Montello School District

Advanced Learning Program

The Montello School District is committed to providing a continuum of services to students identified as advanced learners. Providing instruction that will challenge, support and inspire these students results in expanding their potential through intellectual, social, and emotional growth.

Program Summary:

The Montello School District has a commitment to identify and provide services for students with advanced learning needs and abilities. Students with advanced learning needs and abilities can be identified in the following area:

- General Intellectual Ability
- Specific Academic Ability

Identification Guidelines and Process

Identification is an ongoing process, which includes gathering information about students from the following sources:

- Parent, teacher, peer, community member and self referrals
- Standardized tests of achievement, ability and creativity
- Product/performance evaluations

Formal advanced learner identification consists of matching individual student needs with appropriate services. Any teacher, parent, student or community member may complete an advanced learner referral form. Parent referral forms are available in every school office.

Advanced Learner Identification of Needs Process

This process is ongoing and will be available to any student at any time during the year

1. Teacher, specialist, parent or community member will complete an advanced learner form for identification of needs.
2. Submit the completed advanced learner form to the building principal.
3. The advanced learning coordinator will coordinate any of the following that needs to be done to gather data:
   a. CogAT testing (Cognitive Ability Testing)
   b. Parent, teacher, or community member interview(s)
   c. Analysis of test scores in comparison to local norms and peer groups
   d. Analysis of checklists
   e. Gather classroom evidence from teachers, specialist(s), and other staff
4. The advanced learning coordinator will call a Student Study Team (SST) meeting (which may include but is not limited to the classroom teacher, specialist(s), principal) to review the referral form and the data collected.
5. The SST team will make a recommendation of one or more of the following:
   a. Recommend the student needs Tier I services: Extension(s) in the classroom
   b. Recommend the student needs Tier II services: Pull together classes with the interventionist or specialists
   c. Recommend the student needs Tier III services: Subject or grade-level advancement
   d. Request more information or suggest the student be further observed.
6. The principal will inform staff and families of the recommendations, add the student to grade level lists for documentation, record identification of needs into eduCLIMBER, and submit a copy of the document into the student's file.
7. The advanced learning coordinator will mail a parent notification letter along with a copy of the advanced learning plan.
8. Similar to other student plans, an annual review of the advanced learning plan will be completed to determine if changes to the plan need to be made.

Meeting the Needs of Gifted Learners: A MSD Guideline

Tier I – Classroom

Extensions provided in the classroom by the classroom teacher, advanced learning coordinator, specialist, or other school staff (may include small group pull out, co-teaching, differentiation, curriculum modifications, tiered resources, flexible achievement grouping within grade-level and classroom)

Tier II – Advanced Learning Pull-Together Classes

General Intellect or Specific Academic Ability

- 95th percentile in math and/or reading on i-Ready
- Triangulation of data and classroom evidence:
    - Non-discriminatory student assessment scoring in the 95th percentile on the CogAT or top 5% of local norms or peer group
    - Reading benchmark two years beyond or top 5% of local norms or peer group
    - Appropriate math placement one year beyond or top 5% of local norms or peer group
    - Portfolio of classroom evidence (may include writing samples, science work, project work, checklists, surveys)

Tier III – Subject-Level Acceleration

Specific Academic Ability

- *K-8th triangulation of data and classroom evidence*
    - Non-discriminatory student assessment scoring in the 99th percentile on the CogAT
    - Reading benchmark three years beyond
    - Appropriate math placement one year beyond
    - Portfolio of classroom evidence (may include writing samples, science work, project work, checklists, surveys, etc.)

Note. For subject-level acceleration, you are looking at specific academic areas such as reading or math.

Tier III - Grade-Level Acceleration

General Intellect

- *K-8th triangulation of data and classroom evidence*
    - Non-discriminatory student assessment scoring in the 99th percentile on the CogAT
    - Reading benchmark three years beyond
    - Appropriate math placement one year beyond
    - Portfolio of classroom evidence (may include writing samples, science work, project work, checklists, surveys, etc.)
- *2nd - 8th grade students*
    - 99th percentile in math and/or reading on i-Ready/aimswebPlus and other scores at the 95th percentile or higher i.e. 98, 96, 95.
- *K - 1st grade students*
    - Fall aimswebPlus at 99%ile for both math and reading
    - Winter aimswebPlus at 99%ile, 98%ile
    - Spring aimswebPlus at 99%ile and 95%ile

Note. Looking for a trend of scores or triangulation of data guidelines. Additionally, when looking at grade-level acceleration, you are looking at overall general intellect (not subject specific).

Montello School District Advanced Learner Services

Advanced Learning Student Referral Form

Name of Student: _____ **Grade:** _____ **Date:** _____

School: _____

Parent(s)/Guardian Name: _____ **Phone Number:** _____

Address: _____ **Zip:** _____

Name of Person Making Referral: _____ **Relationship to Student:** _____

Students are assessed for advanced learning services using a variety of tests. Most tests are administered once a year. Students are tested at the first available testing date after the referral is received. While referrals are accepted at any time, those received by November 1st will ensure assessment during that current school year.

Please indicate below how you have observed a need for advanced learning services:

Was the child tested for early entrance to Kindergarten?
☐ **Yes**
☐ **No**

Student Inventory

If you feel your child has special talents, please check the following statements to describe your child as you see him or her.

Key

        1   *If you have seldom or never observed this characteristic.*

        2   *If you have observed this characteristic occasionally.*

        3   *If you have observed this characteristic most of the time.*

        4   *If you have observed this characteristic virtually all of the time*

	1	2	3	4
Displays a good deal of intellectual playfulness, fantasizes, imagines, manipulates ideas.				
Has self-stimulated curiosity; shows independence in trying to learn more about something.				
Chooses difficult problems over simple ones.				
Adapts readily to new situations; flexible in thought and action; not disturbed if the normal routine is changed.				
Organizes and brings structure to things, people, and situations.				
Uses unique and unusual ways to solve problems.				
Displays a great deal of curiosity about many things, often going beyond known or conventional limits.				
Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age.				
Reasons things out, thinks clearly, comprehends meaning.				
Has interest of older children or of adults in games and reading.				
Is alert and keenly observant and responds quickly.				
Strives toward perfection, is self critical, is not easily satisfied with own speed or products.				
Excels in coordination and agility.				
Can perform more difficult mental tasks than peers.				
Seems to sense what others want and helps accomplish it.				
Tends to direct others in activities.				
Sticks to a project or idea once it is started, not easily distracted or discouraged.				
Sees flaws in things, including own work, and can suggest better ways to do a job or reach an objective.				

Has many different ways of solving problems.				
Challenges authority when sense of justice is offended, structures alternative approaches.				
Has unusually advanced vocabulary for age level, uses terms in a meaningful way.				

Office Use Only

Date Received: _____   **Referral Entered into eduCLIMBER: _____**