**Vision of Berwyn South District 100**
The vision of Berwyn South School District 100 is to inspire a passion for learning in every child.

**Mission of Berwyn South District 100**
Our mission is to create inclusive learning environments where students take ownership of their academic and personal growth, embrace diversity, and strive to be positive influencers in our changing world.

**Vision of Accelerated and Gifted Learning**
Our vision for our accelerated and gifted learning opportunities in Berwyn South District 100 is to provide students with rich and culturally responsive educational experiences that are driven by student aptitude, achievement, and social and emotional factors.

**Multi-Tiered Systems of Support (MTSS)**

- **Tier 3** - DEP - Grade Level Adjustment
- **Tier 2** - mentoring by specialized staff member - after school support by accelerated coach
- **Tier 1** - identified areas of accelerated instruction - services provided by classroom teacher - collaborative with accelerated coach

**Universal**
- Core Curriculum - small group reading and math instruction - Reading and writing workshop models based on the Units of Study - Individual student goal setting - provided by the classroom teacher - provided to ALL students - District assessments completed to determine level of support needed (NWEA MAP, F&P, STAR)

**Tier 1**
- provided by the classroom teacher
- additional time, intensity, duration - 6-8 weeks

**Tier 2**
- outside of the reading block - provided by a specialist - push in/pull out - small group: 4 - 6-8 weeks

**Tier 3**
- outside of the reading block - provided by a specialist - individual: 1:1 - 6-8 weeks
Philosophy
Berwyn South District 100 provides students with various learning opportunities in both academic and non academic areas to accelerate and support their learning.

- We believe that there are many facets of a gifted and talented learner.
- We believe in personalizing learning opportunities for all of our students.
- We believe in maximizing students’ talents and interests in both academic and non academic areas.
- We believe in providing students with rigorous and personalized learning opportunities that prepare them for academic excellence and future success.
- We believe in utilizing innovative instructional practices that encourage collaboration, creativity, and exploration.
- We believe in using several measures to determine student success and to make informed decisions that lead to continuous student growth.
- We believe in engaging with families and community members to create partnerships that actively support students’ development and learning.

Illinois State Board of Education Definition of Gifted and Talented Education
Sec. 14A-20. Gifted and talented children. For purposes of this Article, "gifted and talented children" means children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with other children and youth of their age, experience, and environment. A child shall be considered gifted and talented in any area of aptitude, and, specifically, in language arts and mathematics, by scoring in the top 5% locally in that area of aptitude.

Standards for Gifted Education

Description of Assessments
NWEA MAP
NWEA Measures of Academic Progress is a nationally normed adaptive assessment that measures a student’s achievement. Because the assessment is adaptive, it measures the student’s growth over a period of time.

STAR
Fountas and Pinnell
This assessment is designed to assess student’s reading level by measuring accuracy and comprehension.

District Common Assessments
Our district utilizes common assessments in both reading and math to measure student progress on the grade levels standards.

Teacher Nomination Form
Identification for Accelerated Learning
IL Accelerated Placement Act
Requires a school district to adopt policies on acceleration

Must Include:
* early entrance to kinder
* early entrance to first grade
* Whole grade acceleration (grade skipping or early grade promotion)
* Opportunities for acceleration in individual subject area

Early Admission to Kindergarten
Students who are eligible to participate in our early admission process for kindergarten must be turning five years old between September 1st and November 1st of the upcoming school year. Parents must complete the consent form and submit a check of $150 to the District Office prior to June 1st of the proceeding school year.

In order to be eligible for early admission to kindergarten, the student will participate in an academic and cognitive assessment as well as a Kindergarten Readiness Test which is a parent interview. All assessments will be administered and scored by our psychologist.

To Qualify:
- A standard score of 120 or above on 2 out 3:
  - KSEALS
  - WPPSI (non-EL) OR DAS (EL)
  - ABAS
A minimum score of 100 (out of 150) on the Kindergarten Readiness Test (Kinder IQ)

Identification Process for Gifted Students
NWEA MAP data used as a screener in grades K-8. The student must score in the 98th or 99th percentile in more than one area during one testing period or in the same area over multiple testing frames to qualify for IQ testing or performing three grade levels or higher on MAP based on RIT band Students scoring in the 90th percentile or higher are invited to be a part of the accelerated before/during/after school program supported by coaches from each building. Students with an IEP, who show superior abilities in certain areas, have goals written into their IEP to meet their areas of giftedness. Teachers also complete a nominator form that looks at academic and non academic areas of talent and giftedness.
**Structure of Programming**

**Tier 1: Classroom Differentiation K-8**

Classroom teachers collaborate with their accelerated coaches to provide accelerated learning opportunities inside the classroom.

**Tier 2: Support with Accelerated Coach after/before school**

Building principals identify a coach per building who provides students with enrichment and accelerated opportunities before, during, or after school.

**Tier 3: DEP or Possible Grade Level Adjustment**

WISC-IV is administered by school psychologist. Students with an IQ of 120 or above are eligible for a Differentiated Education Plan. Classroom teachers, the school coach, and the Director of Accelerated and Gifted Learning meet to discuss the strengths, areas of growth, and specific goals for the student that are written in a formal plan. Goals are created and reviewed annually from the NWEA MAP Learning Continuum in reading, math, and language.

**Other Berwyn South District 100 Enrichment Opportunities**

- District Musical/Play
- Speech/Drama Club
- Robotics
- iSWAT
- Athletic Clubs
- Choir
- OAV
- NJHS
- Partnerships with Local Colleges (U of I and North Central College)
- SIT Conference with ISU
- Summer Enrichment Camps