

Berwyn South District 100 Handbook

MEETING THE NEEDS OF OUR HIGH PERFORMERS

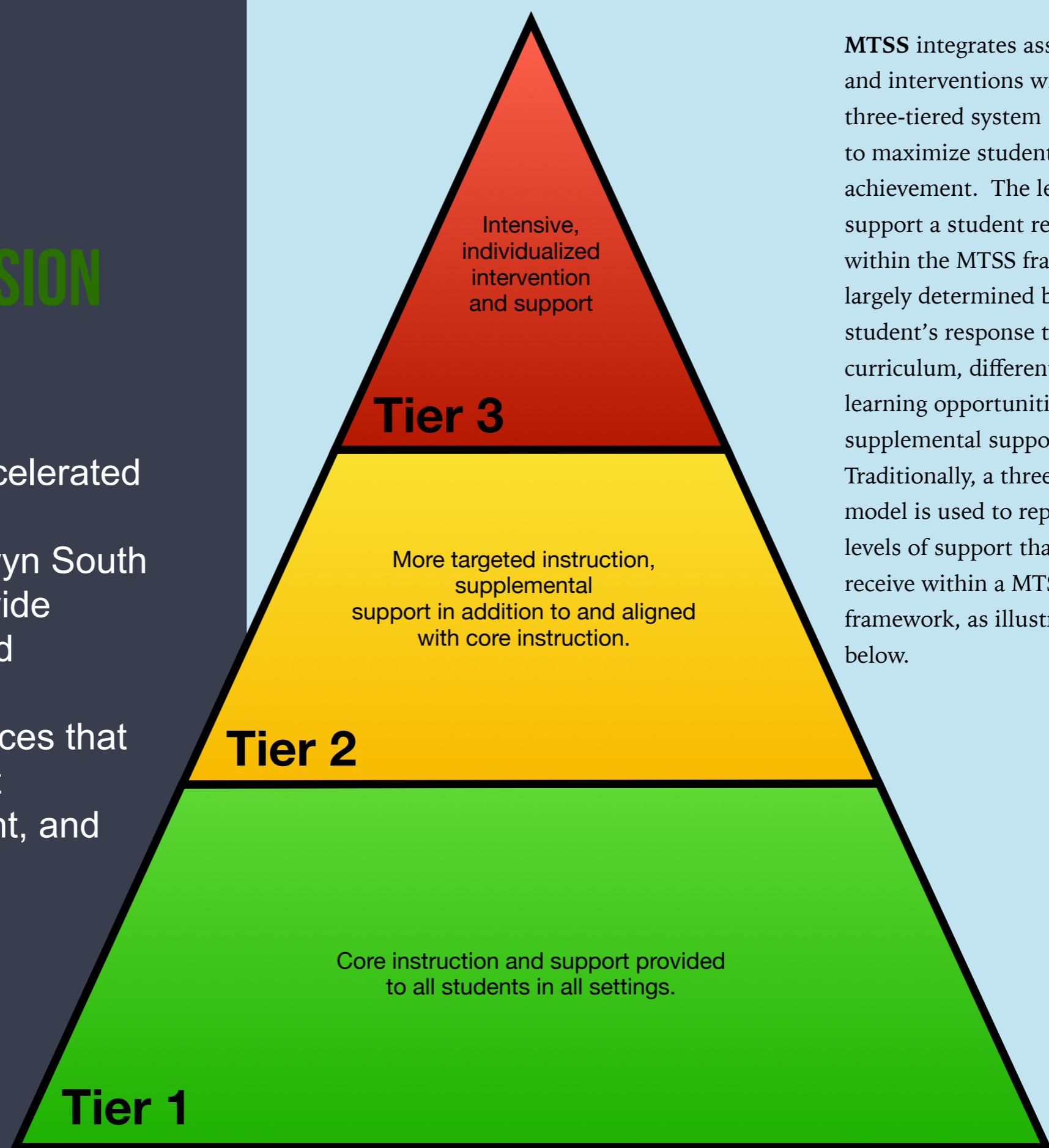
Samantha Shuman
Director of Instructional Innovation
&
Gifted and Accelerated Learning



Vision

INSPIRE A PASSION FOR 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.

