

***Plan of Services for
Advanced Learners***

*WORKING TO MEET THE NEEDS OF HIGH ACHIEVING, ADVANCED, AND TWICE
EXCEPTIONAL STUDENTS*

District Mission Statement

The Evansville Community School District, in active partnership with families and the community, will provide a positive learning environment that challenges all students to achieve personal excellence and become contributing citizens of the world community.

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Plan of Services for Advanced Learners

2015-2016 Updated Version

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Services for Advanced Learners Overview

INTRODUCTION

Students with gifts and talents, advanced or accelerated learners are found throughout our schools, in all ethnic and socioeconomic groups. The Evansville Community School District (ECSD) has a long history of providing programming to students with gifts and talents organized under the Wisconsin Pyramid Model and aligned to the 1998 NAGC Gifted Program Standards.

In November of 2010, the National Association of Gifted Children released its updated [PreK-12 Gifted Programming Standards](#) (NAGC, 2010). These standards represent a shift in emphasis from a “GT Program” where students are placed into specific groups, to a continuum of services including strategies and interventions for students demonstrating a need. The NAGC PreK-12 Standards address not only the academic needs of students, but also the social and emotional needs. In addition these standards address the needs of twice exceptional students and students from diverse backgrounds (racial, cultural, socioeconomic, gender, etc.). In response to these new standards and the growth of the Response to Interventions (RtI) model, the WI DPI recommends that districts use the RtI model to serve students with advanced, accelerated, or gifted learning needs.

So what does this mean? In an RtI framework, identification for services for advanced learners looks a bit different than in the more traditional model that districts have used in the past. Identification shifts away from identifying and labeling children as “gifted” or “gifted and talented” to identifying specific educational services that students require at a given time. These needs will likely change over time as children develop and grow.

Services also change. The emphasis moves away from specific activities and programs to research-based strategies that are most often implemented in the classroom. Examples include flexible grouping, pre-assessment, and the use of differentiated lessons and assignments. Other strategies are more school-based, such as subject or grade acceleration. This model also acknowledges that student needs will change over time and that the level and type of services needed must be responsive to those changes.

Services for advanced learners in ECSD are grounded in the National Association of Gifted Children (NAGC) standards (revised 2010) for gifted education and Wisconsin state law.

WHAT IS GIFTEDNESS

Concepts of giftedness have changed over the years to recognize current brain research and the thinking of researchers in the field. Nationally, there is not an agreed upon definition of giftedness, however, the field acknowledges that giftedness can be found in all populations and cultures and that intelligences are fluid. The Wisconsin Department of Public Instruction gives the following guidelines for districts in developing gifted education plans:

1. Intelligences are dynamic and fluid.
2. Giftedness is inclusive.
3. Educational systems should be responsive.

For more information about the concepts of giftedness visit [Implication for Practices](#) (WI DPI) on DPI's website or the [resources](#) for Section 1 of this document, *What is Giftedness?* (Mursky).

WI Areas of Giftedness
<ul style="list-style-type: none">• General Intellectual• Specific Academic• Leadership• Creativity• Visual and Performing Arts

WISCONSIN STATE LAW

The Wisconsin State Statute (WI DPI) is as follows:

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

Wisconsin Statute: s. 118.35, Wis. Stats. *Programs for gifted and talented pupils*

In this section, "gifted and talented pupils" means pupils enrolled in public schools that 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.

The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils. 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.

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 allow such pupils to fully develop their capabilities.

Administrative Rule 8.01(2)(t)2. *Each school district shall establish a plan and designate a person to coordinate the gifted and talented program. Gifted and talented pupils shall be identified as required in s. 118.35(1), Stats. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under s. 118.35(1), Stats. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The*

identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. V of ch. 115, Stats. The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted or talented as required under ss. 118.35(3) and 121.02(1)(t), Stats. The school district board shall provide an opportunity for parental participation in the identification and resultant programming.

Definitions of Terms

Access. An opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards under s. 66.30, Stats., and postsecondary education institutions (from PI 8.001, Wis. Admin. Code).

Appropriate program. A systematic and continuous set of instructional activities or learning experiences which expand the development of the pupils identified as gifted and talented (from PI 8.01(2)(t), Wis. Admin. Code).

Gifted and talented. 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 (from s. 118.35(1), Wis. Stats.).

PHILOSOPHY

Services for advanced learners in ECSD are grounded in the National Association of Gifted Children (NAGC) standards (NAGC, 2010) for gifted education, Wisconsin state law, and [ECSD Policy #342.3](#), and support the mission of the Evansville Community School District.

Giftedness exists in all populations. Students who are advanced need learning experiences that allow them to develop and grow. These students are best served through a continuum of services integrated into an educational program that meet the needs of the whole child. Components of the Plan of Services for Advanced Learners include:

- Highly trained educators
- Rigorous core curriculum in grades K-12
- Assessment to inform instruction
- Response to Intervention/Instruction
- Differentiated curriculum and instruction
- Development of students as autonomous learners
- Identification matched with services
- Flexible pacing of instruction including opportunities for acceleration and enrichment
- Guidance to meet a student's unique social and emotional needs
- Partnerships between home, school, and the greater community

