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<b>Individualized Learning Plan</b>	<b>Portage Community School District</b>
<b>Student Name -</b>	<b>Building -</b>
<b>Grade -</b>	<b>Birthdate/Age -</b>

### ILP Team

Name	Title	Date	Date	Date	Date
	Principal				
	Psychologist				
	School Counselor				
	Advanced Learner Coord.				
	Teacher				
	Parent				

### Purpose of ILP-

<b>Current Situation / Progress -</b>
<b>Student Strengths/Area of Identification -</b>
<b>Student Concerns -</b>
<b>Parent, Student and Teacher Comments -</b>

### STAR Reading

Date	Grade	Fall	Winter	Spring

**STAR Math**

Date	Grade	Fall	Winter	Spring

**ASPIRE/ACT**

Date:	Math	Reading	English	Science
Spring 20				
Spring 20				
Spring 20				

**WI FORWARD**

Date:	Math	Reading	Soc. St./Science
Spring 20			
Spring 20			
Spring 20			
Spring 20			

**Other tests**

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**Tier Explanation:**

**Tier 1** Options (90% - 95%) Continue curriculum differentiation in the classroom.

**Tier 2** Options (96% - 97%) Provide additional curricular opportunities and/or interventions.

**Tier 3** Options (98%- 100%) Enrich or replace curriculum with special activities and/or projects. Acceleration of subject or grade level. See ILP for details. *Identified as “gifted” for the state.*

**Recommendation / Plan of Action, Evaluation Methods, Responsibility**

**ILP team members in agreement –**

Revisit:

**Update:**

<b>Progress &amp; Comments -</b>
<b>Recommendation / Plan of Action, Evaluation Methods, Responsibility -</b>
<b>ILP team members in agreement –</b>

Revisit:

**Course Plan:**

Year	Grade	Course	Semester	Credits on Transcript	Building Course is taken in
19-20					
20-21					
21-22					
22-23					
23-24					
24-25					
25-26					
26-27					
27-28					

**Other Comments:**

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**Middle & High School Activities:**

## Parent Nomination for the Advanced Learner Program

<b>Student Name</b>	<b>Age</b>	<b>Grade</b>
<b>Homeroom Teacher</b>	<b>School Building</b>	
<b>Parent Names</b>	<b>Phone</b>	
<b>Address</b>	<b>Email</b>	

This nomination form helps the Portage Community School District understand your child better. Please tell us about your child and give examples of his/her behaviors and skills that led you to believe s/he is an advanced learner.

Children are often found to be advanced learners in a specific area. Please place a checkmark next to the area below you feel your child is advanced in.

☐ **General Intelligence**

☐ **Young Learner**

☐ **Math**

☐ **Performance Art**

☐ **Reading**

☐ **Performance Music**

☐ **Writing**

☐ **Performance Drama**

☐ **Social Studies**

☐ **Performance Dance**

☐ **Science**

☐ **Leadership**

☐ **Twice Exceptional**

☐ **Creativity**

A rating scale is available for each of the areas listed above. Please fill out the one associated with the area you chose. Return both this form and the rating scale to:

Holly Kobza, Advanced Learner Coordinator, K-12  
John Muir Elementary (2600 Woodcrest Drive)  
608-742-5531 x2454 kobzah@portage.k12.wi.us

## Student Nominations

1. Our school is looking for students who have advanced abilities in some areas.
2. Do NOT put your name on the paper. This is an anonymous (or confidential) questionnaire. No one should know what your answers are, so you can be very honest and write down the best choice.
3. Please follow along as I read a question to you from the sheet.
4. Please neatly print the name of the student you think is the best choice (not just your friends.)
5. Please use their first and last name. Spell it the best you can.
6. You can pick the same person for more than one question if you think they are the best choice.  
You may also write down your own name.

Who in your class or grade level would be the best person to direct a play?	Who in your class is really good at math?
Who do you think might invent or make something that no one ever made before?	Who in your class is really good at science?
Who is very good at art and/ or music?	Who in your class is really good at social studies?
Who in your class is really good at reading?	Who in your class is really good at writing?
Who in your class just seems to know it ALL?	If your teacher could not be in the classroom, who could take over?
Who in your class is the best at solving any kind of problem?	Who is the funniest person in your class?
Who in your class always completes their work and still has time for other activities?	Who in your class says the most unusual things in response to a teacher's question?
Who in your class would you ask for help if you had a personal problem?	Who would be the best person to help the principal with a special project?

## Rating Scale for General Intelligence - Advanced Learners

Directions: Place a checkmark in the appropriate column for each of the attributes below.  
Return to the Advanced Learner Coordinator, Holly Kobza, at Muir.



Student Name	Grade	Teacher	Date
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Traits	Seldom	Occasionally	Frequently	Almost Always
Recalls facts easily and has phenomenal memory				
Is very well informed about one or more topics				
Shows keen insight into cause-effect relationships				
Has exceptional ability to solve problems and think critically, has reasoning ability, and/or uses common sense				
Perfectionist tendencies; critical of own academic success				
Understands complex and abstract concepts				
Analyzes issues from many points of view				
Has a healthy curiosity and skepticism				
Asks complex questions				
Draws inferences between content areas				
Keen sense of justice, morality, ethics				
Is serious minded; cannot usually tolerate silliness or stupidity; likes structure and organization				
Sees beyond the obvious; makes generalizations				
Independent learner; can maintain concentration for extended periods of time				
Makes appropriate decisions based on information available or has considered probable outcomes				
Applies information learned in one situation to another				
Sets goals and works hard to achieve them				
Easily comprehends what he/she sees, hears, and reads				
Can uncover faulty logic in arguments quickly				
Extensive and/or advanced vocabulary				

## Rating Scale for Math - Advanced Learners

Directions: Place a checkmark in the appropriate column for each of the attributes below.

Return to the Advanced Learner Coordinator, Holly Kobza, at Muir.



Student Name	Grade	Teacher	Date
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Traits	Seldom	Occasionally	Frequently	Almost Always
Strives to know and understand				
Uses creative or unusual strategies to solve problems; can find and use alternative strategies				
Extensive subject vocabulary and uses it correctly				
Has excellent recall and memory of a variety of math topics				
Easily distinguishes between relevant and irrelevant information in problems				
Understands mathematical principles quickly				
Is persistent in finding solutions to mathematical problems				
Operates at a higher level of abstraction than classmates				
Recognizes mathematical patterns and relationships				
Is successful with advanced concepts				
Is self motivated in math; long attention span for math activities				
Solves applied math problems; translates math concepts into daily application				
Enjoys challenging math puzzles such as logic problems, brain teasers, games of strategy, etc.				
Intuitively knows the answers to math problems; successful at mental math				
Is able to verbalize rules and concepts				
Asks questions, often in depth, to learn and understand.				
Discusses answers and elaborates.				



## Rating Scale for Reading - Advanced Learners

Directions: Place a checkmark in the appropriate column for each of the attributes below.

Return to the Advanced Learner Coordinator, Holly Kobza, at Muir.



Student Name	Grade	Teacher	Date
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Traits	Seldom	Occasionally	Frequently	Almost Always
Enjoys how words are put together				
Reads critically with judgement				
Reads with expression				
Reads often and for long periods of time.				
Enjoys talking about text and literature - meanings, feelings, predictions, etc.				
Advanced reading skills				
Knows phonics rules, grammar, punctuation				
Asks poignant questions, discusses answers, elaborates				
Understands hidden meanings and subtle humor				
Extensive vocabulary; knows multiple meanings for words				
Has excellent recall and memory				
Has a long attention span for reading activities				
Succeeds academically with little effort				
Is an interesting storyteller				
Successful with using figurative language, puns, and colorful language				
Able to manipulate words into ideas effectively; can explain clearly				
Applies reading skills and concepts to new or challenging reading materials				
Finishes reading assignments quickly with accuracy				
Prefers advanced level texts				

## Rating Scale for Writing - Advanced Learners

Directions: Place a checkmark in the appropriate column for each of the attributes below.

Return to the Advanced Learner Coordinator, Holly Kobza, at Muir.



Student Name	Grade	Teacher	Date
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Traits	Seldom	Occasionally	Frequently	Almost Always
Has a passion for writing				
Uses voice effectively to express or convey meaning				
Puts extensive efforts into writing - time is of no consequence				
Uses language in unusual ways; creative with word use				
Has superior writing ability in stories, poems, plays, reports and/or essays				
Able to manipulate words to into ideas effectively				
Able to edit and revise their own work				
Successful with using figurative language, puns, and colorful language				
Extensive vocabulary				
Is an interesting storyteller				
Able to explain clearly in writing; writes to the point				
Adds details and uses sensory words				
Can describe things with only a few well chosen words				
Knows and uses synonyms effectively				
Advanced reading skills				
Able to use literary devices such as suspense, flashbacks, multiple points of view, etc.				
Keeps a notebook of ideas and/or writings				
Can develop ideas logically				

## Rating Scale for Social Studies - Advanced Learners

Directions: Place a checkmark in the appropriate column for each of the attributes below.

Return to the Advanced Learner Coordinator, Holly Kobza, at Muir.



Student Name	Grade	Teacher	Date
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Traits	Seldom	Occasionally	Frequently	Almost Always
Exhibits extended attention and energy in social studies				
Displays a passion for a topic of interest				
Sees things from multiple points of view				
Cultural differences are appreciated and/or celebrated				
Able to connect the past and present				
Advanced reading skills; enjoys nonfiction books about social studies topics				
Understands how environments affect lifestyles				
Asks poignant questions, discusses answers, elaborates				
Manages to change the topic under discussion to the subtopic of his/her interest				
Extensive subject vocabulary				
Has excellent recall and memory				
Is very interested in current events				
Loves primary sources and understands their importance				
Shows a dedication to social causes				
Has judgements about right from wrong				
Wants to know why cultures/people act the way they do.				
Works to create solutions to cultural or social problems				
Enjoys maps, globes, almanacs, etc.				

Fascinated with biographies				
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## Rating Scale for Science - Advanced Learners

Directions: Place a checkmark in the appropriate column for each of the attributes below.

Return to the Advanced Learner Coordinator, Holly Kobza, at Muir.



Student Name	Grade	Teacher	Date
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Traits	Seldom	Occasionally	Frequently	Almost Always
May correspond with an expert in science				
Displays a passion for a science topic of interest				
Observant; notices details				
Completes their own investigations				
Sees the big idea along with its parts				
Advanced reading skills				
Easily figures out cause and effect relationships				
Uses evidence to support ideas				
Enjoys observing natural events				
Extensive subject vocabulary				
Develops logical hypotheses and questions				
Collects objects related to science				
Is curious about what makes things work				
Can predict consequences				
Asks provocative, analytical, and /or in-depth questions				
Can explain and interpret data				
Becomes bored with concepts/facts he/she already knows.				
Retains factual information and applies it to new situations				
May show discontent with reasoning other students accept readily				

## Rating Scale for Leadership - Advanced Learners

Directions: Place a checkmark in the appropriate column for each of the attributes below.