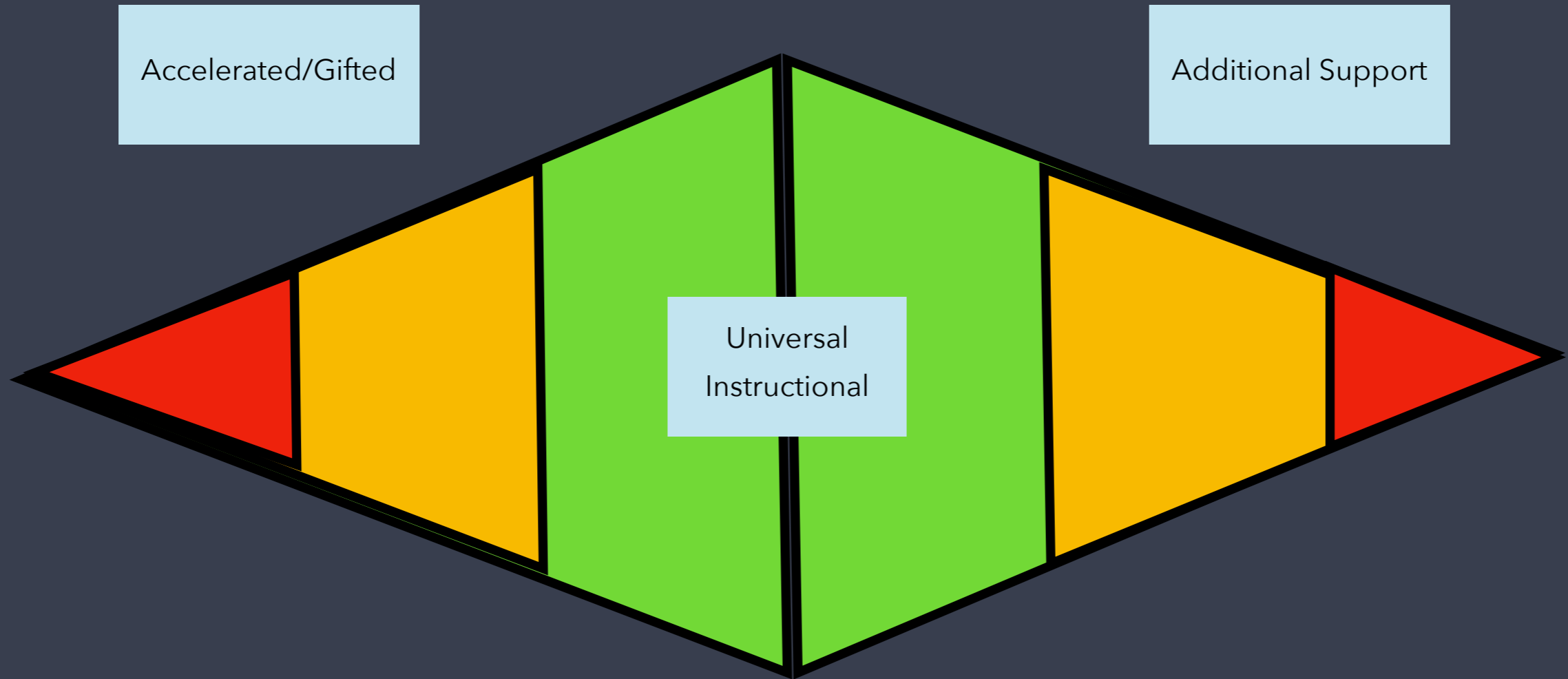


MTSS integrates assessment and interventions within a three-tiered system (see below) to maximize student achievement. The level of support a student receives within the MTSS framework is largely determined by the student's response to the core curriculum, differentiated learning opportunities, and/or supplemental support. Traditionally, a three-tiered model is used to represent the levels of support that students receive within a MTSS framework, as illustrated below.



