



GIFTED/ENRICHMENT HANDBOOK

ANTIOCH CCSD 34



ACADEMIC ENRICHMENTS

State Mandates

Article 14A of the Illinois School Code and SB 1223/Public Act 100-0421 govern gifted and talented students and students eligible for accelerated placement.

- Schools are required to have fair and equitable acceleration policies allowing early entrance to kindergarten/first grade, subject acceleration, and grade acceleration for eligible students.
- The best practice requirements surrounding identification and services for gifted students detailed in Article 14A of the School Code are conditional upon funding.

Illinois' ESSA State Plan, developed in accordance with the federal Every Student Succeeds Act of 2015, is also relevant for high-ability students. As such, schools will be held accountable for the growth of all students across the entire achievement spectrum, not merely those below the proficiency bar. Title I resources may be used for the identification and servicing of gifted students and schools receiving Title II funds must train educators how to best meet the needs of gifted students.

Gifted and Enrichment Mission Statement

The mission of Antioch School District 34 is to provide an educational environment that recognizes the unique intellectual, academic and social/emotional needs of gifted students. The District is dedicated to providing a differentiated, in-depth, complex and accelerated learning environment for students so they can reach their full potential.

Goals for Gifted and Enrichment Education

Teachers and staff will work creatively and flexibly in order to:

- provide rigorous and authentic learning opportunities (problem-based learning)
- provide enrichment opportunities through the differentiation of the curriculum and assignments
- provide acceleration based on data and student readiness
- offer advanced course placement
- support independent studies for students based on interest and Common Core State Standards enrichment models
- create opportunities for intellectual peer interaction
- use recognized strategies of cluster grouping

Tier 1

Tier 1, core instruction, is provided to all students. Tier 1 instruction includes the teaching of grade-level Common Core State Standards through district adopted curriculum tools. It is presented to the whole school and includes high-quality, evidence-based instruction delivered by a qualified teacher. Tier 1 instruction can include principles of differentiated instruction. Differentiated instruction is an instructional concept that maximizes learning for all students and takes into account students' academics, learning styles, personalities, interests, background knowledge and experiences, and levels of motivation for learning.

Instruction

Tier 1 instruction includes, but is not limited to:

- District approved core curriculum
- Research-based instructional strategies
- Data-driven decision making and instruction
- Differentiated instruction
- Flexible grouping
- Accommodations
- Small, flexible academic groups

Benchmarking and Assessments

District 34 utilizes various Universal Benchmarking Assessments. Benchmarking data is one piece of data to be considered regarding students' progress. Students will have multiple opportunities to demonstrate their skills through common formative and summative assessments.

Universal Data Review Meetings

Universal Data Review (UDR) meetings occur at a building level three times per year to review universal benchmarking assessments. The purpose of these meetings is to celebrate successes, identify areas of need, and create an action plan(s).

Student Learning Teams

Student Learning Teams (SLT) will meet regularly to review student learning. Teachers will meet in collaborative teams to review assessment data, share best practices and identify instructional strategies for students. Teachers will identify the various students' needs and discuss how they will work as a team to best meet the needs of all students.

Differentiated Instruction

Differentiation means tailoring instruction to meet individual student's needs. Teachers can differentiate content, process, products, or the learning environment through the use of ongoing assessment and flexible grouping. Differentiation allows classroom teachers to provide targeted learning opportunities in order to create a rigorous learning environment for all students.

Tier 2

Entry Criteria

Tier 2 enrichment is intended for students who are exceeding course/grade level expectations. Tier 2 supports take place in addition to Tier 1, core differentiated instruction. The core curriculum is continued and additional enrichments are implemented that address specific strengths. These enrichments generally involve small group instruction and allow additional time to delve deeper into the content/skills being addressed. The enrichments may be administered in the general education classroom by the general education teacher or in another appropriate setting by qualified staff. Enrichments will be implemented for 4-16 weeks, as determined at the SLT meeting.