Return to the Advanced Learner Coordinator, Holly Kobza, at Muir.



Student Name	Grade	Teacher	Date
--------------	-------	---------	------

Traits	Seldom	Occasionally	Frequently	Almost Always
Relates to and can motivate other people.				
Organizes others for activities; delegates responsibilities; prioritizes				
Leads by example				
Sees problems from many perspectives; can pinpoint areas of possible difficulties				
Seen by others as caring, fair, respectful and trustworthy				
Expresses interest and concern for community and/or world issues				
Takes an active role in decision making; understands decision making concepts				
Sets high expectations for self and others				
Foresees consequences and implications of decisions; can strategize				
Follows through				
Can clearly communicate and implement directions and ideas				
Independent, self sufficient, resourceful				
Has an advanced level of ethical understanding				
Works towards goals, sees alternate methods to reach them				
Adjusts easily to new situations; flexible				
Shows a unique awareness of the needs of others				
Chosen for leadership roles or naturally assumes them				
Regulates own emotions, resilient				

Diplomatic in confrontational situations				
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## Rating Scale for Creativity - Advanced Learners

Directions: Place a checkmark in the appropriate column for each of the attributes below.

Return to the Advanced Learner Coordinator, Holly Kobza, at Muir.



Student Name	Grade	Teacher	Date
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Traits	Seldom	Occasionally	Frequently	Almost Always
Possesses strong visual thinking or imaginative skills. Are flexible and elaborate.				
Combines ideas and information to form unique solutions				
Prefers variety and novelty and an individual way of solving problems				
Asks many and unusual questions; curious about things that are new or different				
Often has several projects going at once				
Resists external controls, tests and challenges limits, such as one right answer				
Creative with oral, written, and non-verbal expression due to many original ideas				
Has a keen sense of humor				
Invents and improvises with detail; generates original ideas				
Takes risks/ adventurous/ playful				
Strives to be different and resists conformity				
Criticizes constructively				
Connects unrelated ideas				
Easily bored by routines				
Entertains self through imaginative play				
Views situations, problems and issues from different perspectives				
Spontaneous; thinks of many ideas or solutions.				
Can adapt, improve or modify easily				

Has a wide variety of interests				
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## Rating Scale for Twice Exceptional Students - Advanced Learners



Directions: Place a checkmark in the appropriate column for each of the attributes below.

Return to the Advanced Learner Coordinator, Holly Kobza, at Muir.

Student Name	Grade	Teacher	Date
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Traits	Seldom	Occasionally	Frequently	Almost Always
Interested in the big picture rather than small details				
Achieving at or below grade level expectations in one or more areas				
Has excellent listening comprehension but daily work is frequently incomplete or poorly done				
An able leader in positive OR negative ways				
Large vocabulary, but poor spelling				
Large repertoire of factual knowledge; advanced ideas and opinions				
Unusual imagination; humorous in bizarre ways				
Dissatisfaction with work accomplished, even in art				
Shows potential for performing at high levels in at least one subject area				
Demonstrates a high skill level with technology				
Has high levels of problem solving and reasoning skills but dislikes practice work for memorization				
Evidences low self esteem. May withdraw or be aggressive				
Does not function comfortably or constructively in a group; few friends; peer relationships are difficult				
Tends to set unrealistic goals				
Curious and questioning; creative in approaches to tasks to compensate				
Easily distracted; high levels of energy				

Indifferent towards school and efforts to engage them				
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## Rating Scale for Art - Advanced Learners

Directions: Place a checkmark in the appropriate column for each of the attributes below.

Return to the Advanced Learner Coordinator, Holly Kobza, at Muir.



Student Name	Grade	Teacher	Date
--------------	-------	---------	------

Traits	Seldom	Occasionally	Frequently	Almost Always
Shows very high ability in the visual arts (painting, sculpting, and/or arranging media in a unique way)				
Uses artistic ability to express or evoke feelings				
Persists with artistic vision and can communicate it				
Compelled to produce and express ideas visually				
Uses a variety of subjects, elements, techniques, and/or mediums in their work				
Sets high standards for their work; is critical of their work				
Keenly observant, sees what is unusual				
Will continue to experiment				
Sensitive to aesthetic values				
Identifies self as an artist				
Responds to movement, light, color, and sound				
Has balance and order in what they create				
Exhibits perseverance and self discipline in learning art techniques				
Experiments with color; chooses unconventional combinations				
Has received recognition for their artwork; has pride in products made				
Observes details in other peoples art or his/her own				
Creates in a non-prescribed way				
Desire to be original; does not copy others work				



Responds to visual problems in an extraordinary manner				
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## Rating Scale for Music - Advanced Learners

Directions: Place a checkmark in the appropriate column for each of the attributes below.

Return to the Advanced Learner Coordinator, Holly Kobza, at Muir.



Student Name	Grade	Teacher	Date
--------------	-------	---------	------

Traits	Seldom	Occasionally	Frequently	Almost Always
Shows very high ability in music class				
Possesses an unusual ability to create, perform, or describe music				
Uses musical ability to express or evoke feelings				
Can communicate an idea through music				
Compelled to perform or produce				
Body often moves to the beat of music				
Experiments with rhythm and/or melodies				
Sensitive to accuracy of sound in melody, chords, and/or pitch				
Identifies self as a musician				
Responds to movement, light, color, and sound				
Shows a sustained interest in music				
Seeks out opportunities to listen to music				
Eagerly participates in musical activities				
Enjoys performing for others				
Is aware of and can identify a variety of sounds heard in a piece of music				
Easily remembers melodies and can produce them accurately				
Distinguishes among and/or responds to variations in rhythm, melody, harmony, tone, timbre, and/or style				
Creates original music				

Plays one or more instruments (or would like to learn)				
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## Rating Scale for Drama - Advanced Learners

Directions: Place a checkmark in the appropriate column for each of the attributes below.

Return to the Advanced Learner Coordinator, Holly Kobza, at Muir.



Student Name	Grade	Teacher	Date
--------------	-------	---------	------

Traits	Seldom	Occasionally	Frequently	Almost Always
Readily acts out situations, can role play, or quickly improvise				
Can "find themselves" in characters				
Persists with an artistic vision and can communicate it				
Creates original stories or plays				
Desire to be original				
Good motor coordination				
Keenly observant				
Will continue to experiment				
Readily and easily shifts into roles of characters, animals or objects				
Communicates feelings by means of facial expressions, gestures and bodily movements				
Uses voice expressively to convey or enhance meaning				
Easily tells a story or gives a vivid account of some experience				
Regularly seeks (or volunteers for) performance opportunities				
Can hold the attention of a group while speaking or performing				
Able to imitate or mimic others				
Able to get reactions from others such as laughter or facial emotion				

## Rating Scale for Dance - Advanced Learners

Directions: Place a checkmark in the appropriate column for each of the attributes below.

Return to the Advanced Learner Coordinator, Holly Kobza, at Muir.



Student Name	Grade	Teacher	Date
--------------	-------	---------	------

Traits	Seldom	Occasionally	Frequently	Almost Always
Shows a high ability in the visual arts				
Uses artistic ability to express or evoke feelings				
Persists with an artistic vision and can communicate it				
Compelled to perform or produce				
Desire to be original				
Good motor coordination				
Keenly observant				
Will continue to experiment				
Demonstrates exceptional physical balance and body control				
Performs sequences of movement easily and well				
Communicates meaning and feeling with movement				
Uses his/her body as an instrument of expression				
Volunteers to participate in movement activities and dances				
Excels in an athletic area				

## Rating Scale for Young Learners - Advanced Learners

Directions: Place a checkmark in the appropriate column for each of the attributes below.  
Return to the Advanced Learner Coordinator, Holly Kobza, at Muir.



Student Name	Grade	Teacher	Date
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Traits	Seldom	Occasionally	Frequently	Almost Always
Extraordinary vocabulary				
Varying sleep patterns and needs				
Exceptional understanding of complex or abstract ideas				
Knowledge of math and language that are not taught				
Advanced sense of humor and understanding of jokes and puns				
Heightened sensitivity to feelings and ideas				
Amazing curiosity, asks unusual questions and touches almost everything				
Has a phenomenal memory, easily recalls facts				
Resists external controls; tests and challenges limits				
Prefers variety and novelty				
Can transfer ideas and solutions to unique situations				
Strong visual thinking or imaginative skills				
Can change a topic to their own personal interest within the topic				
Exhibits extended attention in math, science, or humanities				
Puts forth extra efforts into a project; time is of no consequence.				
May have several projects going at once				
Shows keen insight into cause-effect relationships				
Is well informed and/ or passionate about one or more topics				
Has exceptional ability to solve problems				

## Differences Between the Bright Child and the Gifted Learner

All descriptors represent a continuum of behaviors rather than extremes.

<b>Bright Child</b>		<b>Gifted Learner</b>
Knows the answers .....	→	..... Asks the questions
Is interested .....	→	..... Is highly curious
Is attentive .....	→	..... Is mentally and physically involved
Has good ideas .....	→	..... Has wild, silly ideas
Works hard .....	→	..... Plays around, yet tests well
Answers the questions .....	→	..... Discusses in detail, elaborates
Is in the top group .....	→	..... Goes beyond the group
Listens with interest .....	→	..... Shows strong feelings and opinions
Learns with ease .....	→	..... Already knows
Requires 6–8 repetitions for mastery ....	→	..... Requires 1–2 repetitions for mastery
Understands ideas .....	→	..... Constructs abstractions
Enjoys peers .....	→	..... Prefers adults
Grasps the meaning .....	→	..... Draws inferences
Completes assignments .....	→	..... Initiates projects
Is receptive .....	→	..... Is intense
Copies accurately .....	→	..... Creates a new design
Enjoys school .....	→	..... Enjoys learning
Absorbs information .....	→	..... Manipulates information
Is a technician .....	→	..... Is an inventor
Is a good memorizer .....	→	..... Is a good guesser
Enjoys straightforward sequential presentation .....	→	..... Thrives on complexity
Is alert.....	→	..... Is keenly observant
Is pleased with own learning .....	→	..... Is highly self-critical

# Characteristics of Advanced Learners

The State of Wisconsin identified five areas of high performance or giftedness.