RESOURCES FOR SECTION ONE

[ECSD Policy 342.3](#) *Gifted and Talented Program*

[ECSD Policy 343.3](#) *Virtual School Program*

[ECSD Policy 343.31](#) *Virtual School Program Administrative Rule*

[ECSD Policy 343.4](#) *Advanced Learning and Credit Opportunities*

[ECSD Policy 343.42](#) *Coop Work and Youth Options Programs*

[ECSD Policy 422](#) *Early Admission to School*

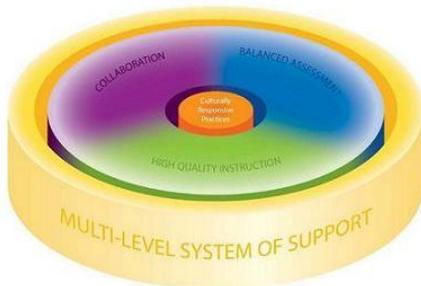
[NAGC PreK-12 Gifted Programming Standards](#)

[What is Giftedness?](#)

Services for Advanced Learners through the RtI Framework

Evansville Community School District Services for Advanced Learners are aligned with the current Wisconsin Model of Gifted Education Services under the Response to Intervention (RtI) framework and are grounded in the PreK-12 Gifted Programming Standards published by the National Association of Gifted Children (NAGC) in 2010 (NAGC, 2010).

WISCONSIN RTI MODEL



WI RtI Model (WI DPI)

A student may be considered for gifted services or programming at any point in his or her school career. In the RtI framework, students' needs are identified and served through a continuum of services. Student progress is monitored and services are adjusted throughout the student's K-12 career. The primary goal is always to promote student learning and growth within a supported environment.

IDENTIFICATION FOR SERVICES FOR ADVANCED LEARNERS UNDER RTI

There are multiple pathways to access services for students who are advanced. All services begin within the classroom. Teachers use assessment data to inform learning needs and adjust work, or differentiate instruction for particular skills and concepts. Some students require differentiated instruction for a few concepts or skills in a specific subject area for a short period of time, while other students require differentiated instruction for multiple concepts and skills in many subject areas over many years. Teachers also use enrichment as part of instruction for students. Families are encouraged to talk directly with their son's or daughter's teachers regarding learning goals, instruction, and differentiation within the classroom.

UNIVERSAL SCREENING

A second pathway is through universal screening. Educators examine the assessments taken by all students and search for multiple indicators suggesting that a student requires services for advanced learners. ECSD uses several assessments and inventories across the grade levels to screen for students in need of services. The chart below shows screeners currently in use.

Grade	Area	 Screener	Timeline
K	<i>Math</i>	<i>Common Benchmark Assessments</i>	<i>Fall/Winter/Spring</i>
	<i>Reading</i>	<i>PALS-K</i>	<i>Fall/Winter/Spring</i>
		<i>Fountas & Pinnell</i>	<i>Fall/Winter/Spring</i>
		<i>STAR Early Literacy</i>	<i>Winter/Spring</i>
1st	<i>Math</i>	<i>Common Benchmark Assessments</i>	<i>Fall/Winter/Spring</i>
		<i>STAR</i>	<i>Fall/Winter/Spring</i>
	<i>Reading</i>	<i>Fountas & Pinnell</i>	<i>Fall/Winter/Spring</i>
		<i>PALS 1-3</i>	<i>Fall/Winter/Spring</i>
	<i>STAR Early Literacy & STAR</i>	<i>Fall/Winter/Spring</i>	
2nd	<i>Math</i>	<i>Common Benchmark Assessments</i>	<i>Fall/Winter/Spring</i>
		<i>STAR</i>	<i>Fall/Winter/Spring</i>
	<i>Reading</i>	<i>Fountas & Pinnell</i>	<i>Fall/Winter/Spring</i>
		<i>STAR</i>	<i>Fall/Winter/Spring</i>
	<i>PALS 1-3</i>	<i>Fall/Spring</i>	
3rd – 5th	<i>Math</i>	<i>Common Benchmark Assessments</i>	<i>Fall/Spring</i>
		<i>State Assessment</i>	<i>Fall/Spring</i>
		<i>STAR</i>	<i>Fall/Winter/Spring</i>
	<i>Reading</i>	<i>QRI</i>	<i>Fall/Spring</i>
		<i>State Assessment</i>	<i>Fall/Spring</i>
		<i>STAR</i>	<i>Fall/Winter/Spring</i>
6th – 8th	<i>Math</i>	<i>State Assessment</i>	<i>Fall/Spring</i>
		<i>Iowa Algebraic Aptitude Test-7th/8th</i>	<i>Spring</i>
		<i>STAR</i>	<i>Fall/Winter/Spring</i>
	<i>Reading</i>	<i>State Assessment</i>	<i>Fall/Spring</i>
		<i>STAR</i>	<i>Fall/Winter/Spring</i>
9th – 12th	<i>Reading</i>	<i>Scholastic Reading Inventory-9th</i>	<i>Fall</i>
	<i>Multiple Area</i>	<i>ACT – 11th</i>	<i>Spring</i>
	<i>Reading/Writing/Math/ Science</i>	<i>Aspire-9th – 10th</i>	<i>Spring</i>
	<i>Reading/Math</i>	<i>STAR</i>	<i>Fall/Winter/Spring</i>
		<i>State Assessment</i>	<i>Fall/Spring</i>

REFERRAL

Finally, a student may be referred for services by a parent, guardian, educator, or a student in grades 6-12 through completion of an ECSD Services for Advanced Learners Referral form.

