



# School District of Grafton

*Every Student, Every Day*



## Parent Guide Programming for Advanced Learning

**It is not enough to have a good mind;  
the main thing is to use it well.**

**- Rene Descartes**

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## **Introduction**

This handbook is designed to provide parents/guardians with basic information about K-12 RISE Programming for Advanced Learning in the School District of Grafton. RISE programming meets the Department of Public Instruction's (DPI) guidelines for PK-12 gifted and talented education.

In order for students to make the best use of their talents, there must be an optimal match between their environment, their readiness, and their pace of development. Within a framework of open communication between school and home, we can provide exceptional and innovative programming that addresses the needs of our most able learners.

### **School District of Grafton RISE Instructional Support Team**

Dianna Kresovic, Director of Teaching and Learning  
Lisa Murray, RISE Resource Specialist  
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#### **RISE Support Committee**

A compilation of administrators, teachers and parents who meet several times throughout the school year to build capacity in communication and understanding of RISE programming and serve in an advisory role.



**District Mission Statement:**

The Grafton Learning Community exists to prepare learners for a dynamic tomorrow.

**District Vision Statement:**

A collaborative, versatile environment that fosters creative, adaptable, lifelong learners prepared to succeed in an ever-changing global community.

**RISE Mission Statement:**

RISE programming exists to meet the needs of students with educational talents by providing differentiated and enriching experiences that allow them to maximize their full potential as learners.

## **Advanced Learning Philosophy**

Several principles form the philosophical basis of Grafton RISE Programming.

- All students benefit from a nurturing environment that supports their social and emotional growth and unique needs. Meeting the needs of all students is a moral and legal responsibility. All students deserve to have their unique learning needs met.
- Talents emerge in different people at different times and under a variety of circumstances.
- It is important for our advanced learners to develop a healthy self-concept relative to their areas of talents and learn how to demonstrate and share their talents with others.
- Every teacher is a teacher of all students. It is the expectation that gifted education occurs in an integrated and comprehensive way in every classroom as well as through opportunities offered beyond the regular school program.
- Identification and programming are necessarily linked. The only purpose identification serves is to ensure the unique needs of our students are met.
- Planning and providing for our advanced learners is an integral part of the School District of Grafton educational program. Programming should be fluid based on continual review of both student progress and student need.
- Differentiated strategies, content and activities should be appropriately integrated into every aspect of the school program. Core instruction should be rigorous, with complexities of learning based on a continuum of standards and learning development, embedded into the differentiation within core instruction for all students.

## **Goals of RISE Programming**

In Grafton, our RISE programming supports the needs of advanced learners as they grow and change throughout their schooling. The goals of RISE programming are:

- To provide robust learning opportunities at a pace and depth appropriate to each student's capabilities.
- To create an environment that fosters divergent thinking.
- To promote the development of higher-level processes.
- To develop the student's understanding and acceptance of self and others.
- To enhance opportunities for academic and career planning.
- To nurture habits of mind which promote life-long learning.
- To provide academic challenges and enrichment opportunities.

## Standard (t) Gifted and Talented Students Requirement S. 121.02(1)(t) Wisconsin Statute

Wisconsin Statute 121.02(1)(t): Each school board shall provide access to an appropriate program for pupils identified as gifted and talented.

Wisconsin Statute: s. 118.35, Wis. Stats. 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:
  - a) Ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.
4. From appropriations under s. 20.255(2)(fy), the department shall award grants to nonprofit organizations, cooperative educational service agencies, and the school district operating under ch. 119 for the purpose of providing advanced curriculum and assessments for gifted and talented pupils.

Administrative Rule 8.01(2)(t)2. Each school district 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.

effective: April 1, 2008

## Key Characteristics of Effective Gifted Education Plans

- **Systemic** Gifted education should be integrated with school wide initiatives and programming across all grades levels, K-12. Opportunities should be incorporated into the regular school day and the regular school year.
- **Collaborative** Gifted education should be the responsibility of all staff members working in a collaborative fashion to meet student needs.
- **Sustainable** Gifted education should be an integral part of the school district’s staffing and funding plans. It should not be dependent on any particular person or funding sources.
- **Responsive** Gifted education should be responsive to local student demographics, curriculum, resources, and needs.
- **Fluid** Gifted education should be flexible and continuously adapt to student need. Programming will likely differ based on local needs and community resources. G/T plans may vary from district to district and school to school.
- **Appropriate** Gifted education should provide opportunities that are in place of, not in addition to, regular classroom instruction and activities.
- **Comprehensive** Gifted education should consider the “whole child” by encouraging academic, social, and personal growth of the students.
- **Aligned** Gifted education should have goals that are clear and aligned with state statutes, administrative rule, professional standards, research, and effective practice.
- **Measurable** Goals in the plan should be specific enough so that progress toward them can be readily evaluated on an ongoing basis.