## General Intellectual Ability

- Understands complex concepts and formulates abstractions
- 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 easily
- Learns rapidly in comparison to peers
- 1-2 repetitions for mastery
- Shows evidence of independent reading for information and pleasure
- Is a keen and alert observer, understanding more than others
- Can problem solve and apply what they learn
- Has strong reasoning and problem solving skills
- A self starter

## Specific Academic Ability

- Strong memorization ability
- Advanced comprehension: 1-2 repetitions for mastery
- Intense interest in a 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
- Can manipulate information

## Creative Thinking

- Visualizes many approaches or solutions to a problem (fluency)
- Possesses strong visual and imaginative skills
- Transfers ideas and solutions to new situations (flexibility)
- Prefers variety, novelty, and new ways of doing things (elaboration)
- Asks many and unusual questions (originality)
- Usually has many projects going on at once
- May be considered unusual or “silly” by peers or adults
- Discusses and elaborates in detail
- Exhibits original thinking
- Generates many (and often unique) ideas to solve a given problem
- May possess a keen sense of humor
- Creates and invents
- Resists conformity; doesn’t mind being different

- Willingness to take on a task regardless of the outcome

## Leadership

- Relates to and motivates other people
- Takes an active role in decision making
- Has high expectations for self and others
- Directs/Organizes other students for an activity
- Demonstrates high levels of self-assurance when making decisions or convincing peers
- Sees problems from many perspectives
- Has sincere curiosity
- Expresses self with confidence
- Can foresee consequences and implications of decisions
- Follows through; responsible
- Appears to be well-liked by peers and easy to get along with
- Self confident around adults
- Likes structure
- Is flexible; undisturbed by a change in routine
- Enjoys being around others
- Tends to be independent and unafraid of taking risks
- Works for the greater good

## Visual/Performing Arts

- Communicates their purpose in visual/performing arts
- Unusual ability for aesthetic expression
- Compelled to perform or produce
- Exhibits creative expression
- Desire for creating original product
- Keenly observant
- Continues experimentation with preferred medium
- Excels in demonstrating the visual or performing arts
- Has passion and dedication to the arts

For more information, visit <https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals>

## Assessments and Screeners for Advanced Learners

The following is a description of assessments which may be used in the identification process or determining appropriate support services for advanced learners.

- **ACCELERATION SCALE.** A tool designed to guide educators and parents in making important decisions regarding whether a particular student is a candidate for whole-grade acceleration (grade-skip).
- **AIMS WEB.** A benchmark and progress monitoring system based on direct, frequent and continuous student assessment. Reports help determine what students need to learn next.
- **AMERICAN COLLEGE TEST (ACT)** - The ACT is an entrance exam used by most colleges and universities to make admissions decisions. It is a multiple-choice, pencil-and-paper test
  - **ASPIRE** is a test to help students and their parents monitor progress toward a successful ACT test from third grade through tenth grade. The Aspire test assesses students' readiness in five areas covered by the ACT test: English, math, reading, science and writing.
  - **EXPLORE** is a college readiness test. The purpose of this test is to provide information regarding the students' knowledge, skills, interests, and plans. The test is comprised of four multiple-choice tests: English, Math, Reading, and Science.
- **COMMON CLASSROOM ASSESSMENTS.** Given by teachers to assess what students know based on the skills and content taught for a unit in any subject area. They can be teacher created or part of a curriculum program.
- **FOUNTAS & PINNELL Leveled Reading Assessment.** A “test” that provides teachers with precise tools and texts to observe and quantify specific reading behaviors, and then interpret and use that data to plan meaningful instruction.
- **FORWARD.** This Wisconsin state test is 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.
- **GRAY ORAL READING TEST (GORT)** is a norm-referenced test measuring comprehension, fluency, rate, and accuracy for reading.
- **INTEREST INVENTORY or SURVEY.** A testing instrument designed for the purpose of measuring and evaluating the level of an individual's interest in, or preference for, a variety of activities. Methods may include direct observation of behavior, ability tests, and self-reporting inventories of interest in educational, social, recreational, and vocational activities.
- **KAUFMAN BRIEF INTELLIGENCE TEST (KBIT)**- measures verbal and nonverbal intelligence for ages 4-90. The test includes school related skills, word knowledge, relationships and analogies.
- **NOMINATION FORM.** Completed by parents, students or staff, a nomination form gives anecdotal information about a student to show their advanced qualities.
- **PHONOLOGICAL AWARENESS LITERACY SCREENING (PALS).** A screening test that assists teachers in providing differentiated, targeted phonics instruction
- **PORTFOLIO** - A student portfolio is a compilation of academic work and other forms of educational evidence assembled for the purpose of (1) evaluating coursework quality, learning progress, and academic achievement; (2) determining whether students have met learning standards or other academic requirements (3) helping students reflect on their academic goals and progress as learners; and (4) creating a lasting archive of academic work products, accomplishments, and other documentation
- **PRE-ASSESSMENT** - A test often given before a new unit to find out what students need more instruction on and what they may already know.
- **QUALITY READING INVENTORY (QRI)** presents an informal reading inventory designed to assess reading ability at emergent through middle school levels. It includes narrative and expository passages at each



level, questions to assess prior knowledge, and word lists. It focuses assessment on specific questions regarding word identification, fluency, and comprehension.

- PORTAGE RATING SCALES - Used to rate students on certain characteristics of giftedness by staff and/or parents.
- STAR from Renaissance Learning for grades 1-9. Star Math and Reading assessments are short tests that provide teachers with learning data. They are computer adaptive, which means the questions become more or less challenging based on the answers each student provides. The STAR tests are given three times a year to students in grades 2-8. They may be used more often by teachers to monitor progress.
- WECHSLER ADULT INTELLIGENCE SCALE (WAIS) - An IQ test for students age 16 to adult.
- WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC) - An IQ test for students age 6-16.
- WOODCOCK-JOHNSON TEST OF ACHIEVEMENT – Academic testing in all subject areas to assist in placing students.

## What are the Tiers of Services?

The Portage Community School District uses a multi-tiered system of support and services, which fall under the umbrella of the district Response to Intervention Plan (RtI). The plan acknowledges the basis of educating all students needs to be within the regular core classroom curriculum and instruction.

- At Tier I approximately 80-90% of all students' academic, intellectual and emotional needs will be met through differentiation within the regular classroom environment, curriculum and instruction. This might include flexible grouping, tiered assignments, pre assessments, modified assignments, independent projects, extensions and/or enrichment.
- At Tier II approximately 5-10% will need strategic targeted instruction or supplemental interventions. At this level the instruction addresses the specific needs of the student in order for them to make adequate progress. The classroom teacher may collaborate with other staff, including the Advanced Learner Coordinator to plan activities to meet the students' demonstrated need. Academic competitions, special programming, guidance, special group projects or independent projects may be used. Groups are fluid and may change over time based on student need.
- Tier III refers to evidence-based intensive targeted interventions for students whose academic, intellectual and emotional needs will not be met by Tier I or Tier II instruction. Students at this level are most at risk for not achieving their full potential. Therefore, students at this level will require an Individualized Learning Plan in order to maximize their potential. Instructional strategies and services at this level include all services from Tier I and II plus the possibility of subject or grade acceleration, mentorships, independent study, distance learning, post secondary options, or online classes.

## Differentiation Strategies

- Abstraction - Content that goes beyond surface detail and facts to underlying concepts, generalizations, and symbolism.
- Active Engagement - Instructional strategies that result in relevance and engagement for students.
- Agendas - A personalized list of tasks that a particular student must complete in a specified time.
- Choice - Provide opportunities for choices and flexibility. Many Advanced Learners appreciate the opportunity for choice and given an opportunity will construct their own differentiated choices.
- Choice Boards, Tic-tac-toe - Students make a work selection from a certain row or column. Teachers can provide for student learning needs while giving students choice.
- Clubs/ Extra-curriculars - Students can join groups based on their interests to learn more with others who enjoy the same activities.
- Cluster Grouping - Placing students of the same ability together within a classroom of various levels so they can work with like minded or like ability peers.
- Compacting (Telescoping)- This strategy should be done at all levels to prevent repetition and re-teaching of content students have already mastered. To compact, the teacher must pre-test students in the content to be presented. Students mastering, or nearly mastering the content, then move on to an advanced level of difficulty.
- Conceptual Discussions - High-level discussions of themes, concepts, generalizations, issues, and problems, rather than a review of facts, terms and details.
- Creative Thinking Skills - Specific instruction in techniques that encourage the development of fluency, flexibility, elaboration, originality, complexity, curiosity, imagination and risk taking.
- Dual Enrollment - Students at any grade level take classes in two school levels.
- Early Admission - Students are admitted with full standing to an advanced level of instruction, at least one year early to kindergarten.
- Experts -Students listen to guest speakers, high school students, workshop presenters, conferences, webinars, demonstrations, etc.
- Extensions - Learning activities and options related to the curriculum for students who need additional challenges.
- Extra Load - Student takes more credits per year than required.
- Field Trips - Curriculum based opportunities involving travel and/or online virtual field trips and webcams.
- Flexible Assignments or Assessments - Different assignments or assessment options that allow students to demonstrate their mastery of new concepts, content, and skills.

- Flexible Grouping - Students are placed into groups based on data that may include interests, abilities, skills, and/or talents for the purpose of discussion, projects, or other coursework.
- Flexible Tasks - Allowing students to structure their own projects and investigations according to their strengths and interests.
- Flexible Project Deadlines - Students negotiate for more or less time to complete a learning experience and its matching product or assessment.
- Genius Hour - Allows students to explore their own passions and encourages creativity in the classroom. It provides students a choice in what they learn during a set period of time during school.
- Global Projects - Participating in online projects with students from around the world on global issues.
- Grouping - Regular opportunities to work in whole groups, small groups, with a partner, or in an independent setting.
- Guidance - Discussion or counseling program which provides individuals or small groups of students the opportunity to interact and discuss issues which specifically pertain to their abilities or needs.
- Higher-order Thinking Skills (Bloom's) - Questioning in discussion or providing activities based on processing that requires analysis, synthesis, evaluation, or other critical thinking skills.
- Independent Study - Students research a topic of interest and develop a product to demonstrate learning. Students identify a topic, narrow the focus, gather information from a variety of resources, analyze information and showcase their learning.
- Interest Centers - Centers within the classroom that link curriculum topics to areas of student interest in depth and breadth.
- Invention - Activities or units in which students learn the process of invention and work through portions of or the entire scientific process.
- Jigsaw/Cooperative Learning - Just as in a jigsaw puzzle, each student's part is essential for the full completion and full understanding of the final product.
- Leadership Skills - Direct teaching of concepts and skills related to leadership (i.e. communication, group processes and dynamics, decision making, planning, problem solving, conflict resolution, roles, and/or study of other leaders.)
- Learning centers or stations - Activity stations that demonstrate awareness of different academic needs and learning style preferences.
- Learning contracts - Students negotiate individually with the teacher about what and how much will be learned and when product will be due; often connected with an individual or independent project.
- Learning Programs - Computer programs or websites with content and skill practice to meet learners' needs.
- Levels of Complexity - Books and instructional materials at different levels of complexity allow students to study the same concepts but at the level of depth and complexity to fit their learning needs.