Instruction

Tier 2 enrichment includes, but is not limited to:

- Flexible grouping
- Research-based instructional strategies
- Data-driven decision making and instruction
- Differentiated instruction
- Supplemental material to core curriculum
- Curriculum compacting
- Acceleration
- Multiple Intelligences
- Small group instruction
- Integration of higher-level thinking skills

Roles and Responsibilities

Student Learning Teams

Tier 2 enrichment will be determined by the teacher in consultation with a specialist. Classroom teachers will review the common assessments, benchmarking assessments and other forms of data to identify students who need Tier 2 enrichment. Specialists and classroom teachers are responsible for taking the lead in determining students' Tier 2 enrichment needs.

In the advocacy role, the specialist will:

- promote and expand an understanding regarding gifted students and their educational needs amongst educators, parents and the community
- communicate information regarding current issues and trends in the field of gifted education
- provide resources to students and families regarding gifted education
- advocate for policies that promote supportive legislation and funding for the gifted at the state and local level

Classroom Teacher

Classroom teachers play a critical role in the successful implementation of a MTSS for their students. Classroom teachers are expected to use research-based core curricula and instruction in all subject areas. In addition, when a student is identified via universal screening as requiring additional enrichment, classroom teachers ensure that their students get the level of challenge that they need. Often, this process results in the classroom teacher providing Tier 2 enrichments within their own classrooms. Tier 2 enrichments, provided in addition to the core curriculum, typically involve small-group instruction to address identified student needs.

Decision-Making Process

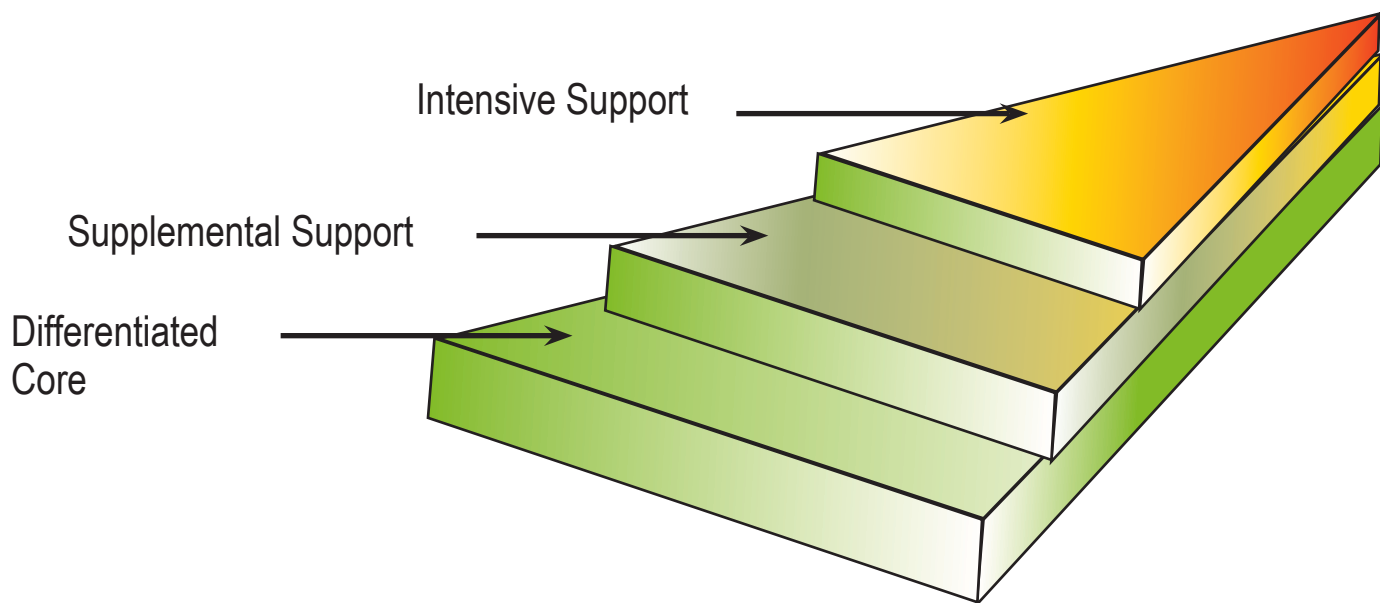
SLT conversations should include regular discussion of students' progress. If students continue to demonstrate mastery of core and/or enriched curriculum, there should be discussion during the SLT meeting as to the appropriateness of the enrichment used.