-from Wisconsin DPI



## Response to Intervention (and Instruction)

### Defining Response to Intervention (RtI)

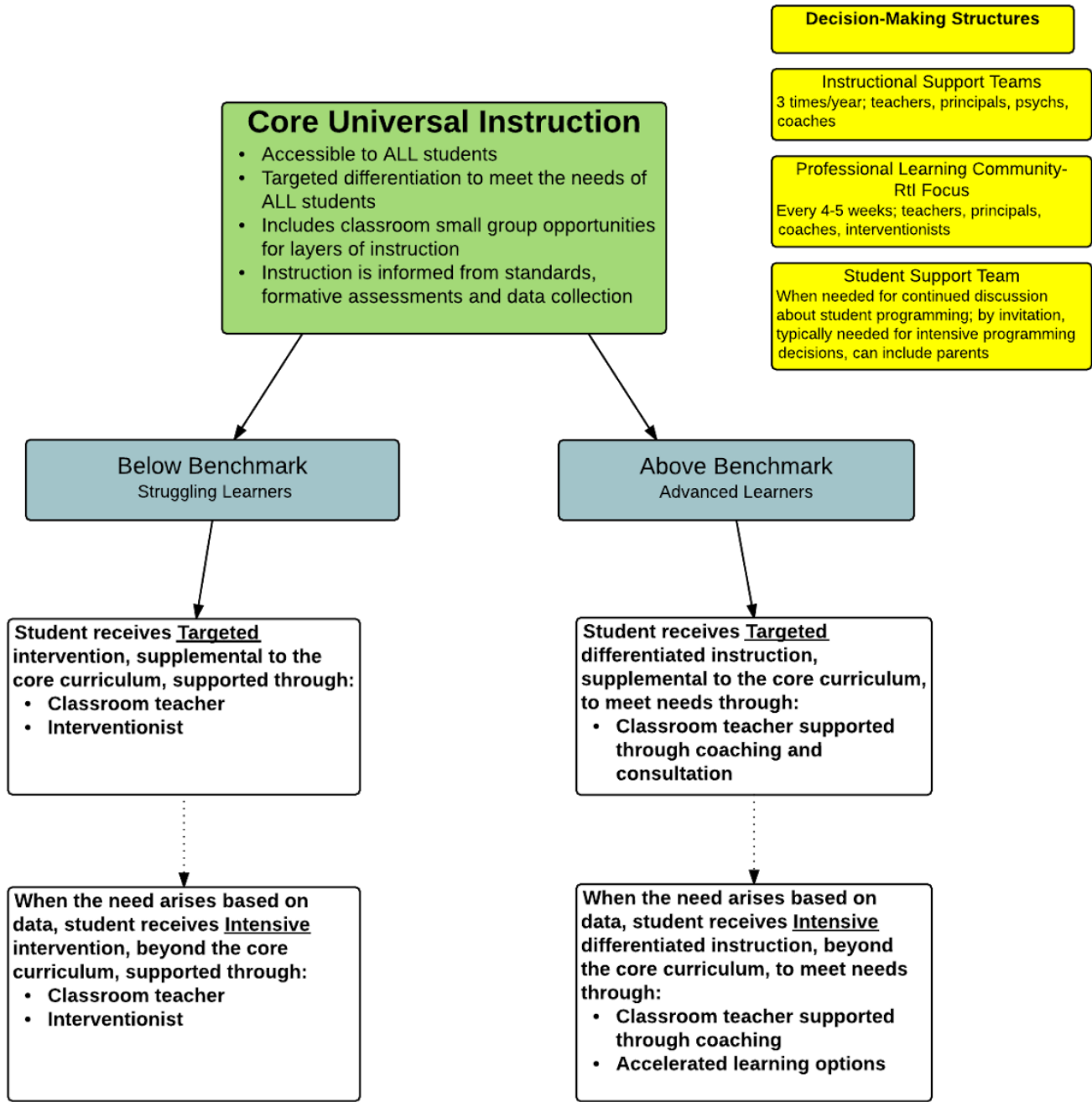
In Wisconsin, Response to Intervention (RtI) is defined as a process for achieving higher levels of academic and behavioral success for all students. Rigorous implementation of RtI includes a combination of high quality instructional practice, balanced assessment, and collaboration, all of which are infused with culturally responsive practices. Further, RtI systems use a multi-level system of support to identify and respond to student need. Implementation of a multi-level system of support includes meaningful family involvement, data-based decision making, and effective leadership. Comprehensive RtI implementation will contribute to increased instructional quality, equitable access to high quality and effective programming, and will assist with the identification and support of learners with varied abilities and needs.