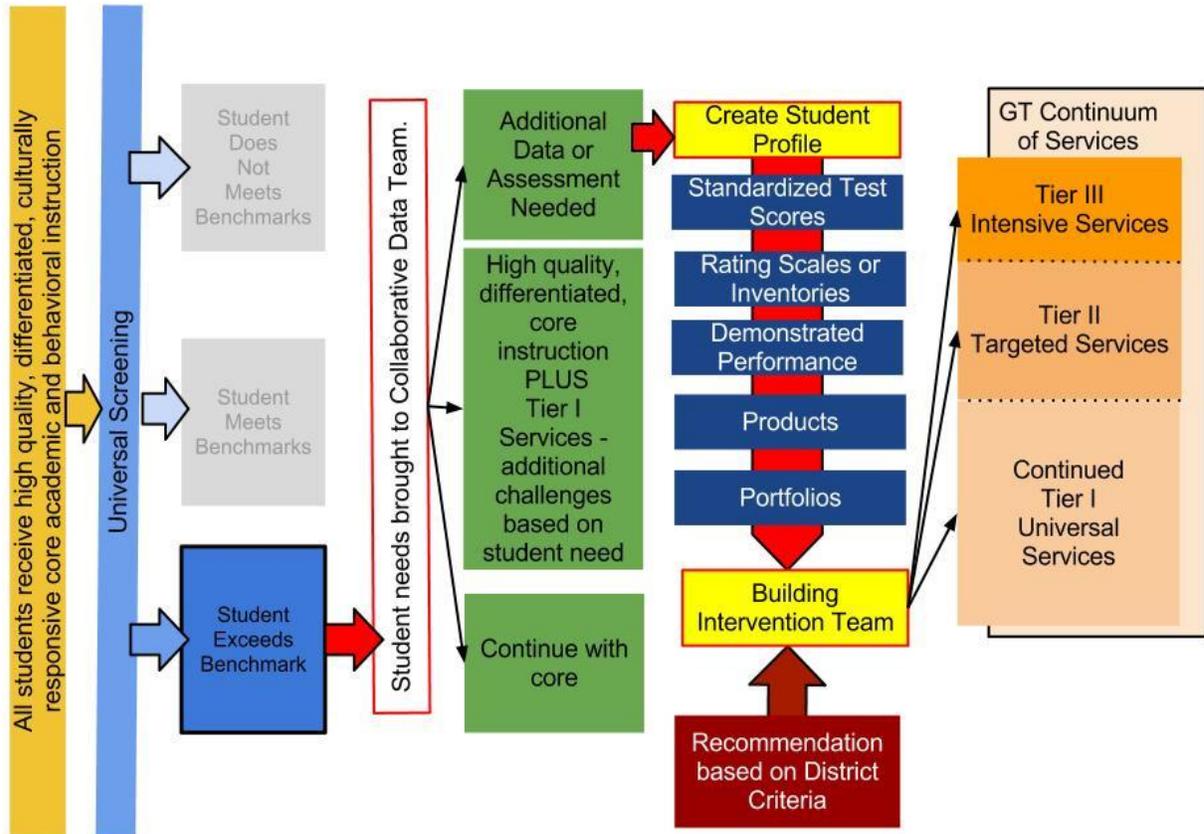
In each of these pathways, when services beyond differentiation are being considered, the Advanced Learning Coordinator or Specialist for advanced learners works to develop a student profile. The profile contains information from assessments, teacher inventories, parent inventories, student portfolios, and nomination forms. In some cases, additional assessment data is needed to make decisions. When this is the case, parent(s)/guardian(s) will be contacted for permission to conduct further assessment.

The district Advanced Learning Coordinator or Specialist for the advanced learner works with the Building Intervention Team to review the information contained in the student profile. The team searches for or identifies multiple indicators that show the need for advanced learner services and determines the appropriate level of service.

In some cases, the team's decision will determine that the student's needs will be met within the scope of services available within the classroom (see Services for Advanced Learners RTI [Flow Chart](#)). When a student is recommended for advanced learner services at the targeted or intensive levels, parent(s)/guardian(s) will be notified of the recommendation and have the opportunity to participate in planning. A Differentiated Education Plan (DEP) will be developed and reviewed on at least an annual basis. Interventions will be outlined in the DEP and student progress will be monitored. Based on the changing needs of the student, the team will make recommendations to continue, end, or change services.

The "Services for Advanced Learners RTI [Flow Chart](#)" illustrates the process used to determine services based on student needs identified in the student profile. Note the dashed lines between levels of service indicating that movement may be fluid and may change based on a variety of factors. As students grow and mature, their educational needs change. Services at levels 2 and 3 will be documented in the Skyward GT Module.

SERVICES FOR ADVANCED LEARNERS RTI FLOW CHART



CONTINUUM OF SERVICES

ECSD uses a continuum of services to meet student needs. The [Continuum of Services Chart](#) outlines services in the five talent areas. Because student development changes over time and needs change over time, services may also change. For example, the services for a kindergarten student may look different than those for a middle school student. A student who requires extensions for reading while in second grade may have his/her learning needs met within a fourth grade classroom where the learning demands are more intense. In some cases, a type of service available at one grade level may be different than at another grade level to better meet the needs of students. The chart also illustrates that fewer students will typically need the more targeted and intensive level of services.