MTSS

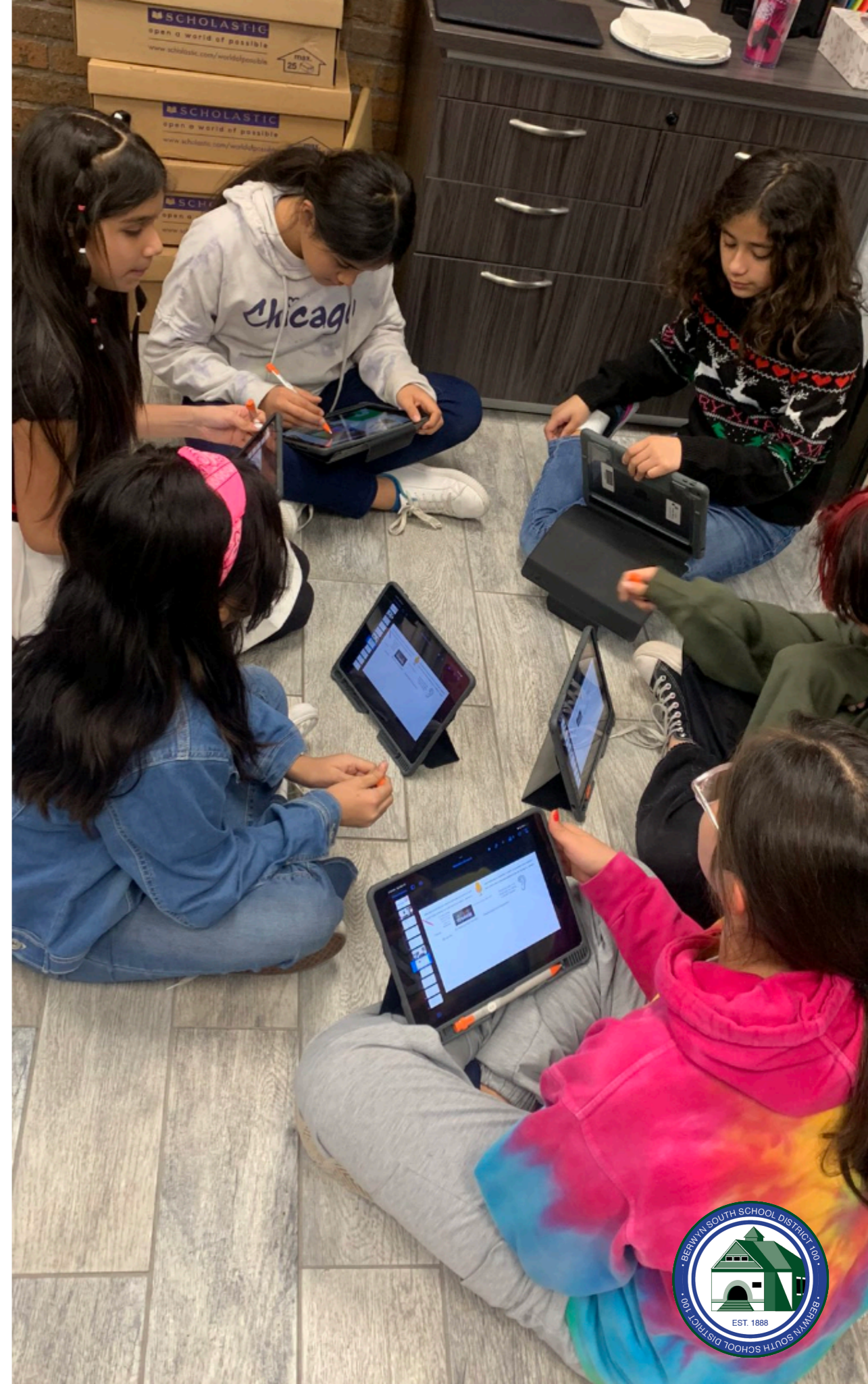
CONTINUUM OF SERVICES



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.