- Mentorship - A one-to-one relationship between a student and an adult with whom the student shares a passionate interest. The purpose may be career exploration, acquisition of knowledge, or the development of social skills.
- Mini-Lessons - Mini-lessons provide levels of scaffolding, support and challenge as needed for students of like ability/need.
- Most Difficult First - Students demonstrate mastery of a concept by completing the five most difficult problems with accuracy. Students who demonstrate mastery do not need to practice further.
- Multi-Age/Cross Grade Class or Group - Combining two or three grade levels in one classroom who have similar abilities or interests.
- Multiple Intelligences - Use of kinesthetic, spatial, linguistic, logical, musical, interpersonal, intrapersonal, naturalistic, & existential intelligences for learning and presenting.
- Online Courses - Students take course work on the internet when classes are not available in their district.
- Open-Ended Assignments - Providing students with tasks and work that do not have single right answers or outcomes. The tasks may have timelines and a sequence of activities to be accomplished, however, outcomes will vary for each student.
- Orbital Study - Independent investigations, generally of three to six weeks. They orbit or revolve around some facet of the curriculum. Students select their own topics for the orbital, and they work with guidance and coaching from the teacher to develop more expertise on the topic as well as learning the skills of an investigator.
- Organization - Changing the sequence for how content is taught.
- Questioning - Questions are used to motivate students to apply abstract thinking, reasoning, or creativity skills.
- Pacing - Plans are created that allow students to move through content at a pace appropriate for their learning needs.
- Performance - Presenting work to an audience. Can also refer to an expert in the field evaluating a student's work.
- Personal Goal Setting - Teaching students to set personal goals and how to prioritize time and activities in order to reach those goals.
- Pre-Assessment - An array of pre-assessment options can guide instruction. By regularly pre-assessing students, teachers can flexibly group students by ability and readiness levels. Pre-assessment is also essential for compacting.
- Problem-Based Learning - A student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences. Learning is driven by challenging, open-ended problems. Students work in small collaborative groups. Teachers take on the role as "facilitators" of learning.

- Pull Out Programming - Students are pulled out of their regular classes to participate in special enrichment activities. Length of time varies based on the programming.
- RAFT - Provides students choice in a writing assignment varying Role, Audience, Format, and Topic.
- Rubric Assessments - Levels of proficiency and accomplishment are designed for a specific project so students know what is needed to achieve a particular level. Rubrics allow for more specific feedback and encourage optimum performance.
- Subject Acceleration - Allowing students to learn advanced material in one or more subjects either in their own classroom or in an advanced grade level.
- Subject Integration "Theme-based" Units - Uniting two or more disciplines and their content through a conceptual theme, such as "origins," "change" or "friendship."
- Summer School - Students take advanced subject material or enrichment courses over the summer, often on a topic they are interested in.
- Talent Opportunities - Provision of experiences for an individual student with a demonstrated high performance or high potential in a specific area either through individual work or with a group of students with like talents. (Talent Show, Creative Arts Festival)
- Task Options - Providing different homework options, journal prompts, and questions.
- Technology - Using online resources & tools for collaboration, research & presentation including databases, encyclopedias, citations, maps, interactive Web2.0 sites, etc.
- Thematic Units - Using two or more curriculum areas to study the same topic or idea.
- Tiered Assignments - Varied levels of tasks to ensure that students explore ideas and use skills at a level that builds on what they already know and encourages growth. All students explore the same essential ideas but work at different levels of depth and complexity.
- Youth Options - 11th and 12th graders who have exhausted the district offerings in a subject may apply to take the next course at a college or university.

# Modifications for the Twice Exceptional Student

Student\_\_\_\_\_ Grade\_\_\_\_\_ Date\_\_\_\_\_

## Environmental Strategies

- ☐ preferential seating
- ☐ pay attention to students' social and emotional well being
- ☐ be aware of possible frustrating situations
- ☐ distraction free area for work time and study
- ☐ use a pencil grip
- ☐ provide a quiet, neutral area for cool down as needed
- ☐ ignore inappropriate behaviors
- ☐ use nonverbal communication to reinforce appropriate behavior
- ☐ immediately reinforce appropriate behaviors
- ☐ meet regularly with special education staff
- ☐ meet often with student
- ☐ provide acceptable ways for students to express their creativity
- ☐ encourage development and sharing of special interests
- ☐ avoid the pressure of time constraints
- ☐ allow provisions for movement - have the student hand out papers, run errands etc.

## Organizational Strategies

- ☐ develop and maintain a regular school home communication system
- ☐ check student assignment notebook daily-before and after school
- ☐ help student organize notebook or provide a folder to organize work
- ☐ help student set time limits for assignment completion, structure is important
- ☐ help set up time lines for completion of long assignments
- ☐ question student to help focus on important information
- ☐ help highlight main concepts in book/worksheets/and other info
- ☐ give parents extra information and updates on long-term assignments
- ☐ check to see that daily assignments are completed

## Presentation Strategies

- ☐ communicate visually and orally, and repeat as needed
- ☐ provide photocopies of teacher and student notes
- ☐ use peer tutors
- ☐ make activity and assignment directions clear and concise
- ☐ repeat instructions
- ☐ provide instruction in short units
- ☐ use verbal clues
- ☐ cue student regularly by asking questions, and calling their name
- ☐ give extra think time
- ☐ use memory devices to help student remember facts and concepts
- ☐ let the student use manipulatives

## Curriculum Strategies

- ☐ provide opportunity for extra drill before tests

- \_\_\_ provide study guides and/or test outlines in advance
- \_\_\_ encourage good quality of work, and not speed
- \_\_\_ make sure assignments are started correctly
- \_\_\_ use contracts
- \_\_\_ use graphic organizers
- \_\_\_ tasks broken into components
- \_\_\_ extended time
- \_\_\_ reduce amount of homework, especially reading assignments
- \_\_\_ reading assignments on audio / video
- \_\_\_ student can dictate rather than write assignments
- \_\_\_ allow choice between alternate assignments
- \_\_\_ underline or highlight words / concepts
- \_\_\_ increase space on paper for figuring math problems; use of graph paper
- \_\_\_ allow for print or cursive
- \_\_\_ use of color film or points when reading
- \_\_\_ encourage student to ask for assistance when needed

### **Testing modifications**

- \_\_\_ take the test in the regular classroom or
- \_\_\_ take the test in an alternative setting
- \_\_\_ take a modified test if needed
- \_\_\_ take an open book/note test
- \_\_\_ allow alternate ways to demonstrate knowledge (oral, artwork, projects, role plays)
- \_\_\_ assist student with reading directions and questions on the test
- \_\_\_ change the number of assessments
- \_\_\_ change the format of assessments
- \_\_\_ change the length of assessments
- \_\_\_ allow extended time
- \_\_\_ allow student to use technology (calculator, computer, spell checker)

### **Grading Strategies**

- \_\_\_ pass / fail option
- \_\_\_ same as other students except for...
- \_\_\_ grade on a percentage of work correct
- \_\_\_ no penalty for spelling or grammatical errors
- \_\_\_ grade only on the specific skill being learned
- \_\_\_ credit for oral participation in class



# K-12 Opportunities and Advanced Learner Events

## Elementary

## Middle School

## High School

Art Club	Advanced Math Classes	AP Classes
Art Show	America Answers Quiz Bowl	Archery
Battle of the Books	Art Fair	Art Club
BreakoutEDU Boxes	Band / Concerts	Band
Concerts	Bowling Club	Bowling
Counseling Groups	Choir/ Concerts	Choir
Creative Arts Festival	College Days for Kids	Class and Club Officers
Field Trips	Cooking Club	Delta Epsilon Phi
IXL, Learning Farm	Creative Arts Festival	Drama
Leadership Clubs	Diversity Project	Dungeons & Dragons
Lego Club	Foreign Language	Early College Placement
Math Matters	Forensics	eSports
Math 24 Tournaments	FFA (Future Farmers of America)	FBLA (Future Business Leaders of America)
Opera for the Young	Fuel Up 360 Leaders	FCCLA (Family Career & Community Leadership of America)
Safety Patrol	Garden Club	FFA (Future Farmers of America)
Spelling Bee	GSA (Gay Straight Alliance)	Fine Arts Weekend
Student Council	Health Peer Leaders	Foreign Exchange Program
Talent Shows	Honors English	Forensics
Where in the World Geography Bee	HOSA (Health Occupational Safety Association)	GSA (Gay Straight Aliiance)
WIN Intervention Groups	Jazz Band	German Club
Young Author's Conference	Leadership Challenge (Expeditions Unlimited)	German Honors Club
Youth Art Selection	Math Matters	HOSA (Health Occupational Safety Association)
	Math 24	Ice Fishing
	Middle Men's Choir	Independent Study
	Mix it Up at Lunch	
	Play or Musical	

	Science Quiz Bowl Science Showcase Scripps Spelling Bee Solo Ensemble STARS (Students Taking Action Refusing Substances) STEAM classes at UWSP Student Council Swing Choir VFW Patriot's Pen WEB Leadership (Where Everyone Belongs) Where in the World Geography Bee WIN Intervention Groups Wisconsin Science Festival Yearbook Young Author's Conference Young Authors & Artists Youth Art Madison	Interact (Rotary) iTeam Job Shadowing Key Club (Kiwanis) Link Crew Leadership Math Talent Search Musicals National Honor Society Online and Blended courses Science Club Skills USA Spanish Club Spanish Honor Society Student Council Video Club Writing Club Yearbook Young Authors & Artists Youth Alive Youth Government Day
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# How Students are Chosen for Advanced Learner Events

## MATH

### **Math 24 - Grades 4-6**

- Students are chosen by their ability to correctly give a solution to a Math 24 card and gain points/cards when playing against other students. This may be done in a mini classroom tournament or with a small group of students. The Advanced Learner Coordinator and classroom teachers finalize the list of students.
- The number of students chosen for local tournament depends on the population of each school, the number of students who can solve the cards and the number of proctors available to run the tournament.
- The top six (6) scorers from each grade level 4-6 advance to regionals.

### **Math Matters - Grades 5-8**

- Students are invited to practice advanced math problems (as part of a team) based on STAR math scores and teacher recommendations.
- The following are considered during practice: ability to solve problems quickly, able to explain the process to others, ability to work as a team, and willingness to take turns.
- Teams are then created by the Advanced Learner Coordinator

## READING & WRITING

### **Young Author's Contest/Conference (YAC) - Grades 3-6**

- Writing submitted is scored using the 6 Traits of Writing rubric.
- Students can earn up to 25 points on the rubric.
- Those with the highest points attend the conference.
- Entries are judged by the Advanced Learner Coordinator and staff.
- Twelve (12) students from grades 3 & 4 and twelve (12) students from grades 5 & 6 are selected to attend a day long workshop at UW-Baraboo

### **Spelling Bee - Grades 4-8**

- Elementary
  - School Bees and classroom bees or tests are used to find the top two students from each participating school.
  - Those students participate in the CWTAG Regional Spelling Bee. There is no advancement to State.
- Middle School
  - Class and school bees are used to find the top two students.
  - Those two (2) students participate in the SCRIPPS Regional Spelling Bee. The winner advances to the State Spelling Bee.