If a specific student has continued to exceed expected progress after multiple enrichments, the specialist should refer the student to the Appeal Process/Individual Problem Solving Team. Data analysis and data-based decision making should occur at all levels of instruction within an MTSS framework. Teams will use data to make decisions about instruction and students' movement within the tiers of the multi-tiered instructional model in adherence with District guidelines and expectations.

Individual Problem Solving Team

Individual Problem Solving Team (IPST) conversations should include regular discussion of students' success. If students continue to demonstrate mastery of core and/or enriched

LAYERING OF SUPPORT



curriculum, there should be discussion during the IPST meetings as to the appropriateness of the enrichment. If a student has exceeded expected progress after multiple enrichments, the IPST should discuss whether a Tier 3 enrichment is appropriate for the student.

Tier 3

Entry Criteria

Tier 3 enrichment is intended for students in grades 3-5 who demonstrate above course/grade level performance that requires enrichment significantly above course/grade level expectations. These enrichments take place in addition to Tier 1, core differentiated instruction and Tier 2, supplemental support. A student qualifies for Tier 3 enrichment based on the triangulation of student data using District 34's identification matrices. All assessments utilized for gifted identification must be administered by Antioch District 34 personnel.

Instruction

Tier 3 instruction occurs during the school day, in addition to Tier 1. Tier 3 instruction is based on enrichment and acceleration including, but not limited to:

- NWEA MAP data
- Learning Continuum

- 21st Century Learning Skills
- Critical Thinking Skills
- Problem-Based Learning

Tier 3 Enrichment

Tier 3 enrichment is delivered to individuals or very small groups by a specialist. Tier 3 enrichment:

- Provides the opportunity for students to develop and apply critical thinking skills with an emphasis on the higher levels of Bloom's Taxonomy
- Supports and strengthens students' abilities in using the 21st Century critical thinking, creativity, communication, and collaboration skills
- Provides opportunities for students to explore interdisciplinary connections and to conduct research around issues relevant to their own lives
- Incorporates the use of technology in multiple aspects of gifted education
- Stimulates and develops the intellectual potential of gifted students by encouraging a growth mindset

Gifted Education

- Provides enrichment and/or acceleration as determined appropriate.
- Reflects a higher degree of complexity than the regular

classroom and incorporates the Common Core State Standards.

- Provides an environment that allows for maximum development of the gifted child's high level of thinking, learning, and creative abilities.
- Provides for differentiated learning experiences.
- Addresses the unique social-emotional needs of students receiving gifted services children.
- Uses a variety of instructional approaches in presenting the curriculum.

Social-Emotional Needs

The overall social and emotional health of all students is the focus in District 34. Students receiving gifted services and those with high abilities need gifted education programs that will challenge them in regular classroom settings, as well as enrichment and accelerated programs that enable them to make continuous progress in school.

It is important to consider:

- A child receiving gifted services in one area does not mean they should or will receive gifted services in all areas.
- The emotional, physical, and intellectual levels of a student receiving gifted services may develop at different rates (asynchronous development).
- Giftedness can lead to the masking and misunderstanding of a problem.
- Not all students receiving gifted services are alike.
- There is no single, definitive recipe for maintaining a child's emotional equilibrium.
- Students receiving gifted services can be taught strategies and provided with tools for dealing with challenges specific to their learning.