**CONTINUUM OF
SERVICES FOR
ADVANCED LEARNERS
CHART**

<i>All Students</i>	<i>Many Students</i>	<i>Few Students</i>	<i>Fewer Students</i>
<i>Universal</i>	<i>Universal Tier 1</i>	<i>Targeted Tier 2</i>	<i>Intensive Tier 3</i>
<i>Rigorous Curriculum</i>	<i>Differentiated Instruction</i>	<i>Subject acceleration one - year</i>	<i>Early Entrance</i>
<i>High Quality Instruction</i>	<i>Pre-assessment</i>	<i>Curriculum Compacting</i>	<i>Grade level acceleration</i>
<i>Activities to enrich learning</i>	<i>Flexible Grouping</i>	<i>Cluster placement</i>	<i>Purchased Services</i>
	<i>Tiered lessons and assignments</i>	<i>Independent Contracts</i>	<i>Radical Acceleration two or more years</i>
	<i>Extensions</i>	<i>Telescoping</i>	<i>Youth Options</i>
	<i>Enrichments</i>		<i>Mentorship or Internship</i>
	<i>Questioning Techniques</i>		
	<i>Creative Thinking</i>		
	<i>Curriculum Compacting</i>		
	<i>Independent Contracts</i>		



STUDENT WORKLOAD

In the Rtl model, students who are struggling receive instruction “in addition to” classroom instruction to make progress toward developing mastery of concepts and skills. For students with advanced learning needs there will be “instead of” work. At times this may mean that students will do *more* work. For example, a student who has shown mastery of a concept or skill might work on a project to develop skills and concepts at a higher level than other classmates. This may require reading higher levels of materials, extended writing, or complex problem solving, which may require more work than the student would do in the original assignment. The work would adequately challenge the student to achieve at a higher level.

It is typical for teachers to provide enrichment and differentiation for students within the classroom as part of the core curriculum. When a teacher begins to see that Tier 2 or Tier 3 services may be needed for a student, he or she should begin documenting the Tier 1 services that are already occurring in the classroom such as curriculum compacting, flexible grouping, independent projects, etc.

When Tier 2 or Tier 3 services are being considered based on district criteria under Rtl, the Advanced Learning

Coordinator or Specialist for advanced learners will create a student profile. The profile will summarize student assessment data, classroom performance, previous services, and other information needed for decision making for the student. The profile will be discussed with the Building Intervention Team (BIT) using decision rules for services for advanced learners. When Tier 2 or Tier 3 services are selected, the Advanced Learning Coordinator or Specialist for advanced learners will make every effort to include parents in the creation of a DEP that outlines specific services, progress monitoring, and a schedule for review. Services will be documented in Skyward so that all teachers working with the student have access to appropriate information about the student's learning needs and interventions in place.

TWICE EXCEPTIONAL LEARNERS

Twice exceptional learners are students who may have advanced academic needs in one or more subject areas while also needing special education services. In these cases, specialists for advanced learners work with classroom teachers, special education teachers, and families to plan for student learning. An example includes working to accelerate a student in math while providing special education services in reading.

SOCIAL AND EMOTIONAL NEEDS

Students who require advanced learning service may have unique social and emotional needs. Sometimes students may deal with anxiety, intensity, expectations that do not match strengths, or a lack of engagement. Many students who are advanced do not have any social and emotional issues. When issues arise, the staff for Advanced Learners work with counselors, teachers and school psychologists to support students and their families.

RESOURCES FOR SECTION TWO

Differentiated Education Plan Template

Student Profile Form

Student Self-Referral Form

Parent/Guardian Referral Form

Section
3

Tier 1 - Services

Students with a wide range of experiences and learning needs can be found in our classrooms. All students are expected to learn and demonstrate proficiency of local, state, and Common Core standards. Some students may demonstrate mastery of concepts or skills prior to instruction or may learn the material very quickly. These students will typically need differentiation, enrichment, and/or extensions in their learning. Please note that care should be taken to examine subgroups of students in order to find students from underrepresented populations who may need these services. According to the [Achievement Trap](#) (Wyner), students who come from disadvantaged backgrounds may not be demonstrating achievement at the same level as their non-disadvantaged peers, but should be included in talent searches and offered extension and enrichment opportunities. These students may need additional support to be successful.

DIFFERENTIATION

When students demonstrate mastery on pre-assessments or quickly master skills during instruction, teachers will differentiate curriculum. There are several [models](#) for differentiation, but primarily teachers will use pre-assessment and formative assessment to determine student learning needs. Teachers will then modify or differentiate the content, process, product, or learning environment based on the information gathered (Thomlinson). Teachers may also have students complete independent projects, participate in competitions, or complete other enrichment activities to enhance learning. For more information about these strategies click the links below that will take you to information provided by Chrys Mursky from WI DPI (Mursky). These are also available in the resources for Section 3.

<i>Information provided by WI DPI on Tier 1 Interventions</i>	
Creative Thinking	Inquiry Models
Critical Thinking	Pre – Assessment
Flexible Grouping	Problem Based Learning
Questioning Techniques	Independent Contracts/Study

ADVANCED PLACEMENT COURSES (AP) AND THE COLLEGE ADVANCED PLACEMENT PROGRAM (CAPP)

At the high school level all students have access to Advanced Placement Courses and courses offered through the College Advanced Placement Program. Motivation, energy, commitment, and risk taking are the qualities students need to experience success in these rigorous courses. AP and CAPP classes are first-year college level courses offered through Evansville High School. Students who accept the challenge of these courses will engage in rigorous college level curriculum while still in high school and have the opportunity to earn college credit by taking the AP Exams in May or by successfully completing the course in the case of CAPP. Although most students complete an AP Course to prepare for the AP Exam, it is not required. The College Board sets the cost of an AP Exam, however, either fee reductions or additional charges may apply based on financial need or the scheduling of the exam. Students are required to score three or higher on the AP Exam to receive college credit. Students should check with colleges that they plan to attend for specific details because individual institutions set their criteria for granting credit. The college granting credit sets the cost of a CAPP course. This fee is paid when students enroll. Upon successful completion of the course, students earn high school and college credit that can be transferred to most institutions. Students begin planning for these courses when in middle school and should think about course sequence to meet prerequisites for these courses.