### **America Answers Quiz Bowl - Grades 5-8**

- Students who have an 80% or above on a STAR reading test either in the fall or winter of that school year are invited to participate. Teachers may also recommend students.
- Students in grades 5 and 6 each form a team. Questions are different for each team.

## **VISUAL- PERFORMING & CREATIVITY**

### **Creative Arts Festival - Grades 3-6**

- Specials Teachers nominate students using rating scales for art, music, or drama.
- Other criteria used includes a student's grade level, if they are in other Advanced Learner events, and if needed, create a balance between students chosen for music and art.
- The Advanced Learner Coordinator, if necessary, narrows the number to 14 for grades 5-6 and 40 for grades 3-4.
- The number of students able to participate also depends on the number of volunteers leading classes.

### **Fine Arts Weekend - Grades 9-12**

- Students are nominated by drama and art teachers.
- These interested students fill out an application.
- Selection is made by Teachers and Advanced Learner Coordinator based on student responses, grades, behavior and current grade level.
- Number of students varies based on number of spaces/slots the school district is given.

### **Youth Art Madison - Grades K-8**

- Five students from each elementary and middle school have their work chosen by the art teachers and sent to Madison for a juried art show.
- These students take a field trip to the capitol to see their work displayed.

## **GENERAL INTELLIGENCE**

### **College Day for Kids - UWSP - Grade 6**

- The number of students chosen depends on how many spaces/slots are allowed to our district by UWSP.
- Sixth grade teachers use STAR reading and math assessments to find students who have scored approximately 90% and above.
- These students are given an application to complete and return if they are interested in attending.
- Of those who applied, students are chosen by the Principal and Advanced Learner Coordinator based on their responses, grades and behavior.

## **LEADERSHIP**

### **Leadership Expeditions - Grades 7-8**

- Students who already serve in a leadership role as part of Where Everyone Belongs (WEB) or other groups are given an application to complete and return.
- Students are chosen based on their responses by a School Counselor and the Advanced Learner Coordinator. Knowledge of their leadership abilities and style is also taken into consideration.

## **SOCIAL STUDIES**

### **Where in the World Geography Bee - Grades 5-8**

- Practice sessions are announced to the student body for anyone interested in participating. Teachers also recommend students they feel would be good participants.
- Correct answers by students are tallied during practice sessions.

- Students with the most tallies are grouped into teams at grades  $\frac{5}{8}$  and  $\frac{7}{8}$ .
- The number of teams allowed to be in the event is determined by the hosting CWTAG district.

## **SCIENCE**

### **STEAM Day (Science, Technology, Engineering, Arts, and Mathematics) for Boys and Girls - Grades 7-8**

- Teachers nominate and then rate students using a 4 point scale on their STEAM qualities.
- Nominations are reviewed along with a student's grades and behavior.
- Students chosen by teachers and the Advanced Learner Coordinator.
- Students in grade 8 are usually given preference.

### **Wisconsin Science Festival at UW-Madison Discovery Center - Grades 6-8**

- Event is announced to the student body for anyone interested in participating.
- Students fill out an application.
- Science Teachers and Advanced Learner Coordinator select students based on their responses, grades and behavior.

### **US Energy Department's Science & Math Quiz Bowl - Grades 6-8**

- Event is announced to the student body for anyone interested in participating. Teachers also recommend students.
- Correct answers by students are tallied during practice.
- Students with the most tallies are grouped into multi-grade teams
- The number of teams allowed to be in the event is determined by the UW Science department.

## **General Considerations**

- test scores
- grades
- behavior
- individual interest & motivation for the event
- ability to work independently
- accuracy
- teacher recommendations
- discussions between the Advanced Learner Coordinator and classroom teachers
- if a student needs Tier II or III services

## Academic Support Examples

### Literacy

- Reading is a skill area, therefore, it is fairly easy to assess how advanced a student's skills are. Many standardized tests use material at the grade level, so to find what level a student is at, further testing may need to be done using advanced reading material. Advanced readers may vary widely in their writing skills. This needs to be taken into account during instruction. Most advanced readers will also be assessed periodically by their teacher for spelling skills. However, please note that spelling ability has no relationship to reading or intellectual talent. Very bright students may be excellent, average, or poor spellers.
- At the 2-5 level, we try to "cluster" students who need advanced reading instruction into one or two classrooms, allowing like ability peers to learn and work together. At the upper grades, there are separate sections specifically planned for more advanced work, such as Advanced English at the Middle School and High School. In each of these cases, modified instruction is used to better match the skill levels of the students. Some possibilities include different literature selections, units in which students choose from a variety of literature, assignments that require more critical thinking, in-depth writing experiences, and vocabulary and analogies studies. In rare cases, a student may be accelerated and attend a reading/English class at a higher grade level. Instruction may occur inside the classroom or in a pull out group. At the high school level, students are often supported through an Advanced Placement or Honors Class.
- Reassessments may occur often or every few years and may include testing, review of existing standardized test data, and an analysis of a student's classroom performance in consultation with their current literacy teacher. The Advanced Learner Coordinator or classroom teacher will confer with parents when it appears their child does not need support for the next year.

### Mathematics

- Math is also a skill area, but it has multiple domains in its content: numbers and operations, geometry, measurement and data, probability and statistics, operations and algebraic thinking, etc. A student may show mastery in one, two or more domains.
- Students who show mastery of most of the curriculum through pre-assessment and strong mathematical understanding through their justifications of their answers may be recommended for an accelerated placement such as attending a math class in the next grade level. Students who do not demonstrate a need for an accelerated placement but have a strong number sense and problem solving skills may be recommended for a Tier II enrichment or extension with a group or individually. The Advanced Learner Coordinator may collaborate with the classroom teacher to assist in planning if needed. Instruction may occur inside the classroom or in a pull out group. At the high school level, students are often supported through an Advanced Placement or Honors Class.
- Students in accelerated placements are expected to maintain a high level of performance, demonstrating proficiency in grades K-5, earning grades of B or better in grades 6-12. Should a student's performance be lacking, the Advanced Learner Coordinator will gather a team including the teacher and the parent in order to make decisions on placement options. Normally support for improving the performance will be planned first. In some cases, the student may return to the regular grade level for math. We want students to be placed where they can be successful.

### Science and Social Studies

- Science and Social Studies are primarily content areas. As such, it would be unusual for students to have already learned all of the content for those subjects in the curriculum at their grade level, and

therefore the curriculum is appropriate. More often, a student may have a strong interest in a particular area of the subject, so they know more about the content of that area. Assessment in Science and Social Studies normally takes the form of pre-testing on units as they come up. This might be done for a single unit or multiple units. The pre-test provides a guide as to what the student does or does not know about that content area. Other guides are a student's reading skills, level of independence, and depth of interest. Highly independent, motivated, advanced readers may be able to learn curriculum at a much faster pace than a typical class, and an individual plan may be created for that student. Because most students need to learn the existing curriculum in Science and Social Studies, there are fewer students who demonstrate a need for support in these areas. At the high school level, students may elect to double up on courses in order to complete courses early and move on to advanced level opportunities.

- Support for Science and Social Studies often takes the form of extensions within the classroom. If students have demonstrated mastery of some content, they may work on extensions to replace that work. A plan might also be set up for a student to learn content at a faster pace and to work independently on extensions in the time that is gained. The extension work could take many forms and be inside the classroom or part of a pull out group. At the high school level, students are often supported through an Advanced Placement or Honors Class.
- Planning is done on an ongoing basis as new units come up. Students' knowledge of new units and performance on past extensions will be considered. Students may be involved in extensions in some units and not others, or in some years and not others.

### Music, Art, Other Electives

- Assessments in music, art, and other electives are based primarily on student performance in that area or results from rating scales and nominations. There are often opportunities for extensions and enrichment built into programs in these areas. For example, most art activities allow students to work at their own skill level, and art teachers are able to make suggestions to individual students that will advance their work. In music, students can participate in extra-curricular performance groups and statewide solo-ensemble competitions. Most students referred in these areas have exceptional skills for their age or grade that cannot be easily accommodated within the regularly planned activities.
- Support for music, art, and other electives are highly individual and based on the specifics of each situation. Clubs and field trips may be included.
- Continuation of support is based on student performance and the resources available as the students move through the school district. For example, there may be more in class opportunities to meet students' needs as they reach the high school, so there may be less need for support.

# Board Policy for Early Entrance to Kindergarten and First Grade

## 5112 - **ENTRANCE AGE**

The Board shall establish student entrance age requirements which are consistent with Wisconsin Law and sound educational practice and which ensure equitable treatment.

### **A. Kindergarten**

1. A child is eligible for entrance into four (4) year old kindergarten if s/he attains the age of four (4) on or before September 1st of the year in which s/he applies for entrance and meets the residency requirements.
2. A child is eligible for five (5) year old kindergarten when s/he attains the age of five (5) on or before September 1st of the year in which s/he applies for entrance and meets the residency requirements. The child may not be placed in an alternative program without the permission of the parent.

### **B. First Grade**

A child must be six (6) years of age on or before September 1st in the year in which s/he enrolls. A student must have completed a kindergarten program or must receive a waiver of this requirement.

Any student who has not completed a five (5) year old kindergarten program, but seeks to enroll into first grade must receive a waiver of the requirement. The following students are eligible to receive a waiver:

1. Any student who has moved to the District from another state or country where completion of a five (5) year old kindergarten program is a prerequisite to enrollment in first grade and that student has received a waiver of the requirement in his/her prior state or country.
2. Any student who has moved to the District from another state or country that does not require the completion of five (5) year old kindergarten prior to enrollment in first grade.
3. Any student who, at the discretion of the building principal, in consultation with the first grade teacher(s) of the District, determines that, notwithstanding that the student has not completed a five (5) year old kindergarten program, the student has demonstrated sufficient aptitude in all core competencies normally required of kindergarten students in the District upon completion of the kindergarten program.

The Principal shall perform any required testing to establish the student's academic capabilities and shall prepare a written evaluation that either grants or denies the waiver and provides an explanation as to the decision.

### **C. Initial Entry**

Children entering the District for the first time must comply with State law. Students must have an immunization record on file at the school. Any student who does not have the proper immunization may be excluded or permitted to remain in school pursuant to Policy 5320 - Immunization.

A child may be exempt from the required immunizations upon written request of the parent of such child stating the objection to the immunizations on religious grounds, personal conviction, or for medical reasons certified by a competent medical authority.

### **D. Verification of Residence**

Verification of a parent's residence shall be required at the time the child registers in a District school. Verification of residence may also be required at any other time at the discretion of the District Administrator.



## **E. Early Admission**

The District shall prescribe procedures, conditions, and standards for early admission to five (5) year old kindergarten and first grade. The District does not allow early entrance to four (4) year old kindergarten.