It is important to recognize that while most students receiving gifted services are well-adjusted, they experience similar social, emotional and educational needs as their grade-level peers. Cluster grouping and gifted classes provide students with opportunities to engage in intellectually stimulating conversations with others who are equally capable of learning at advanced levels, increasing possibilities for measurable academic progress

Student Learning Teams

SLT conversations should include regular discussion of students' Tier 1 and Tier 2 progress. The specialist providing the Tier 3

enrichment will participate in the SLT discussions.

Decision-Making Process

The IPST will meet regularly to determine student progress in specific enrichments.

Exit Procedure

1. Should a student experience difficulty in the program, a conference will be held with the parent(s), specialist, and other appropriate personnel. Clear criteria will be established at this initial conference to help the student to be successful in the program.
2. The specialist will document all work and situations relevant to the criteria established during the initial conference.
3. If the student continues to have difficulty in the program, the following steps will be taken.
 - a. A conference will be held during which a contract with goals will be read, discussed, and signed by the student and parent or guardian.
 - b. The student, specialist, and other appropriate personnel will meet at a predetermined time to review the student's progress and determine if the contract will continue. The parent may be present if the need or desire should arise.

Rationale for Exiting the Program

Should it be determined that the student has not met the criteria of their contract at the predetermined time, the student will be withdrawn from the program. Other rationale for exiting the program:

- Student/parent request
- The student is not performing as expected
- Misidentification of the student is suspected
- The focus of the program changes
- The student/parent requests additional instruction with grade-level peers
- Unforeseen need for the student to leave the program (e.g. health, chronic absenteeism)

Early Entrance into Kindergarten/First Grade

Antioch School District 34 serves a broad continuum of learners. The district mission is to inspire a passion for learning that empowers all students to achieve personal excellence. In order for all students to achieve personal excellence, at times it may become necessary to accelerate the curriculum. In some cases, the most appropriate way to provide this experience is through early entrance to kindergarten or first grade. A written procedure for early entrance is essential to ensure equitable access to the process and to provide guidelines that offer a fair and systematic opportunity for all.

In order to enter kindergarten in the state of Illinois, children must be five years of age by September 1st of their kindergarten year and six years of age by September 1st of their first-grade year. In accordance with the Illinois Accelerated Placement Act (Public Act 100-0421) that was signed into law on August 25, 2017 and took effect July 1, 2018, District 34 has created specific criteria and procedures regarding early entrance consideration. The criteria set forth uses multiple data points in order to assure the most appropriate placement is made for each student. District 34 recognizes that early entrance and acceleration can have a profound effect on a child's school career in the areas of both social-emotional and academic performance. Decisions regarding early entrance follow the outline stated below and the final decision rests with Antioch School District 34.

Criteria for Eligibility

Early Entrance for Kindergarten

- The child will be administered the Illinois Snapshot of Early Literacy (ISEL) by Gifted Personnel/classroom teacher and go through the Antioch District 34's Kindergarten Screening Process.
- The child obtains a score in the 90th %tile or higher on the MAP (Measures of Academic Progress) Screener standardized assessment for Math administered by District 34 personnel.
- The BASC-3 will be administered by District 34 personnel to ensure the child demonstrates kindergarten readiness in the areas of attention, gross and fine motor skills, cooperative play, and expressive and receptive language skills.
- The child obtains a composite score of 128/98th %tile on the

Wechsler Preschool & Primary Scale of Intelligence test administered by District 34 personnel on either the Full Scale IQ or General Ability Index (if there is a significant discrepancy between composite scores).

Early Entrance for First Grade

- The child has successfully completed education through kindergarten and was taught by a certified teacher. Proof of this must be supplied by the parent.
- The child's Fountas and Pinnell reading level is at least one and a half levels above grade level administered by District 34.
- The child obtains a score at the 90th percentile or higher on the MAP (Measures of Academic Progress) standardized assessment for Reading and Math administered by District 34.
- The child attains a full scale IQ score of 130 or above or 2 composite scores of 130 or above on the Wechsler Preschool & Primary Scale of Intelligence test administered by District 34.