COMPETITIONS/TALENT EXHIBITIONS

ECSD promotes programs, which give students the opportunity to compete or perform and to explore or exhibit their talent or special achievements. ECSD offers many extra-curricular activities and opportunities throughout the system and departments. Examples of competitions and enrichment opportunities are listed below. Although these activities are open to all students, students may have to try-out for a team or meet criteria set by the program.

WHAT	INFO	WHO
Noetic Learning Math Contest	NLMC is a biannual math contest for elementary students. The content encourages students' interest in math, develops their problem solving skills and inspires them to excel.	2 nd – 3 rd
NUMATS (Northwestern University Midwest Academic Talent Search) September-February	NUMATS along with the Center for Talent Development (CTD) facilitates an opportunity for academically talented students to take an above-grade level test. Generally students who score in 90 th ile or above on standardized grade level assessments such as STAR are good candidates for the EXPLORE, ACT or SAT test. The results offer opportunities and aid in future educational decisions for the students. http://www.ctd.northwestern.edu/	3 rd -9 th (MATH/ LANG)

<p><i>Math Meet February-April</i></p>	<p><i>Math meet is a competition that includes the following events: problem solving (without a calculator), problem solving (with a calculator), mathematical reasoning, mental math, and team problem solving. Each gender should be represented on the eight member teams. Students are selected for teams by using current State assessments, STAR, and Math League scores. There is a 5th/6th grade team and a 7th/8th grade team. The math meets take place in April. There are sample problems and solutions located on the Greater Dane County TAG network. http://www.gdcaln.org/math-meet/</i></p>	<p><i>5th-8th (MATH) All students may try-out for the team</i></p>
<p><i>Math 24 September- April</i></p>	<p><i>Math 24 is an intellectually challenging game leading to improved skill with basic facts and mental arithmetic. Each of the 96 card decks in the Math 24® Game series offers a range of challenges in each box: beginning ("1 dot") level problems, intermediate ("2 dot") level problems, and most challenging ("3 dot") problems. District tournaments are used to select team members to represent the district at regionals. More information at the Greater Dane Website: http://www.gdcaln.org/math-24/</i></p>	<p><i>4th-8th (MATH) All students may try-out for the teams</i></p>
<p><i>Yahara River Writers Anthology December-May</i></p>	<p><i>Yahara River Writers is a writing and cartooning contest. Students may enter ONE piece in ONE category in the following categories: cartooning, editorial, poetry, and short story. Students selected for publication in the Yahara River Anthology, will attend the Top 10 Workshop in May at UW-Madison to meet with other published authors. http://www.gdcaln.org/yahara/</i></p>	<p><i>6th-8th (LANG) All students may submit entries</i></p>
<p><i>Engineering Expo March-April</i></p>	<p><i>The Engineering Expo is a three-day event that provides thousands of kids and adults the opportunity to learn and experience engineering first hand through exhibits and presentations developed by students and professionals in the industry. The expo takes place every other year and is held in April. For more details about engineering expo visit: http://engineeringexpo.wisc.edu/</i></p>	<p><i>6th-12th (SCI) Students must complete an application process</i></p>
<p><i>Future Problem Solvers October - May</i></p>	<p><i>Future Problem Solvers allows teams of students to compete in the state Future Problem Solvers Competition where they work to develop 21st Century Skills to identify and solve problems in a future scene. For more information, visit: http://www.wisfps.org/</i></p>	<p><i>Middle School/High School Open to all students</i></p>

RESOURCES FOR SECTION THREE

[Continuum of Services-DPI](#)

[Creative Thinking](#)

[Critical Thinking](#)

[Flexible Grouping](#)

[Independent Contracts/Study](#)

[Inquiry Models](#)

[Pre-Assessment](#)

[Problem Based Learning](#)

[Questioning Techniques](#)

[Bloom's Taxonomy](#)

[Verbs for working with Bloom's Taxonomy](#)

[Tomlinson's Differentiation Model](#)

[Depth of Knowledge Chart](#)

Section
4

Tiers 2 and 3 Services and Decision Rules

For some students, differentiation strategies used in the classroom are not sufficient to meet a student’s learning needs. In those cases, students may require services that are more targeted or intensive such as cluster placement or subject or grade-level acceleration. A student profile may be created to collect data needed to make decisions about the appropriateness of Tier 2 and Tier 3 services (See Services for Advanced Learners RTI [Flow Chart](#)). Parents will be contacted for permission when additional assessment information is needed. When designated Tier 2 and all Tier 3 interventions are appropriate, a Differentiated Education Plan (DEP) may be developed to outline the intervention, goals, and short and long term ramifications of the intervention. These plans will be reviewed on at least an annual basis. The DEP will also outline how student progress will be monitored. Based on the changing needs of the student, the team will make recommendations to continue, end, or change services.

The resources included at the end of Section 4 include descriptions of many of the interventions in Tier 2 and Tier 3 provided by WI DPI as well as samples of letters, a student profile, and the DEP form.

<i>Information provided by WI DPI on Tier 2 or 3 Interventions</i>	
<u>Cluster Grouping</u>	<u>Pull-Out/Pull-In</u>
<u>Curriculum Compacting</u>	<u>Purchased Services</u>
<u>Mentorships and Internships</u>	<u>Subject and Full-Grade Acceleration</u>
	<u>Youth Options</u>

SERVICES - GRADES K-2

At these grade levels students may be identified for services in the areas of General Intellectual and Specific Academics. In the areas of Creativity, Leadership, and Visual and Performing Arts data may be gathered; however no formal identification will occur. Students identified for services in grades K-2 will have the majority of their learning needs met in the regular classroom through differentiated curriculum and instruction. This may include modifications to the content, process, and/or product. Through the Rtl process some students may require Targeted or Tier 2 educational experiences for advanced learners. Appropriate interventions will be implemented to meet the academic, social, and emotional needs of these students.