### Data-based Decision Making (within a continuous review model)

Three times within the school year (Fall, Winter, Spring), student information from multiple sources (standardized test scores, district assessments, classroom observation, parent recommendations, and additional assessments as necessary) are analyzed by each school's **Instructional Support Team (IST)** consisting of principal, school psychologist, classroom teachers, coaches and special education teachers. Programming is reviewed looking at evidence of student achievement and student need, and revised programming and/or new programming may be developed. This continuous review is necessary as students' needs change as they grow.

In addition, monthly continuous review of data and student progress occurs within the **Professional Learning Community-RtI Focus (PLC-RtI)** team meetings, consisting of principal, classroom teachers, coaches and reading/math interventionists. When specific student programming needs to be further discussed, the **Student Support Team (SST)** may meet, which can include parents.

# School District of Grafton Response to Instruction and Intervention (RtI) Process Flowchart



## Consideration Process for RISE Programming

Consideration for RISE programming is an ongoing process for discovering potential, identifying student needs and providing appropriate programming.

August	Review Advanced Learning Plan (ALP) for individual students with intensive RISE programming needs with principal, classroom teachers and parents.
October	Review assessment results through the IST process. <ul style="list-style-type: none"> <li>• MAP in reading and math</li> <li>• F&amp;P benchmark assessments in reading</li> <li>• State assessments in reading and math</li> <li>• Classroom performance</li> </ul> Inform parents of Targeted RISE programming through a parent letter.
November - December	Inform parents of student progress through parent-teacher conferences and trimester reporting.  Parent Recommendation process available via district news and website.
January	Review assessment results through the IST process. <ul style="list-style-type: none"> <li>• MAP in reading and math</li> <li>• F&amp;P benchmark assessments in reading</li> <li>• Classroom performance</li> <li>• Teacher screening information (for all 5 areas of talents)</li> <li>• Parent input opportunity form (for all 5 areas of talents, from district news/website access)</li> </ul>
February	CogAT testing for students who are recommended through the January IST process as probable advanced learners needing intensive RISE programming.  Letters to parents regarding parent input forms.  Parent notification and permission for students that will be taking CogAT (or any other assessment) for additional information.
March - April	Inform parents of student progress through parent-teacher conferences and trimester reporting.  Parents receive CogAT testing results (will not necessarily include decisions).  Intensive programming needs discussed through specialized Student Support Team (SST) meetings. Additional data collection/assessments and programming options will be discussed and timelines will be put in place. Decisions for the remainder of the school year and to begin the following school year may be made at the initial SST meeting, or additional meetings may be set to finalize decisions.
May	Review assessment results through the IST process <ul style="list-style-type: none"> <li>• MAP in reading and math</li> <li>• F&amp;P benchmark assessments in reading</li> <li>• State assessments in reading and math (if available)</li> <li>• Classroom performance</li> </ul>
May-June	Confirm Intensive Programming needs and Advanced Learning Plan (ALP) for upcoming school year. Communicate with parents.

## Variations of RISE Programming

The School District of Grafton uses a systematic and continuous process to analyze and monitor student achievement and student need. Many factors contribute to the academic growth of each student, and students' needs can vary year to year. Additionally, the needs of students may be met in a variety of settings and through different structures. Through our process, we collaboratively identify student need and respond to that need by planning for programming within and beyond core universal instruction.

In Grafton, we believe RISE Programming should focus on *advanced learning opportunities* to meet the needs of students and provide them with the appropriate curriculum and learning environment to be educated to their full potential. Students who experience “targeted support” and/or “intensive support” will demonstrate continual progress and will receive fluid programming that reflects student need in a regular review process of both placement and academic program plan.