Early Entrance Request Procedures

- Formal early entry requests must be made by the parent and submitted to the Teaching and Learning Department at Antioch School District 34 Administrative Service Center before July 1st, along with a payment of \$225.00.
- Parents are required to attend a pre-conference in which the principal and gifted personnel will discuss the potential for the child's early entrance.
- Following the initial meeting, parents may decide whether or not to proceed with the request for early entry process and will be given the necessary forms and paperwork (BASC-3) to complete.
- Parents must return the completed forms, along with a certified copy of the child's birth certificate, to the principal by the predetermined due date.
- Testing will be administered by a District 34 school psychologist and other designated District personnel prior to the start of the fall term.
- Following the administration of all assessments, parents will be invited back for a post-conference in which all data will be shared with team members and a decision regarding early entrance will be made.
- Children who are accepted into the early entrance will be placed on a 30-day probation. The gifted personnel,

classroom teacher, and other appropriate personnel will assess the child's initial adjustment and review all student performance data to determine if a child's placement is satisfactory. If a child's performance is not satisfactory, the principal will request that the child unenroll and re-enroll when the child meets Illinois state age requirement for the appropriate grade level. If it is decided the child's adjustment is satisfactory, the child may continue enrollment in the early entrance program. Parents will be notified by District 34 personnel as to the results of the 30-day probationary placement.

Grade-Based Academic Acceleration

Antioch School District 34 serves a broad continuum of learners. The district mission is to inspire a passion for learning that empowers all students to achieve personal excellence. In order for all students to achieve personal excellence, at times it becomes necessary to accelerate the curriculum. In some cases, the most appropriate way to provide this experience is through grade-based acceleration. A written procedure for acceleration is essential to ensure equitable access to the process and to provide guidelines that offer a fair and systematic opportunity for acceleration for all students.

Grade-Based Acceleration Beliefs

- Decisions about grade-based acceleration should be determined by a thorough, team-based review of the factors relevant to acceleration.
- Accelerated students should be expected to achieve, relative to their new grade-level peers, at a high level that is generally comparable to their performance in the previous grade.
- Acceleration should either have a positive impact on social and behavioral adjustment or maintain the student's same level of (appropriate) social and behavioral adjustment. Acceleration should not negatively impact social and behavioral adjustment.
- Consideration for grade-based acceleration and the initiation of the referral process is the first step and does not dictate the outcome.

Grade-Based Acceleration Procedure

The following procedures provide for consistent decision making relative to grade-based acceleration. The recommended

acceleration procedure shall follow these steps:

1. Referral
2. Screening
3. Assessment
4. Decision-making
5. Planning, Implementation and Monitoring

Step 1: Referral

Students being considered for grade-based acceleration must be referred to the building administrator as the first step in the process. Parents, teachers, administrators, licensed educational professional or other school personnel with appropriate knowledge of the student in question may initiate a grade-based acceleration referral for a student.

Upon receipt of the written referral requesting acceleration, the building administrator or designee will gather information using the Antioch District 34 Accelerated Students Master Document, and review any curricular modifications currently in place for the student, as well as student data and needs. If the building administrator or designee deems the referral to be valid, the building administrator or designee will proceed to Step 2.

Step 2: Screening

In order for the referral to move forward, it must be accompanied by at least one of the following:

- Evidence of academic functioning two to three years beyond the student's same-age peers. In terms of standardized achievement testing, this would be demonstrated with scores at the 99th percentile. Assessments may be NWEA MAP, PARCC, and any/all of the assessments listed in Step 3.
- Performance of tasks well above same-age peers in areas such as problem-solving, writing and vocabulary.
- Review of Noncognitive Factors (Perseverance/Resilience/Motivation/Work Ethic/Social Emotional).