K-2 Services Continued

Intervention	Description	Criteria	Progress Monitoring
Cluster Group Placement K-2	Cluster grouping is defined as placing several high achieving, high ability, or gifted students in a regular classroom with other students and a teacher who has received training or has a desire to differentiate curriculum and instruction for these "targeted" students (Gentry, 1996). Re-evaluation of placement in cluster groups is done each spring.	Students consistently requiring Tier 2 or Tier 3 services for advanced learners in reading and/or math.	Frequency – Daily
Tier 2			Duration – Year
Specific Academic or General Intellectual			Progress Monitoring – Complete checklist at 2 weeks, quarter, April
All academic areas combined			Resources NAGC definition and information Gentry Study - UConn

Intervention	Description	Criteria	Progress Monitoring
Pull-Out Pull-In	Students meet with the Specialist for Advanced Learners to develop skills and concepts beyond differentiation occurring in the classroom. This may include reading higher leveled media, writing, problem solving, independent investigations, etc. The need for pullout, pull-in services is re-evaluated at least annually.	Using multiple criteria such as scoring two or more grade levels above current placement (F & P), or 95%ile or higher using research-based instruments such as STAR or GORT-5. For math 90%ile or higher on the TOMAGS.	Frequency – 2 or 3 days a week
Tier 2			Duration – 4-8 weeks, quarter, semester, or year
Specific Academic or General Intellectual			Progress Monitoring – Complete checklist at 2 weeks, quarter, semester as appropriate for the duration of the intervention
Reading and Math			Resources – vary depending on student need

K-2 Services Continued

Intervention	Description	Criteria	Progress Monitoring
Curriculum Compacting	<p>The student's instruction entails reduced amounts of introductory activities, drill, and practice. Instructional experiences may also be based on relatively fewer instructional objectives compared to the general curriculum. The time gained may be used for more advanced content instruction or to participate in enrichment activities. Instructional goals should be selected on the basis of careful analyses for their roles in the content and hierarchies of curricula. The parsing of activities and goals should be based on pre-instructional assessment (such as using a unit test as a pre-test, portfolio of work, etc.)</p> <p>The need for curriculum compacting services is re-evaluated at least annually.</p>	<p>Typically student has previously demonstrated high levels of achievement or mastery in the area of compaction as demonstrated by consistent classroom performance that is significantly above level or standardized assessment in the 95%ile or above for the instrument, or 2 or more grade levels above. This may also occur when a student is considered to be already an "expert" on the topic and would benefit from more advanced work.</p>	Frequency – Daily during unit being compacted
Tier 2			Duration – Dependent on unit of study
Specific Academic or General Intellectual			Progress Monitoring – Complete checklist at 2 weeks, quarter, semester as appropriate for the duration of the intervention
Mathematics, Reading, Science, Social Studies			Resources – DPI Resource for Curriculum Compacting Compacting Form

Intervention	Description	Criteria	Progress Monitoring
Single Subject Acceleration K-2	<p>Provide accelerated academic programming by moving the student one or more grade level for specific subjects. The student remains at the regular grade level for most of their program.</p> <p>The continued need for acceleration services is re-evaluated at least annually.</p>	<p>Multiple measures in the 98%ile compared to a normal sample - on TOMAGS given for mathematics the student should score in the 90%ile or higher compared to the gifted sample, high quality classroom work, student motivation is also a key factor</p>	Frequency – Daily
Tier 2			Duration – Year
Specific Academic or General Intellectual			Progress Monitoring – Complete checklist at 2 weeks, quarter, semester as appropriate for the duration of the intervention
Mathematics English Language Arts			Resources Acceleration Guidelines

K-2 Services Continued

Intervention	Description	Criteria	Progress Monitoring
Grade Based Acceleration - Whole Grade Acceleration	<p>Grade-based acceleration typically shortens the number of years a student spends in the K-12 system. In practice, a student is placed on a full-time basis in a higher grade level than is typical given the student's age for the purpose of providing access to appropriately challenging learning opportunities. Grade-based acceleration is commonly known as "grade skipping," but it can include other means to shorten the number of years a student remains in the K-12 school system (Rogers, 2004; Southern & Jones, 204). Whole-grade acceleration may be done at the beginning of or during the school year.</p> <p>All acceleration placements are considered temporary. Follow procedures outline in the Iowa Acceleration Scale prior to making the placement permanent.</p>	<p>Criteria are outlined in the Iowa Acceleration Scale which will be used to guide the decision making team made up of the persons closest to the student and may include Advanced Learning Staff, school psychologist, current teacher, future teacher, parents and others needed to make the decision.</p>	Frequency – Daily
Tier 3			Duration – Year
General Intellectual			Progress Monitoring – Complete checklist at 2 weeks, quarter, semester as appropriate for the duration of the intervention
All subject areas			Resources Iowa Acceleration Scale Acceleration Guidelines

Intervention	Description	Criteria	Progress Monitoring
Grade Based Acceleration - Early Entrance to Kindergarten	<p>Students enter kindergarten prior to achieving the minimum age for school entry as set by the district or state policy. School psychologists coordinate this intervention.</p> <p>All acceleration placements are considered temporary. Follow procedures outline in the Iowa Acceleration Scale prior to making the placement permanent.</p>	<p>Outlined in ECSD Board Policy 422</p>	Frequency – Daily
Tier 3			Duration – Year
General Intellectual			Progress Monitoring – Complete checklist at 2 weeks, quarter, semester as appropriate for the duration of the intervention
All subject areas			Resources Iowa Acceleration Scale Acceleration Guidelines

SERVICES - GRADES 3-5

At these grade levels students may be identified for services in the areas of General Intellectual and Specific Academics. In the areas of Creativity, Leadership, and Visual and Performing Arts data will be gathered; however no formal identification will occur. Students identified for services in grades 3-5 will have the majority of their learning needs met in the regular classroom through differentiated curriculum and instruction. This may include modifications to the content, process, and/or product. Through the RtI process some students may require Targeted or Tier 2 educational experiences for advanced learners. Appropriate interventions will be implemented to meet the academic, social, and emotional needs of these students.