1. A written letter shall be made by the parent(s)/guardian(s) to the Superintendent for early admission to five (5) year old Kindergarten of any child who will be five (5) years old between September 1st and October 1st. The deadline is June 1.
2. The letter is shared with the school psychologist and elementary principal of the school the child would attend.
3. Within ten (10) business days the elementary principal shall hold a personal interview with the family to determine the parent(s)/guardian(s) reasons for requesting entrance prior to the legal age. At this time a child would be considered if space and staff is available.
4. An evaluation of the child's potential to benefit from early admission to school shall be completed as soon as possible after the personal interview is completed. The evaluation shall consider emotional, social, cognitive, and readiness skills as well as physical health. The individual evaluation shall be conducted by the District's school psychologist. The evaluation shall be at no cost to the parent(s)/guardian(s).
5. After the evaluation has been completed, a review shall be held with the parent(s)/guardian(s) to consider the appropriateness of early entrance into five (5) year old Kindergarten. The principal will send a recommendation to the Board of Education, including an anticipated start date for the student. Early admission will be granted only if staff and facilities are deemed sufficient.
6. If early admission is granted, the placement is reviewed within six weeks of the start of the school year to see if it is appropriate for the child. The child's parent(s)/guardian(s), classroom teacher(s), school psychologist and building principal are involved in the review process. If placement is found to be inappropriate at that time, continuation of the placement may be modified, overruled or denied.
7. If early admission is denied following the evaluation and the parent(s)/guardian(s) choose to pursue placement, then the parent(s)/guardian(s) need to contact the Superintendent no later than July 1. If parent(s)/guardian(s) disagree with the Superintendent's decision, it may be appealed to the school board no later than the regular August board meeting. The school board has the final authority for the early admission decision. If the student is denied early admission, acceleration of the child could occur in future years.

## **F. Older Students**

The Wisconsin Constitution guarantees a free education for children ages four (4) through twenty (20) who have not graduated from high school. The requirement of the local school district to provide free public elementary and secondary education to resident children is stated in Wis. Stat. sec. 121.77(1), as follows: "Every elementary school and high school shall be free to all pupils who reside in the district." For school attendance purposes, a child is a resident of the district where s/he lives, regardless of where his/her parent lives, unless s/he is there "for the sole purpose of having the privileges of the public school of the district to which s/he may be transferred."

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Legal - Wis. Stats 118.14, 118.15, 120.12(25)

Last Revised August 12, 2019

## Portage High School PRIME COURSE CONTRACT

Prime courses (includes Advanced Placement) are rigorous college-level courses that require sincere commitment and strong work ethic on the part of the student. Parents are expected to provide proper support and assistance to ensure their child's success.

Student Name: \_\_\_\_\_ Grade (next year): \_\_\_\_\_

- ☐ AP Biology
  - ☐ AP Chemistry
  - ☐ AP Computer Science A/B
- (Reimbursement Agreement required)

- ☐ AP English Language
- ☐ AP English Literature
- ☐ German III
- ☐ German IV

- ☐ German V
- ☐ Pre-Calculus
- ☐ AP Calculus
- ☐ Spanish III

- ☐ Spanish IV
- ☐ Spanish V
- ☐ Honors United States History
- ☐ Honors Global Studies

Course:	Course:	Course:	Course:
<input type="checkbox"/> Student has study habits, maturity, attitude, and good attendance to be successful in Prime coursework. <input type="checkbox"/> Student could benefit from waiting a year to enroll in a Prime course. <input type="checkbox"/> Student is <b>NOT</b> recommended for a Prime course due to concerns about: <div style="margin-left: 20px;"> <input type="checkbox"/> study habits  <input type="checkbox"/> academic skills  <input type="checkbox"/> attendance                 </div> Teacher Signature: _____ Grade Received in Current Subject: _____	<input type="checkbox"/> Student has the study habits, maturity, attitude, and good attendance to be successful in Prime coursework. <input type="checkbox"/> Student could benefit from waiting a year to enroll in a Prime course. <input type="checkbox"/> Student is <b>NOT</b> recommended for a Prime course due to concerns about: <div style="margin-left: 20px;"> <input type="checkbox"/> study habits  <input type="checkbox"/> academic skills  <input type="checkbox"/> attendance                 </div> Teacher Signature: _____ Grade Received in Current Subject: _____	<input type="checkbox"/> Student has the study habits, maturity, attitude, and good attendance to be successful in Prime coursework. <input type="checkbox"/> Student could benefit from waiting a year to enroll in a Prime course. <input type="checkbox"/> Student is <b>NOT</b> recommended for a Prime course due to concerns about: <div style="margin-left: 20px;"> <input type="checkbox"/> study habits  <input type="checkbox"/> academic skills  <input type="checkbox"/> attendance                 </div> Teacher Signature: _____ Grade Received in Current Subject: _____	<input type="checkbox"/> Student has the study habits, maturity, attitude, and good attendance to be successful in Prime coursework. <input type="checkbox"/> Student could benefit from waiting a year to enroll in a Prime course. <input type="checkbox"/> Student is <b>NOT</b> recommended for a Prime course due to concerns about: <div style="margin-left: 20px;"> <input type="checkbox"/> study habits  <input type="checkbox"/> academic skills  <input type="checkbox"/> attendance                 </div> Teacher Signature: _____ Grade Received in Current Subject: _____

The following conditions must be understood by the student and accepted by the parents if the student is to be enrolled in a Prime course. Student and a parent need to indicate their understanding by initialing below:

Student	Parent	
		1. I understand that regular attendance in class is required.
		2. Students should anticipate spending at least <u>1 hour</u> of study and preparation time <u>per night per course</u> . Students are responsible for arranging tutoring or extra help with their Prime teacher.
		3. A student cannot drop a course after the first week of class without receiving an "F" for that course on his/her PHS transcript.
		4. If the course lasts one full year (September-June), students wanting to drop a Prime course at semester must receive a "D" or "F" in the course. <b>NOTE:</b> Dropping a course may negatively impact college admissions.
		5. Students enrolling in more than one Prime class should carefully consider the demands placed upon their time. It is suggested that students enroll in no more than two Prime courses if taking these courses for the first time.
		6. For AP English Language/Literature students – <b>SUMMER READING IS REQUIRED.</b>
		7. <b>AP ONLY:</b> Students are required to take the AP exam for the AP course in May. Cost: \$94 (2020 fee)

**I UNDERSTAND THE RESPONSIBILITIES I HAVE ACCEPTED IN CHOOSING TO ENROLL IN A PRIME COURSE.**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**I UNDERSTAND THE RESPONSIBILITIES MY CHILD HAS ACCEPTED IN CHOOSING TO ENROLL IN A PRIME COURSE.**

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## STUDENT REGISTRATION FORM

Student Name \_\_\_\_\_

**Portage High School**

Name of High School

**2020 2021 2022**

Circle Year of HS Graduation

Check Course(s):

- |   |                                 |
|---|---------------------------------|
| <input type="checkbox"/> <b>Political Science 141: American Government &amp; Politics</b> | <b>1 credit – all year</b>      |
| <input type="checkbox"/> <b>English 101: Freshmen English</b>                             | <b>.5 credit – one semester</b> |
| <input type="checkbox"/> <b>Math 143: Mathematics for Business and Social Services</b>    | <b>.5 credit – one semester</b> |
| <input type="checkbox"/> <b>Math 355: Matrices &amp; Linear Algebra</b>                   | <b>.5 credit – one semester</b> |
| <input type="checkbox"/> <b>EdFound 230: Intro to Human Development</b>                   | <b>.5 credit – one semester</b> |

The grades you receive for UWW P.I.E. courses become a permanent part of your college transcript. Before taking a P.I.E. course, you should carefully decide whether you are ready for college level work and willing to make the time commitment required for your courses.

Dropping a P.I.E. course will result in an "F" on your high school AND UWW transcript.

Students are responsible for the cost of tuition that is approximately \$300 per course/semester (based on current UWW tuition rates).

**Full payment of tuition must be made to PHS before September 1.**

Qualifying data must be filled in for University records; to be completed by high school staff:  
(only one of the three below criteria need to be documented)

- Rank in Class: \_\_\_\_\_ / \_\_\_\_\_ (upper 25%), **OR**
- GPA: \_\_\_\_\_ (3.25 and above on a 4-point grade scale), **OR**
- Rank in Class: \_\_\_\_\_ / \_\_\_\_\_ ACT Score: \_\_\_\_\_ (second quarter and ACT of 24 or higher)

Signature: \_\_\_\_\_  
School Counselor

*This student DOES NOT meet the above PIE admission criteria; however, in consultation with the UW-Whitewater department liaison professor, I am authorizing this student PIE participation in my class (please attach a paragraph explaining why you, the classroom teacher, feel the student will be successful in this class.)*

Signature: \_\_\_\_\_  
High School PIE Teacher

I certify that the information in this application is true and complete to the best of my knowledge, and I understand that inaccurate information may affect my enrollment and tuition status.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

		<b>Acceleration Assessment</b>  <b>Date:</b>		
Student Name -		Age -		
Father - Mother -				
Proposed Acceleration		Initiated By		
Siblings				
Name	Age	Grade	Gender	Has ILP?
1				
2				
3				
4				
5				

# Acceleration Consideration

**Student Name:**

**Entered school at what level?**

**Age when starting school?**

**Has advanced abilities in what areas?**

**Has been accelerated to another subject or grade level before?**

**Has participated in Advanced Learner program events?**

**Disabilities & Disorders - Special Services Received?**  
**Learning** - language, non verbal, math; **Behavioral** - ADHD, ADD;  
**Developmental** - autism, Asperger's; **Social-emotional** -  
 depression, bipolar, OCD, ODD; **Physical** - visual, hearing, injury,  
 motor, handicap; **Other health**; ELL

## Assessments

		Full Scale Score	Points Awarded
<b>ABILITY Test</b> <b>(ex: WISC WJ-COG)</b> <b>Test Date</b>	Norms and points		
	2 pts Between 1 & 2 standard deviations above the mean (115-129)		
	4 pts Between 2 & 3 standard deviations above the mean (130-144)		
	6 pts Three or more standard deviations above the mean (145 +)		
<b>APTITUDE Test</b> <b>(ex: MAPs, STAR)</b> <b>Test Date:</b>	Above level test compared to students at least two grade levels above. Norms and points 0 pts At or below the 49th percentile 1 pts Between the 50th and 74th percentile 2 pts At or above the 75th percentile	Language	
		<b>Math</b>	
		<b>Reading</b>	
		Other	

<b>ACHIEVEMENT Test (ex: WSAS) Test Date:</b>	Norms and points 0 pts At or below the 89th percentile 1 pts Between the 90th and 94th percentile 2 pts At or above the 95th percentile	Language	
		Math	
		Reading	
		Other	
If subscale score is <10, acceleration is not recommended. If subscale score is >10, student may be a good candidate for grade level acceleration.		<b>TOTAL Subscale Score A</b>	
<b>Attendance</b>	0 pts History of frequent unexcused absences and/or tardiness. 1 pt History of frequent excused absences (i.e. illness, family issues.) 2 pts Average attendance and tardiness compared to peers. 3 pts Excellent attendance		
<b>Age vs Current Grade</b>	1 pt Among the youngest. 2 pts Average age. 3 pts Among the oldest.		
<b>Physical Size vs Current Grade</b>	1 pt Smaller than most. 2 pts About the same size. 3 pts Larger than most.		
<b>Motor Coordination vs Current Grade</b>	1 pt Less coordinated than most. 2 pts About as coordinated. 3 pts More coordinated than most.		
<b>Participation in School Activities including Advanced Learner Events</b>	0 pts Does not participate, even though opportunities are available. 1 pt Limited participation in activities. 2 pts Participates in two or more activities and does well, but does not receive recognition. 3 pts Receives recognition in activities and has a leadership role.		
<b>Motivation</b>	0 pts Does not complete homework and/or is not interested in schoolwork. 1 pt Will complete assignments and activities that are of interest to him/her. 2 pts Completes assignments and participates in activities most of the time. Has a positive attitude. 3 pts Quickly completes assignments and activities with excellent comprehension.		
<b>Attitude</b>	0 pts Disinterested or frustrated with academic challenges. 1 pt Assignments/ activities are completed, but not consistently. 2 pts Completes assignments, but doesn't seek other challenges. 3 pts Academic challenges are received enthusiastically.		