(from Beyond Gifted Education, Peters, Matthews, McBee and McCoach, 2014.)

### **Considerations for RISE Targeted Support programming:**

#### Definition of Targeted Support:

Programming to meet an identified student need, where the need requires targeted differentiated instruction **supplemental to** the core universal curriculum. The goal is to respond with flexible differentiated and enriching opportunities within core universal instruction that will enhance the student's opportunities to learn and express their knowledge. Programming will be documented in a parent notification of the differentiated and/or enrichment opportunities through a parent letter. In the level of “targeted support,” the identification of student need for RISE programming is fluid and not “final.” This is an intentional flexible response, through the Response to Intervention (RtI) systems model, to meet student need for advanced academic opportunities within a school year, across content areas and/or topics.

#### Criteria for Targeted Support:

Students meet district established criteria of consistent high performance on MAP assessments and classroom assessments, demonstrating growth and interest, as well as teacher recommendation through the IST process.

#### Programming can include but is not limited to:

- Differentiation in the classroom by classroom teacher within universal core instruction with support from coaching and consultation
- Enrichment in small flexible groups within i-Time
- Enrichment through inclusion support within the classroom during universal instruction
  - co-teaching
  - small, flexible grouping
  - project-based extensions
  - digital options for extensions

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### Considerations for RISE Intensive Support programming:

#### Definition of Intensive Support:

Programming to meet an identified student need, where the need requires intensive differentiated instruction **beyond** the core universal curriculum that already includes differentiation. The goal is to analyze the student need and predict student success with programming and curriculum, while minimizing student risk of failure. Programming will be documented in an Advanced Learning Plan that will be developed collaboratively between teaching staff, administration and parents.

Programming will be continuous and will reflect adaptations to meet the learning needs of the student, as well as continual review of student success through the district Rtl process.

#### Criteria for Intensive Support:

Students meet district established “cut scores” of nationally normed state standardized tests (Forward), aptitude (Cognitive Ability Test) and ability and/or achievement (Wechsler) tests and locally normed district assessments (MAP) specific to a grade level. In addition, students meet subjective criteria of teacher recommendation, parent recommendation and district created assessments. By meeting this criteria, students are identified as needing Intensive RISE programming, therefore meeting the State Standard (t) of Gifted and Talented. Parents will be a collaborative member of decision-making based on a review of these data through the SST process.

#### Programming can include but is not limited to:

- Subject acceleration (particularly in the area of math)
- Advanced academic opportunities within and beyond the classroom through intensive differentiation and enrichment models or curriculum compacting (examples may include project-based learning opportunities, independent study opportunities, flexible grouping, self-selected goals)
- Extended opportunities to include digital options, contests, clubs, service leadership

## Characteristics of Learners with Advanced Talent Needs

Students' advanced learning needs are identified in one or more of the following areas: creative, general intellectual, leadership, specific academic, artistic. Students may exhibit many, but not necessarily all of the listed traits in each of the five areas. NOTE: A student may have advanced learning abilities in only one, or in more than one, of the five areas.

### Talented in a Specific Academic Area

- Exhibits extended attention in math, science, or the humanities
- Displays a passion for a particular topic of interest
- Puts intensive/extensive effort into a project - time is of no consequence
- Manages to change the topic under discussion to the discipline of his/her interest
- Makes many varied and unusual connections to other areas of learning

### Intellectually Talented

- Recalls facts easily
- Is very well informed about one or more topics
- Shows keen insight into cause-effect relationships
- Has exceptional ability to solve problems
- Has phenomenal memory

### Creatively Talented

- Possesses strong visual and imaginative skills
- Transfers ideas and solutions to new situations
- Prefers variety, novelty, and new ways of doing things
- Asks many and unusual questions
- Often has many projects going on at once

### Leadership Talented

- Relates to and motivates other people
- Organizes other students for an activity
- Demonstrates high levels of self-assurance when making decisions or convincing peers
- Sees problems from many perspectives
- Listens to and respects the opinions of others

### Artistically Talented in the Visual/Performing Arts

- Shows very high ability in visual/performing arts (painting, sculpting, arranging media)
- Possesses an unusual ability to create, perform or describe music
- Possesses an unusual talent in drama or dance
- Uses artistic ability to express or evoke feeling
- Is keenly sensitive to aesthetics and emotions in ways not commonly observed in peers

## Glossary of Terms

**Advanced Learner** - a student who demonstrates talents in academic, social or artistic ways and benefits from differentiated learning opportunities in order to have unique learning needs met.

