



MONONA GROVE

SCHOOL DISTRICT

District Resource Guide for Advanced Learning

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.

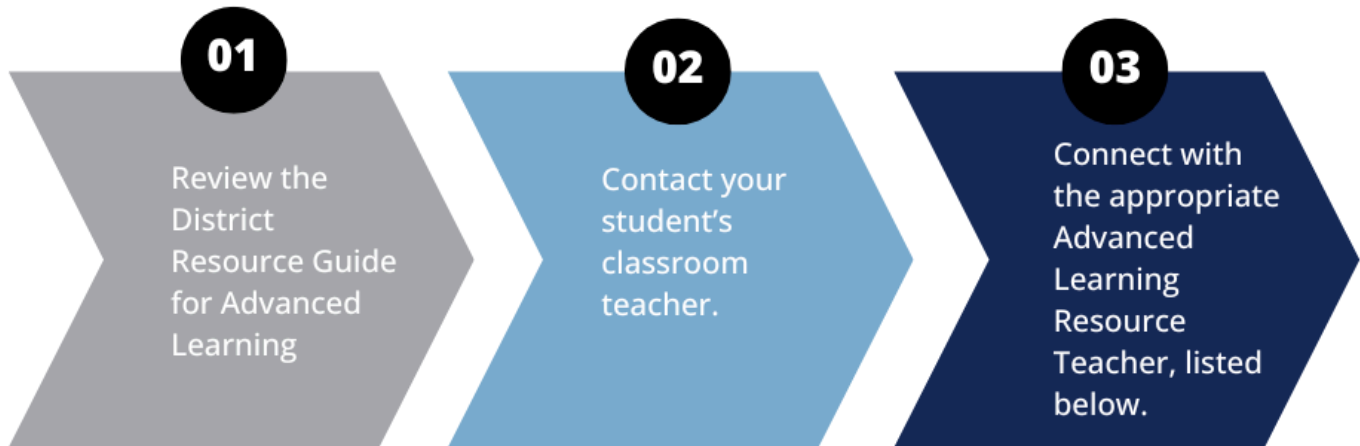
Equity Non-Negotiables:

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.

Initiation of Advanced Learning Inquiry

We believe schools can and should be places for developing the talents, promoting the achievement, and nurturing the social-emotional well-being of all students.

We believe that students develop at different rates and that “giftedness” is dynamic rather than a fixed/static trait. Environment matters. Context matters. We are committed to developing, implementing, and monitoring programming and supports necessary for our students to grow in one or more of the following areas of giftedness: specific academic, intellectual, creative, visual/performing arts, and leadership.



Review of the information contained in this District Resource Guide for Advanced Learning is the best first step for understanding, in general, programming and processes related to meeting Advanced Learning needs.

To understand more specifically about the learning experiences your child is encountering, please connect with your child’s classroom teacher and discuss in detail the classroom-level expectations and the teacher’s observations and evidence of learning related to your child. Often, this conversation can bring clarity to what is happening in the classroom and how many learning needs are able to be met.

If, after connecting with the classroom teacher, further questions about advanced learning programming remain, please contact the appropriate school-based Advanced Learning Resource Teacher:

Brittney Jacklin	Taylor Prairie School Cottage Grove School	brittney.jacklin@mgschools.net
Melissa Maag	Granite Ridge School	melissa.maag@mgschools.net
Scott Cline	Winnequah School	scott.cline@mgschools.net
Matt McLaughlin	Monona Grove High School Glacial Drumlin School	matthew.mclaughlin@mgschools.net

Advanced Learner Identification Process

The definition and approach to “giftedness” has changed over time. Originally, the term “gifted” was a label assigned to a student, based on high performance on standardized tests. More recently, the notion of “gifts and talents” has led to a focus on programming to address unmet need(s) rather than a program that someone enters or exits.

Multiple pathways for the identification of unmet need(s) and advanced learning potential exist. Yearly, all district students are screened to help identify academic performance levels and aptitude using various standardized assessments. Identification for giftedness in leadership, creativity, and visual/performing arts most often rely on portfolios, performance scales, and/or survey data. The district reviews longitudinal data, both qualitative and quantitative measures, when assessing advanced learning potential and unmet need(s).

Formal identification requires **high capability** and a **clearly defined, current, unmet need** existing in the student’s current classroom/educational environment. A team will use a body of evidence, professional judgment, teacher, parental, and (if appropriate) student input to develop a plan of support to address the current unmet need.

For any area of giftedness, a teacher and/or family members can initiate a conversation with the Advanced Learning Resource Support Teacher regarding student capability, unmet learning need(s), and programming.

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, compacted curriculum, extension and enrichment options, and independent projects.

Targeted Instruction

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

Individualized Services

- For a small percentage of our student population, students' needs go well beyond grade-level curriculum and appropriate challenge cannot be provided through effective differentiation and/or targeted instruction.
- A formal Differentiated Education Plan (DEP) will be created to address the student's unmet learning needs.
- A range of individualized programming options will be considered. Some examples include passion projects, academic enrichment, and specialized curricula.
- Subject specific acceleration or whole-grade acceleration may be considered.

Checklist of Characteristics for Areas of Giftedness

*adapted from the National Association for Gifted Children

TALENT AREA	CHARACTERISTICS
General Intellectual Ability	• Understands complex concepts • Draws inferences between content areas • Sees beyond the obvious • Thrives on new or complex ideas • Enjoys hypothesizing • Intuitively knows before taught • Uses an extensive vocabulary • Does in-depth investigations • Learns rapidly in comparison to peers (1-2 repetitions for mastery) • Manipulates information
Specific Academic Ability	• Strong memorization ability • Advanced comprehension (1-2 repetitions for mastery) • Intense interest or passion in specific academic area • High academic capacity in special-interest area • Pursues special interests with enthusiasm • Operates at a higher level of abstraction than peers • Asks poignant questions • Discusses and elaborates in detail
Creative Thinking	• Independent and/or flexible thinker • Exhibits original thinking in oral and/or written expression • Generates many ideas to solve a given problem • Possesses a keen sense of humor • Creates and invents • Intrigued by creative tasks • Improvises and sees unique possibilities • Demonstrates divergent and unconventional thinking • Resists external controls, tests and challenges limits
Artistic (Visual/Performing Arts) Art Dance Music	• Communicates their vision in visual/performing arts • Unusual ability for aesthetic expression • Compelled to perform/produce • Can evoke feelings through artistic medium • Desire for creating original product • Keenly observant • Continues experimentation with preferred medium

Drama	• Excels in demonstrating the visual/performing arts
Leadership	• Takes an active role in decision making • High expectations for self and others • Expresses self with confidence • Foresees consequences and implications of decisions • Shows an ability to motivate others • Listens to and respects the opinions of others • Ideas expressed accepted by others • Sought out by others to accomplish a task

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

Scott Cline - Advanced Learning Resource Teacher scott.cline@mgschools.net

Brittney Jacklin - Advanced Learning Resource Teacher brittney.jacklin@mgschools.net

Melissa Maag - Advanced Learning Resource Teacher melissa.maag@mgschools.net

Matt McLaughlin - Advanced Learning Resource Teacher matthew.mclaughlin@mgschools.net

Access the [District Staff Directory](#) to view your student's classroom teacher contact information.