	4 pts Academic challenges are often sought and completed.	
<b>Peer Relationships</b>	0 pts Extremely poor interpersonal skills. No friends. 1 pt Interpersonal skills are not as well developed as peers. 2 pts Interpersonal skills are appropriate. 3 pts Good interpersonal skills. Prefers to be with older children or adults. 4 pts Good interpersonal skills with everyone.	
<b>Teacher Relationships</b>	0 pts Poor interpersonal relationships with all teachers. 1 pt Poor interpersonal relationships with most teachers. 2 pts Good interpersonal relationships with most teachers. 3 pts Excellent interpersonal relationships with virtually all teachers.	
<b>Behavior</b>	0 pts History of frequent discipline problems. 1 pt Has discipline problems occasionally. 2 pts No history of discipline problems but not faultless. 3 pts Exceptional behavior; positive.	
<b>Emotional</b>	0 pts Pattern of emotional disturbances (inappropriate, aggressive, depression). 1 pt When criticized becomes defensive and/ or aggressive. 2 pts Very sensitive to criticism or remarks. 3 pts Thoughtfully considers feedback and modifies behavior appropriately.	
<b>Self-Concept</b>	1 pt Weak self-concept and underestimates abilities. 1 pt Inflated self-concept and overestimates abilities. 2 pts Positive and realistic self-concept.	
<b>Student Attitude</b>	0 pts Indicates they do not want to be accelerated a grade. 1 pt Is unsure about accelerating. 2 pts Is mildly positive about accelerating. 3 pts Is enthusiastic about accelerating.	
<b>Parent Attitude and Support</b>	0 pts Parent involvement exceeds that of most gifted students. 1 pt Parents are uninterested and uninvolved. 2 pts Parents seem supportive and involved in their child's progress. 3 pts Parents are strongly supportive and committed to working with the school.	
<b>Participation in Non-school Activities</b>	0 pts Does not participate in any activities. 1 pt Participates occasionally. 2 pts Participates and does well in two or more activities. 3 pts Has a leadership role and received recognition in one or more activities.	
<b>Grade Placement</b>	0 pts Building change at the start of the year. 1 pt Student attends SOME classes in another building. 2 pts Kindergarten OR First Grade early entrance. 4 pts No change in building during the year.	
<b>Siblings</b>	0 pts Sibling(s) are in the grade level of consideration OR one grade level above. 1 pt Sibling(s) are one grade level below student's current grade level. 2 pts Sibling(s) are two or more grade levels above or below student's current grade.	

	3 pts Student has no siblings.	
<b>Planning Process</b>	0 pts No prior planning or gathering of information. 1 pt Limited planning or sharing about this student's acceleration. 2 pts Extensive planning and discussion have occurred.	
<b>School System</b>	0 pts Policy or attitude is against acceleration 1 pt School demonstrates minimal support. 2 pts School has a positive attitude towards acceleration. 3 pts School shows strong support for acceleration as a program option.	<b>2</b>
		<b>TOTAL Subscale Score B</b>
<b>Parent &amp; Teacher Comments:</b>		
<b>TOTAL SCORE Subscale A+B</b>		
<b>GUIDELINES</b>		
Student is not recommended for whole-grade acceleration.		Less than 32 points
Student is a marginal candidate for whole-grade acceleration. There is no clear recommendation. Review materials closely and carefully consider alternatives.		33-34 points
Student is a good candidate for whole-grade acceleration Acceleration is Recommended		44-59 points
Student is an excellent candidate for whole-grade acceleration Acceleration is Recommended		60-80 points



## CRITICAL ITEMS

If any of the items below apply to the student in question,  
whole-grade acceleration is not recommended.

Student ability (IQ) is less than one standard deviation above the mean.			
Student would be placed in the same grade, or higher grade than a sibling.			
Student currently has a sibling in the same grade.			
Student indicates they do not wish to be accelerated.			

ILP Team Decision:

# Board Policy for Promotion, Placement and Retention

## 5410 - **PROMOTION, PLACEMENT, AND RETENTION**

The extent of each student's progress toward school adopted goals shall continually be of central concern to the school staff. Progress shall be viewed comprehensively in the light of such factors as the student's educational achievement, age, mental health, social needs, ability as determined by objective and subjective data, and/or environmental influences.

Retention or advancement decisions will be the responsibility of the instructional staff with the final authority residing in the district administrator or his designee. Parents or guardians, teachers, the student involved, and other concerned persons may be included in the discussions of leading to a decision relative to promotion or retention.

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Such pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.

A student will be promoted to the succeeding grade level when s/he has:

- A. completed the course requirements at the presently assigned grade;
- B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
- C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade.

Following sound principles of child guidance, the Board discourages the skipping of grades.

### **Promotion from Grade 4 and Grade 8**

The Board directs the District Administrator to prepare a list of specific criteria for promoting students from the 4th and 8th grades. The criteria shall include the student's score on the 4th and 8th grade examination, unless the student has been excused from taking the examination; the student's academic performance; the recommendations of teachers which shall be based solely on the student's academic performance; and any other academic criteria recommended for Board consideration.

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Legal

118.33(6), Wis. Stats.

Last Revised May 14, 2018

# Board Policy for Early College Credit Program

## 2271 - **EARLY COLLEGE CREDIT PROGRAM**

The Board recognizes the value to students and to the District of students participating in programs offered by University of Wisconsin system institutions, tribally controlled colleges and private, non-profit higher education institutions in Wisconsin.

The Board will allow any high school student who satisfies the eligibility requirements to participate in the Early College Credit Program (ECCP) to enroll in an approved course at an ECCP-approved institution of higher education while attending in the District. Students will be eligible to receive college and high school credit for completing course(s) at authorized institutions of higher education provided they complete the course(s) and receive a passing grade.

If a student receives a failing grade in a course or fails to complete a course for which a school board has made payment, the student's parent or guardian (or the student if he or she is an adult) is required to reimburse the school district the amount paid on the student's behalf. Failure to make reimbursement when requested may result in future denial of youth options courses for the student and not being allowed to participate in the high school graduation ceremony.

The School District's responsibility to pay for tuition, fees, books and other necessary materials shall be limited to eighteen (18) postsecondary credits per student. For purposes of high school credit, one college credit is equivalent to  $\frac{1}{4}$  high school credit.

The District Administrator shall ensure that the District's Early College Credit Program comports with applicable State law and the administrative rules of the Department of Public Instruction. The District Administrator shall also ensure that all students enrolled in the District in the 8th, 9th, 10th, and 11th grades are provided with information regarding the Program by October 1st each year.

Revised 5/14/18

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Legal

118.55, Wis. Stats.

118.57, Wis. Stats.

P.I. 40

Last Revised August 12, 2019

# Board Policy for Early Graduation

## 5464 - **EARLY GRADUATION**

The Board of Education acknowledges that some students are pursuing educational goals which include graduation from high school at an earlier date than their designated class.

Early graduation may be granted after completion of seven (7) or more semesters of attendance, grades 9-12, to students who fulfill the following requirements:

- A. complete graduation credit requirements;
- B. earn a cumulative GPA of 2.5 or above;
- C. have no more than three (3) unexcused absences, ten (10) excused absences, and zero (0) truancy tickets in their last two (2) full semesters of attendance;
- D. submit a written request for early graduation to the high school principal two (2) semesters immediately prior to the semester in which they wish to graduate. The request must include the purpose of the request and set forth a well-organized plan for their future. It must also be endorsed in writing by the student's parent/guardian.
- E. receive a recommendation for approval by a committee of professional staff at the high school, including the building principal, the student's guidance counselor, and at least three (3) of the student's past or present high school teachers.

The High School Administrator shall present the Early Graduation Requests to the District Administrator for consideration.

A request for early graduation which is denied may be appealed, in writing, within thirty (30) days of the decision to deny the request, to the Early Graduation Appeal Committee (District Administrator or Designee, High School Principal or Designee, Board Member, Counselor, and a Teacher). The written appeal shall explain the basis for the appeal and provide all necessary supporting information for the Early Graduation Appeal Committee to consider. The student and his/her parents may present the request to the committee, but the committee shall deliberate in private. The District Administrator shall send a written final decision to the student and his/her parent/guardian within ten (10) work days of the Appeal Committee decision.

### **NOTES:**

\*Early Graduation approval is conditional. The student must meet the early graduation requirements and complete all credit requirements to graduate early.

\*\* Exceptions to the criteria and deadlines for submitting the written request for early graduation may be considered where compelling personal/family reasons are demonstrated.

The student may participate in the graduation ceremonies with his/her designated class.

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Last Revised December 9, 2019

# Challenges an Advanced Learner May Face

## What Are Some Signs That A Student Is Doing Well?

These are some signs of positive adjustment.

- Student is willing to tackle challenging work.
- Student is able to listen closely and work hard.
- Student is able to put forth more effort when work is challenging.
- Student is able to work through frustrations caused by challenging work.
- Student is able to ask for help without reduction in self-esteem.
- Student gains confidence through mastering challenges.
- Student is socially comfortable in a variety of academic settings.
- Student recognizes personal strengths and abilities, but without excessive comparison to others.

## What Are Some Signs That A Student Is Not Doing Well?

These are some signs of possible social-emotional difficulties.

- Student is unwilling to go to school or tackle challenging work.
- Student frequently complains of headaches or upset stomach.
- Student often cries about school related issues.
- Student refuses to talk about school.
- Student refers to self in negative ways.
- Student wants to sleep more than usual.
- Student teases or bullies other students.
- Student has difficulty establishing and maintaining friendships.

