Cline** - Advanced Learning Resource Teacher [scott.cline@mgschools.net](mailto:scott.cline@mgschools.net)

**Melissa Maag** - Advanced Learning Resource Teacher [melissa.maag@mgschools.net](mailto:melissa.maag@mgschools.net)

**Matt McLaughlin** - Advanced Learning Resource Teacher [matthew.mclaughlin@mgschools.net](mailto:matthew.mclaughlin@mgschools.net)

**Monona Grove School District**  
**Advanced Learning (Gifted and Talented) Nomination Form**

**\*Advanced Learning resources and support are allocated as part of a needs-based educational program.**

Submission of this form will initiate a screening process to determine if a student has advanced learning potential and a corresponding learning need that is currently unmet by the curriculum and instruction, thus requiring a level of support beyond the core curriculum.

Student Name \_\_\_\_\_ School \_\_\_\_\_

Birth Date \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Parent(s)/Guardian(s) \_\_\_\_\_

Mailing Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

+++++

Nomination made by \_\_\_\_\_

Relationship to student \_\_\_\_\_ Date of nomination \_\_\_\_\_

Area of Giftedness to be evaluated:

- |   |   |
|---|---|
| <input type="checkbox"/> General Intellect        | <input type="checkbox"/> Leadership                     |
| <input type="checkbox"/> Subject-specific Math    | <input type="checkbox"/> Creativity (creative thinking) |
| <input type="checkbox"/> Subject-specific Reading | <input type="checkbox"/> Visual/Performing Arts         |

Please share a brief description of student's current level of performance in the above area(s) to be evaluated::

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please describe current unmet learning need in the above area(s) that may require advanced academics:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*Please submit this completed form to the Director of Instruction at 5301 Monona Drive, Monona, WI 53716

Date Reviewed \_\_\_\_\_ Signature of Director \_\_\_\_\_