<i>Intervention</i>	<i>Description</i>	<i>Criteria</i>	<i>Progress Monitoring</i>
Cluster Group Placement 3-5	<p><i>Cluster grouping is defined as placing several high achieving, high ability, or gifted students in a regular classroom with other students and a teacher who has received training or has a desire to differentiate curriculum and instruction for these "targeted" students (Gentry, 1996).</i></p> <p><i>Re-evaluation of placement in cluster groups is done each spring.</i></p>	<p><i>Students consistently requiring Tier 2 or Tier 3 services for advanced learners in reading and/or math.</i></p>	<i>Frequency – Daily</i>
<i>Tier 2</i>			<i>Duration – Year</i>
<i>Specific Academic or General Intellectual</i>			<i>Progress Monitoring Complete checklist at 2 weeks, quarter, semester as appropriate for the duration of the intervention</i>
<i>All academic areas combined</i>			<i>Resources NAGC definition and information Gentry Study - UConn</i>

<i>Intervention</i>	<i>Description</i>	<i>Criteria</i>	<i>Progress Monitoring</i>
Pull-Out Math Enrichment Class Grade 3	<p><i>Students meet with the Specialist for Advanced Learners to develop skills and concepts beyond differentiation occurring in the classroom. This may include problem solving, independent investigations, etc.</i></p> <p><i>Re-evaluation of placement in pullout groups is done at least annually.</i></p>	<p><i>Students consistently scoring in the 90%ile on standardized test scores, teacher recommendation, classroom performance in math that is at the A or B level, motivation</i></p>	<i>Frequency – 2 days a week for 30 minutes</i>
<i>Tier 2</i>			<i>Duration – February - May</i>
<i>Specific Academic or General Intellectual</i>			<i>Progress Monitoring Complete checklist at 2 weeks, quarter, semester as appropriate for the duration of the intervention</i>
<i>Math</i>			

3-5 Interventions Continued

Intervention	Description	Criteria	Progress Monitoring
Pull-Out Reading Class Grade 3, 4, 5	<p>Students meet with the Specialist for Advanced Learners to develop skills and concepts beyond differentiation occurring in the classroom. This may include reading text and writing activities 2 or more years above their grade level.</p> <p>Re-evaluation of placement in pullout groups is done at least annually.</p>	<p>Students scoring in the 95%ile and above on multiple measures, two years or more above on QRI, teacher recommendation, student motivation</p>	Frequency – 2 days a week for 30 minutes
Tier 2			Duration – All year
Specific Academic or General Intellectual			Progress Monitoring
Reading			Complete checklist at 2 weeks, quarter, semester as appropriate for the duration of the intervention

Intervention	Description	Criteria	Progress Monitoring
Curriculum Compacting	<p>The student's instruction entails reduced amounts of introductory activities, drill, and practice. Instructional experiences may also be based on relatively fewer instructional objectives compared to the general curriculum. The time gained may be used for more advanced content instruction or to participate in enrichment activities. Instructional goals should be selected on the basis of careful analyses for their roles in the content and hierarchies of curricula. The parsing of activities and goals should be based on pre-instructional assessment (such as using a unit test as a pre-test, portfolio of work, etc.)</p> <p>The need for curriculum compacting services is re-evaluated at least annually.</p>	<p>Typically student has previously demonstrated high levels of achievement or mastery in the area of compaction as demonstrated by consistent classroom performance that is significantly above level or standardized assessment in the 95%ile or above for the instrument, or 2 or more grade levels above. This may also occur when a student is considered to already be an "expert" on the topic and would benefit from more advanced work.</p>	Frequency – Daily during unit being compacted
Tier 2			Duration – Dependent on unit of study
Specific Academic or General Intellectual			Progress Monitoring
Mathematics, Reading, Science, Social Studies			Complete checklist at 2 weeks, quarter, semester as appropriate for the duration of the intervention
			Resources – DPI Resource for Curriculum Compacting

3-5 Interventions Continued

Intervention	Description	Criteria	Progress Monitoring
Single Subject Acceleration	<p>Provide accelerated academic programming by moving the student one or more grade levels for specific subjects. The student remains at the regular grade level for most of their programing. All acceleration placements are considered temporary. Progress is monitored as outlined in the DEP until placement becomes permanent.</p>	<p>Multiple measures in the 95%ile compared to a normal sample - on TOMAGS given for mathematics the student should score in the 90%ile or higher compared to the gifted sample, A or B work, student motivation is also a key factor.</p>	Frequency – Daily
Tier 2			Duration – Year
Specific Academic or General Intellectual			Progress Monitoring Complete checklist at 2 weeks, quarter, semester as appropriate for the duration of the intervention
Mathematics English Language Arts, Science			Resources Acceleration Guidelines