**Assessment** - an integral part of teaching and learning. Purposeful assessment practices help teachers and students understand where they have been, where they are, and where they might go next. No one assessment can provide sufficient information to plan teaching and learning. Using different types of assessments as part of instruction results in useful information about student understanding and progress.

**Benchmark** - refers to an assortment of evaluation tests administered throughout the school year in order to find out whether or not students are meeting specified academic standards. Benchmarking is instrumental in measuring students' academic growth and in designing custom curriculum to reach each student's learning needs. Students are considered "below benchmark" if they do not meet the grade level standards or "above benchmark" if they exceed the grade level standards.

**Core Universal Instruction** - curriculum and instruction that is accessible for all students; includes high quality instruction with rigorous content delivered through differentiated instruction.

**Cognitive Abilities Test (CogAT)** - measures students' learned reasoning abilities. It is a measure of a student's potential to succeed in school-related tasks, not a measure of general intelligence or IQ. The CogAT Screening Form is administered orally to minimize the effects of reading ability on the test scores. A typical student takes less than one hour to complete the test.

**Co-teaching** - two equally-qualified individuals who may or may not have the same area of expertise jointly delivering instruction to a group of students.

**Curriculum Compacting** - a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.

**Data decision making** - continual review of student progress that involves a balanced, systematic process to review student achievement data (screening), how students are responding to differentiated instruction of the core curricula, and how to respond to additional support, challenge or intervention.

**Differentiation** - teacher's response to learners' needs shaped by mindset and guided by principles of differentiation that include respectful tasks, quality curriculum, flexible grouping, continual assessment, and building a learning community.

**Enrichment** - provides students with the chance to acquire mastery of standards at a deeper level than what is outlined in the required curriculum. Enrichment does not translate into more work; rather, it provides meaningful instruction at a higher level for those who need it. When a student

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consistently demonstrates that he/she understands the required concepts, that student may need enrichment opportunities.

**Flexible Groups** - a range of **grouping** students together, temporarily, for delivering instruction to maximize student performance. This can be as a whole class, a small group, or with a partner.

**Fountas & Pinnell Benchmark Assessment (F&P)** - a system of short reading assessments to determine students' independent and instructional reading levels. Teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.

**Independent Study** - an instructional strategy that allows students to act as independent workers by choosing topics they want to learn more about, typically in the form of a planned research process. It can also allow the opportunity for students to be creative in how they present their newly learned information.

**Instructional Support Team (IST)** - decision-making structure in Grafton consisting of principal, school psychologist, classroom teachers, coaches and special education teachers allowing time for the team to review student achievement data three times each school year (fall, winter, spring).

**Measures of Academic Progress (MAP)** - computer adaptive achievement tests that measure a student's general knowledge in reading and mathematics. The computer adjusts the difficulty of the questions so that each student takes a unique test. The difficulty of each question is based on how well the student has answered previous questions.

**Professional Learning Community- Rtl Focus (PLC-Rtl)** - monthly continuous review of data and student progress within team meetings, consisting of principal, classroom teachers, coaches and reading/math interventionists.

**Project-based Learning** - a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

**Response to Intervention (Rtl)** - a process for achieving higher levels of academic and behavioral success for all students. Comprehensive Rtl implementation will contribute to increased instructional quality, equitable access to high quality and effective programming, and will assist with the identification and support of learners with varied abilities and needs.

**Self-selected Goals** - an instructional strategy where teachers facilitate student goal setting to meet a learning target or standard, typically based on a student self-assessment of a skill or content knowledge, usually includes a student driven plan to reach the selected goal and built-in monitoring opportunities.

**State Assessment - "Forward"** - exam designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. These standards outline what students should know and be able to do in order to be college and career ready. The Forward Exam is administered online in the spring of each school year at grades 3-8 in English language arts (ELA) and mathematics, grades 4



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and 8 in science and grades 4, 8, and 10 in social studies.

**Student Support Team (SST)** - team consisting of teacher and principal and may include school psychologist, coaches and parents, to further discuss specific student programming needs.