## What Are Some Issues That May Cause Difficulties?

### *Issues related to confidence and competence*

- Worry about ability to master challenging work
- Anxieties about new routines or situations
- Feeling that they are expected to be good at everything
- Attitude that they are better than others, or tendency to put others down
- Trouble negotiating the fine line between legitimate pride in abilities and “bragging” that sets them above others; not sure what to say to peers about their advanced work
- Reluctant to ask for help: afraid that needing help reflects on ability, or afraid to approach teachers
- If in accelerated placements, uncomfortable with older students
- Difficulty handling an unusual schedule if needed for placement

- Issues related to the challenge level of the work
- Avoiding difficult work (may mask worry about the ability to master it)
- Finding that advanced work is still too easy and requires little effort
- Complaining about work even if the level is appropriate – there could be many reasons, including amount of homework, rapport with teacher, pace of instruction, interest in the subject matter, etc.
- Overemphasis on grades rather than the challenge of the work

#### ***Issues related to the pressure to perform***

- High anxiety and stress from feeling they must always excel
- Trouble accepting less than perfection in themselves
- Difficulty handling mistakes or low grades
- Spending excessive amounts of time on work beyond what is warranted
- Not wanting to complete or turn in work that is less than perfect
- Avoiding activities at which they cannot excel; loss of self-esteem when they do not excel
- Wide variety of interests and abilities leads to involvement with too many activities; stress from being overextended

#### ***Issues related to underachievement***

- Lack of motivation to stretch themselves, reluctance to perform to potential
- Not able to gauge the amount of effort needed to perform at a certain level
- Performance affected by negative relationships with particular teachers
- Wanting to hide abilities in order to fit in socially
- Not motivated by future benefits of high performance
- Lack of motivation to complete assignments that are too easy
- Intense interests outside of school that interfere with school performance
- Possible undiagnosed learning difficulties that affect performance
- Vulnerabilities with executive functioning skills that affect work completion and performance

#### ***Issues related to social relationships***

- Lack of peers with similar interests
- Difficulty fitting in with age mates due to intellectual differences
- Difficulty handling teasing related to advanced skills
- Experiencing jealousy from peers, especially from friends
- Lack of patience with less able students; difficulty working in a group

## **What is the State of Wisconsin's Definition of Gifted and Talented?**

The Portage Community School District adheres to the Wisconsin Standard (T) requirement stating that gifted and talented students shall be identified as required in Statute 119.35(1). This identification shall include multiple criteria that are appropriate for the category of gifted including intelligence, achievement, leadership, creativity, product evaluations and nominations. A pupil may be identified as gifted or talented in one or more of the categories under Statute 118.35(1). For more information, see Board Policy 2464

## **Wisconsin & National Statutes, Standards, and Key Characteristics of an Advanced Learner Program**

**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 118.35:** Programs for gifted and talented.

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 (CESAs), institutions within the University of Wisconsin System, and the school district operating under ch. 119 for the purpose of providing to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allows such pupils to fully develop their capabilities.

### **Administrative Rule PI 8.01(2)(t)2 for Gifted and Talented Education**

1. *Each school district shall establish a plan and designate a person to coordinate the gifted and talented program.*
  - a. Coordinator for K-12 – Holly Kobza
2. *Gifted and talented pupils shall be identified as required in s. 118.35(1), Stats.*
  - a. Identification process approved during the 2019-2020 school year.
3. *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.*
  - a. Nomination Forms and rating scales for all areas of giftedness are available for staff and parents to use in referring a child.

4. *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.*
  - a. Identification is based on but not limited to test data, nominations, rating scales, student products and performances, interviews, observations, and anecdotal evidence.
  - b. Individualized Learning Plans are written for students identified as needing Tier III services based on, but not limited to the above measures.
5. *Identification tools shall be appropriate for the specific purpose for which they are being employed.*
  - a. Rating scales for each area of giftedness as well as parent & student nomination forms are available to refer a student. Assessments, portfolios and other measures may also be used.
6. *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.*
  - a. Rating scales include special consideration for underachievers and twice exceptional students.
7. *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.*
  - a. Policy exists for correspondence courses at the high school level. (520 – Correspondence Courses)
8. *The school district board shall provide an opportunity for parental participation in the identification and resultant programming.*
  - a. Parents are continually a part of the process in identifying and choosing programming for their child. Parents are also a part of an advisory committee who advises the Advanced Learner Program Coordinator.

## **How are Advanced Learner Standards Being Met?**

### **[Related standards to Standard (t)]**

#### **Standard (b).**

- *Staff development plans should include information to develop awareness and understanding of the needs of gifted and talented pupils as well as materials, resources, and appropriate strategies for use with gifted and talented children and youth in the classroom.*
  - Staff will receive professional development on the characteristics of advanced students, strategies to use in the classroom for differentiation, and resources.

#### **Standard (e).**

- *Provide guidance and counseling services to gifted and talented students - critically important to overall program success.*



- School guidance and counseling services are available for advanced students. The psychologist and/or school guidance counselor are also a part of an advanced student's individualized learning plan team.

**Standard (k).**

- *District curriculum plans should include objectives, content, and resources that challenge the most able and most talented children in any classroom.*
  - Lesson plans show the various differentiation strategies and resources used by teachers in the classroom.
  - PLC notes, data and collaboration are used to determine differentiation.

**Standard (n).**

- *Many gifted children are at risk and need special attention, counsel, and support to help them realize their potential.*
  - Each student identified as advanced has a team consisting of parents, teachers, administration, school counselor and/or psychologist that make collaborative decisions about the student's Individualized Learning Plan

**Standard (p).**

- *Pupils identified as gifted or talented may require special accommodations in programming which is outside the normal sequence of a course(s) or the standard requirements for graduation.*
  - Portage is committed to providing each student what he or she needs when they need it. Accommodations are made within the Individualized Learning Plans for differentiation, acceleration, sequence of courses, alternate courses, early entrance, and early graduation.
  - The Advanced Learner Coordinator collaborates with staff to provide differentiated instruction and resources for advanced students.

**Standard (s).**

- *Data derived from a testing program may be used as part of multiple-criteria identification processes.*
  - The district uses data from STAR and the state FORWARD exam, as well as common district assessments and classroom performance as part of the identification process.

## **What are the Key Characteristics of Effective Talented and Gifted Programs?**

The state of Wisconsin has determined that gifted and talented programs are:

- **Systematic** – Differentiation for Advanced Learners will be based on the district's curriculum, K-12. Differentiation will occur in the classroom, as a pull out program or online for students who are identified as being further advanced than their peers. Local and regional events will be encouraged for Advanced Learners.
- **Collaborative** – Teachers, parents, students, counselors, psychologists, administrators, and the Advanced Learner Coordinator all have input into the student's identification

and/or differentiated programming.

- **Sustainable** – An Advanced Learner Coordinator collaborates with staff members to identify advanced learners and differentiate the curriculum as needed.
- **Fluid** – Individualized Learning Plans are created for Tier III Advanced Learners and monitored throughout the year. Modifications are made based on the progress of the student.
- **Appropriate** – Differentiation for Advanced Learners will focus on deeper understanding of the curriculum or provide enrichment. This will be in place of regular assignments or activities.
- **Comprehensive** – School counselors and psychologists will be a part of an Advanced Learner's ILP team for social and emotional support. There are opportunities for students to work with others of like abilities.
- **Aligned** – Differentiation will match the district curriculum at the level the student needs for growth. Topics explored in depth are preferred to acceleration of the material.
- **Measurable** – Student progress will be measured through a variety of ways including but not limited to standardized testing, common district assessments, class work, products and performances, participation and effort.

## What are the National Standards for Gifted and Talented Programs?

The National Association of Gifted Children (NAGC) has Programming Standards for Pre-K-12th grade. Portage Community School uses these standards to guide the identification and differentiation for Advanced Learners.

### Standard 1: Learning and Development Description:

- *Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.*
  - The Portage Community School District staff will receive professional development on differentiation and instructional strategies for Advanced Learners.
  - Staff will collaborate with families in accessing resources to develop the gifts and talents of students.
  - Pupil Services staff will work to provide social-emotional supports and academic planning guidance needed to ensure individual success for our Advanced Learners.

### Standard 2: Assessment Description:

- *Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.*
  - An advisory committee that consists of parents and staff will determine what assessments are appropriate and necessary to identify and serve students with advanced needs. Formative assessments, student work/ performance, and other data will periodically be used to monitor

students' progress.

- The Portage Community School District staff will utilize the identification process detailed in this document, assessment scores, and student performance to evaluate growth.
- Professional Learning Communities (PLCs), Student Centered Coaching (SCC), assessments, and staff recommendations will be used to monitor student growth and plan instruction for advanced learners.
- An Individualized Learning Plan will be created and updated by the Advanced Learner Coordinator for each student identified as a Tier III Advanced Learner. This document will include identification data, assessment scores, student progress and team decisions.
- A database of students participating in Advanced Learner events will be updated yearly by the Advanced Learner Coordinator.

### **Standard 3: Curriculum Planning and Instruction Description:**

- *Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.*
  - The Portage Community School District will offer high quality, challenging learning opportunities.
  - The Portage Community School District offers differentiated instruction and a continuum of services for students with varied ability levels.
  - The Portage Community School District is committed to continuous teacher development within curriculum development and instructional pedagogy.
  - The Portage Community School District uses Wisconsin's RtI Tiered Framework to assist in planning instruction and opportunities for Advanced Learners.
  - The Director of Teaching and Learning will ascertain curriculum development and curriculum purchases that reflect the needs of our advanced learners.
  - Members of a student's Individualized Learning Plan team will ensure that the instruction meets the needs of advanced students and is part of the district's curriculum.

### **Standard 4: Learning Environments Description:**

- *Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.*
  - The Portage Community School District will create learning environments that support high expectations, leadership, trust among diverse learners, and offer specific feedback that focuses on developing student potential.
  - The Portage Community School District will work to develop social and communication skills needed for 21<sup>st</sup> century citizens.
  - The Portage Community School District staff will model culturally responsive practices.
  - The Portage Community School District staff will maintain high expectations for all Advanced Learner students as evidenced in meaningful and challenging activities.
  - The Portage Community School District staff will model appreciation for and sensitivity to students' diverse backgrounds and languages and adapt instruction appropriately.
  - Students with gifted and talented needs are able to access advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

### **Standard 5: Programming Description:**

- *Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.*
  - The Portage Community School District will have an identified Advanced-Learner Coordinator.
  - The Portage Community School District Advanced Learner Advisory Committee will engage families and community stakeholders in the monitoring and evaluation of the district's advanced learner services.
  - The Portage Community School District will offer high quality, challenging learning opportunities for advanced students through differentiation strategies, programming, and acceleration.

### **Standard 6: Professional Development Description:**

- *All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of the standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.*
  - The Advanced Learner Coordinator will assist the district in coordinating professional learning opportunities to ensure that staff understand the unique academic needs of students with gifts and talents and that all teachers have the tools necessary to meet these needs.
  - Classroom teachers and other certified staff will use differentiation and other strategies to meet the needs of all students and will keep abreast of professional development opportunities.