If the decision is made to proceed with the assessment for grade-based acceleration, it must be done with the parent's written approval and an understanding that proceeding with assessment is not a guarantee for grade-based acceleration. It is a process instituted to gather additional information about a particular student in order to make appropriate educational decisions.

If deemed developmentally appropriate, the student being

considered for acceleration is given an explanation of the process. If, after an explanation of the advantages and disadvantages of acceleration, the student expresses a clear lack of desire to proceed, the process should be discontinued.

Step 3: Assessment

The gifted education teacher or designee shall use the Iowa Acceleration Scale, 3rd Edition (IAS-3), as a guide for examining the potential strengths and difficulties of acceleration for the student.

In order to use the IAS-3 in the appropriate manner for which it was designed, the student must be tested for ability, aptitude and achievement. This may include one or more of the following assessments:

- Ability: Cognitive Abilities Test (CogAT)
- Aptitude: An above level test (typically two grade levels above) such as the Woodcock-Johnson Tests of Achievement (WJ-ACH), calculated on grade equivalents rather than age equivalents
- Achievement: NWEA MAP

In order to address the student's social-emotional well-being, an interview with the child by the school psychologist may occur and be reviewed. A timeline for sharing the information will be developed. The timeline will not exceed 60 calendar days from the time parental approval is given.

Step 4: Decision-Making

After all assessments have been completed and adequate information has been gathered, the building principal will convene a team meeting. Members of this team must include the following:

- Member of the Teaching and Learning Department
- Building administrator
- Parents or guardians
- Current teacher
- A teacher from the receiving grade level
- Gifted education program personnel
- School Psychologist

Other members who may attend as needed:

- District administrator
- Subject area coach
- Department head
- Student

The team will review the available student information and make a determination as to the next step in the process. This decision will be made according to the guidelines and critical items checklist suggested by the Iowa Acceleration Scale. A written statement will substantiate the decision and rationale of the team. A copy of the written statement will be made available to the parents and a copy will be placed in the student's cumulative record folder. Possible decisions may include:

- Continued monitoring of student performance
- Continued implementation of current classroom modifications
- Additions or revisions to the modified curriculum in the current grade
- Subject-based acceleration (if determined appropriate)
- Grade-based acceleration

Step 5: Planning, Implementation and Monitoring

If a decision is made to move forward with the grade-based acceleration, the team will establish a timeline for the transition process and identify a District 34 team member to oversee its implementation. It is preferable that any grade-based acceleration take place during natural transition times such as the beginning of a new school year or term.

After eight weeks, the designated District 34 team member will gather information on the progress of the student from the new teacher(s). Any significant concerns regarding the student's academic or social-emotional progress will result in the team reconvening in order to discuss the issues and consider adjustments and further monitoring.

An additional evaluation shall be conducted after one semester to determine if any further adjustments are necessary. If there aren't any significant concerns, the student will be considered to have successfully adjusted to the new grade. If concerns exist, it shall be appropriate to reconvene the team to discuss options.

Assouline, S.G., Colangelo, N., Lupkowski-Shoplik, A.E., Lipscomb, J. Forstadt (2009). The Iowa Acceleration Scale Manual (3rd ed.). Scottsdale, AZ: Great Potential Press

Subject-Based Acceleration

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Subject-Based Acceleration Beliefs

- Decisions about subject-based acceleration should be determined by a team-based review of the factors relevant to acceleration.
- Subject-based accelerated students should be expected to achieve, relative to their new grade peers, at a high level.
- Consideration for subject-based acceleration and the invoking of the referral process is an initial step and does not determine the outcome.