ACCELERATION

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

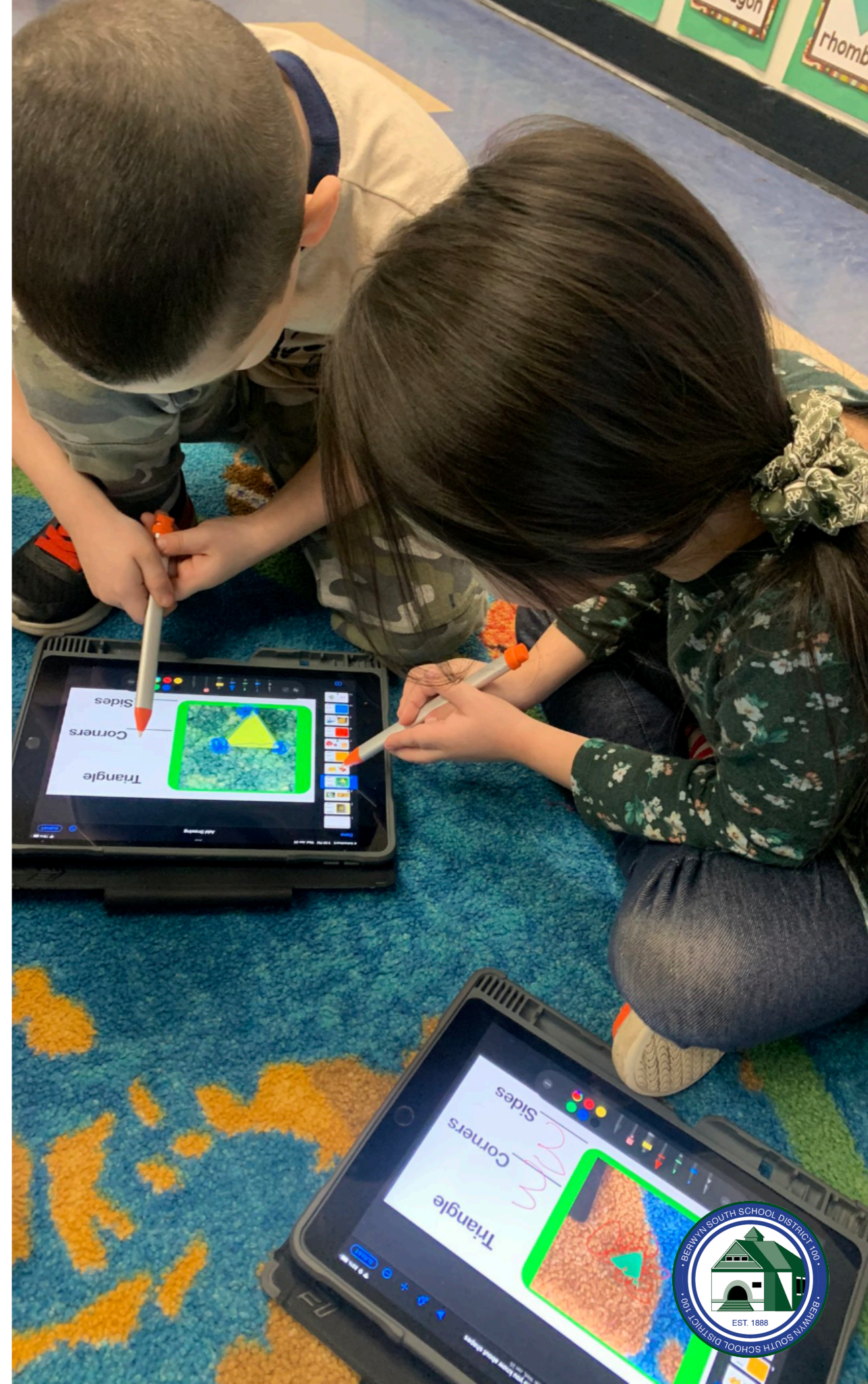
Students who are eligible to participate in our early admission process for kindergarten must be turning five years old between September 1st and November 1st of the upcoming school year. Parents must complete the consent form and submit a check of \$150 to the District Office prior to June 1st of the 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 of 3:
 - KSEALS
 - WPPSI (non-EL) OR DAS (EL)
 - ABAS

A minimum score of 100 (out of 150) on the Kindergarten Readiness Test (Kinder IQ)

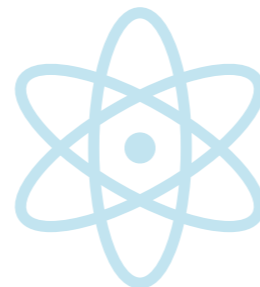


ENRICHMENT



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



GIFTED

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](#)



Data Analysis

ACHIEVEMENT AND ABILITY MEASURES



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.

Las Links

LAS Links Español Online is a Spanish language proficiency assessment that measures speaking, listening, reading, writing, and comprehension skills. It helps teachers in the dual language program identify language difficulties students may have in Spanish and track and monitor progress in attaining Spanish language proficiency.

CogAT-Cognitive Abilities Test

Measures how students learn

A multiple-choice assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. The CogAT is used to screen students for accelerated programs.

3 Domains; Verbal, Nonverbal, Quantitative

IAR-Illinois Assessment of Readiness

The Illinois Assessment of Readiness (IAR) assesses progress of students in grades 3-8 in meeting the Illinois Learning Standards in English language arts and mathematics.

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

Characteristics of Effective Learners



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 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.

Middle School Programming-Advanced Inquiry in Mathematics and English/Spanish Language Arts

Our Advanced Inquiry in Mathematics and or English/Spanish Language Arts (AIMES) program is designed to support the individual learning styles of our students working above grade level. At both Heritage and Freedom Middle School, students were chosen for this course based on NWEA MAP percentile rank, IAR scores, previous coursework proficiency on grade level standards, and Characteristics of Effective Learners.