Subject-Based Acceleration Procedure

The following procedures provide for consistent decision-making relative to subject-based acceleration. The recommended acceleration procedure shall follow these steps:

1. Referral by staff member or request from family member
2. Screening (gathering of existing information)
3. Assessments and surveys as necessary
4. Decision-making
5. Planning, Implementation and Monitoring (by members of the decision-making team)

Step 1: Referral

Students being considered for subject-based acceleration must be referred to the building administrator as the first step in the process. Parents, teachers, administrators, licensed educational professional or other school personnel with appropriate knowledge of the student in question may initiate a subject-based acceleration referral for a student.

Upon receipt of the written referral requesting acceleration, the

building administrator or designee will gather information using the Antioch District 34 Accelerated Students Master Document, and review any curricular modifications currently in place for the student, as well as student data and needs. If the building administrator or designee deems the referral to be valid, the building administrator or designee will proceed to Step 2.

Step 2: Screening

In order for the referral to move forward in the process, it must be accompanied by the following:

- Evidence of academic functioning at least two years beyond the student's age peers. In terms of standardized achievement testing, this would be demonstrated with scores at the 99%ile. Assessments may be NWEA MAP, subject specific assessments and any/all of the assessments listed in Step 3.
- Review of Noncognitive Factors (Perseverance/Resilience/Motivation/Work Ethic/Social Emotional)

If the decision is made to proceed with consideration for subject-based acceleration, it must be done with the parent's written approval and understanding that the process is not a guarantee for subject-based acceleration. It is a process instituted to gather additional information about a particular student in order to make appropriate educational decisions.

At this point, if deemed developmentally appropriate, the student being considered for subject-based acceleration is given an explanation of the process. If, after an explanation of the advantages and disadvantages of acceleration, the student expresses a clear lack of desire to proceed, the process should be discontinued.

Step 3: Assessment

In order to acquire an accurate picture of the student's performance and ability, one or more of the following assessments may be reviewed or administered:

- Ability - Cognitive Abilities Test or other ability based assessment
- Achievement – NWEA (MAP)
- Subject specific assessments (unit/module tests, end-of-year placement tests, Fountas and Pinnell benchmarking, etc.)

In order to address the student's social-emotional well-being,

an interview with the child by the school psychologist may occur and be reviewed. A timeline for sharing the information will be developed. The timeline will not exceed 30 calendar days from the time parental approval is given.

Step 4: Decision-Making

When all assessments are completed and adequate information has been gathered, the building principal will convene a team meeting. Members of this team must include the following:

- Teaching and Learning Department Representative
- Building administrator
- Parents or Guardians
- Current teacher
- A receiving grade level teacher
- Gifted education program personnel

Other members who may attend as needed:

- District administrator
- Subject area coach
- Department head
- Student

The team will review the available student information and make a determination of the next step in the process. A written statement will substantiate the decision and rationale of the team. A copy of the written statement as well as the final determination will be made available to the parents and a copy placed into the student's cumulative record folder. Possible decisions may include:

- Continued monitoring of student performance
- Continued implementation of current classroom modifications
- Additions or revisions to the modified curriculum in the current grade
- Subject-based acceleration

Step 5: Planning, Implementation and Monitoring

If a decision is made to move forward with the subject-based acceleration, the team should establish a written plan specifying the type of acceleration, strategies to support the student, teaching of any needed skills that will be missed through the acceleration process, a timeline for the transition process, and identification of a team member (school personnel only) to oversee the implementation of the subject acceleration plan. This written plan must be provided to the parents or guardians. It is preferable that any subject-based acceleration take place during

natural transition times such as the beginning of a new school year or term.

After eight weeks, the designated District 34 team member will gather information on the progress of the student from the new teacher(s). Any significant concerns regarding the student's academic or social-emotional progress will result in the team reconvening in order to discuss the issues and consider adjustments and further monitoring.

An additional review shall be conducted after one semester to determine if any further adjustments are necessary. At that time, if there are not significant concerns, the student will be considered to have successfully adjusted to the new grade level subject. If concerns exist, it shall be appropriate to reconvene the team to discuss options. At anytime, concerns by school personnel, students, or families can warrant a meeting.