Intervention	Description	Criteria	Progress Monitoring
Subject Based Acceleration	<p>Provide accelerated academic programming by combining 4th and 5th grade curriculum in one year resulting in a single-subject acceleration. The student remains at the regular grade level for most of their program. All acceleration placements are considered temporary. Progress is monitored as outlined in the DEP until placement becomes permanent.</p>	<p>Student consistently scores in the 90%ile or above on standardized tests. Teacher recommendation. Math – 90%ile compared to the normal sample on the TOMAGS.</p>	Frequency – Daily
Tier 2			Duration – Year
Specific Academic			Progress Monitoring Complete checklist at 2 weeks, quarter, and semester as appropriate for the duration of the intervention.
Mathematics			Resources Iowa Acceleration Scale Acceleration Guidelines

Intervention	Description	Criteria	Progress Monitoring
Dual Enrollment	<p>A student is allowed to attend classes in more than one building level during the same school year. For example, a student may take a middle school class while still enrolled in the intermediate school. All dual enrollment placements are considered temporary. Progress is monitored as outlined in the DEP until placement becomes permanent.</p>	<p>Based on student course/class schedule to accommodate acceleration needs. This is typically the result of a single-subject acceleration. Consider student maturity and organizational skills needed to manage this type of placement.</p>	Frequency – Daily
Tier 3			Duration – Year
General Intellectual Specific Academic			Progress Monitoring Complete checklist at 2 weeks, quarter, and/or semester as appropriate for the duration of the intervention.
English Language Arts, Mathematics, Science			

3-5 Interventions Continued

Intervention	Description	Criteria	Progress Monitoring
Grade Based Acceleration - Whole Grade Acceleration	<p>Grade-based acceleration typically shortens the number of years a student spends in the K-12 system. In practice, a student is placed on a full-time basis in a higher grade level than is typical given the student's age, for the purpose of providing access to appropriately challenging learning opportunities. Grade-based acceleration is commonly known as "grade skipping," but it can include other means to shorten the number of years a student remains in the K-12 school system (Rogers, 2004; Southern & Jones, 204). Whole-grade acceleration may be done at the beginning of or during the school year.</p> <p>All acceleration placements are considered temporary. Follow procedures outlined in the Iowa Acceleration Scale prior to making the placement permanent.</p>	<p>Criteria are outlined in the Iowa Acceleration Scale which will be used to guide the decision making team made up of the persons closest to the student and may include Advanced Learning Staff, school psychologist, current teacher, future teacher, parents and others needed to make the decision.</p>	Frequency – Daily
Tier 3			Duration – Year
General Intellectual			<p>Progress Monitoring</p> <p>Complete checklist at 2 weeks, quarter, and semester as appropriate for the duration of the intervention.</p>
All subject areas			<p>Resources</p> <p>Iowa Acceleration Scale Acceleration Guidelines</p>

SERVICES - GRADES 6-8

At these grade levels students may be identified for services in the areas of General Intellectual and Specific Academics, Creativity, Leadership, and Visual and Performing Arts. Students identified for services in grades 6-8 will have the majority of their learning needs met in the regular classroom through differentiated curriculum and instruction. This may include modifications to the content, process, and/or product. Through the Rtl process some students may require Targeted or Tier 2 educational experiences for advanced learners. Appropriate interventions will be implemented to meet the academic, social, and emotional needs of these students. At this level, we begin to develop students as autonomous learners asking them to take more initiative and responsibility for their learning.

<i>Intervention</i>	<i>Description</i>	<i>Criteria</i>	<i>Progress Monitoring</i>
Cluster Group Placement 6-8	<p><i>Cluster grouping is defined as placing several high achieving, high ability, or gifted students in a regular classroom with other students and a teacher who has received training or has a desire to differentiate curriculum and instruction for these "targeted" students (Gentry, 1996). At the middle school we currently cluster students in the English Language Arts classes.</i></p> <p><i>Re-evaluation of placement in cluster groups is done each spring.</i></p>	<p><i>Students should meet several of the criteria listed. Criteria considered include: multiple data points in the 95%ile or higher on STAR and or State Assessment. Explore scores for students entering 6th grade RD & Eng. 16 or higher, ACT or PLAN scores 7th & 8th grade of 22 or higher on RD and Eng., teacher recommendation, demonstrated mastery of content and standards above the range of typical differentiation for the grade level.</i></p>	<i>Frequency – Daily</i>
<i>Tier 2</i>			<i>Duration – Year</i>
<i>Specific Academic or General Intellectual</i>			<i>Progress Monitoring Complete checklist at 2 weeks, quarter, and semester as appropriate for the duration of the intervention.</i>
<i>Reading Language Arts</i>			<p><i>Resources</i></p> <p><i>NAGC definition and information</i></p> <p><i>Gentry Study - UConn</i></p>

6-8 Services Continued

Intervention	Description	Criteria	Progress Monitoring
Curriculum Compacting	<p>The student's instruction entails reduced amounts of introductory activities, drill, and practice. Instructional experiences may also be based on relatively fewer instructional objectives compared to the general curriculum. The time gained may be used for more advanced content instruction or to participate in enrichment activities. Instructional goals should be selected on the basis of careful analyses for their roles in the content and hierarchies of curricula. The parsing of activities and goals should be based on pre-instructional assessment (such as using a unit test as a pre-test, portfolio of work, etc.)</p> <p>The need for curriculum compacting services is re-evaluated at least annually.</p>	<p>Typically student has previously demonstrated high levels of achievement or mastery in the area of compaction as demonstrated by consistent classroom performance that is significantly above level or standardized assessment in the 95%ile or above for the instrument, or 2 or more grade levels above. This may also occur when a student is considered to already be an "expert" on the topic and would benefit from more advanced work.</p>	Frequency – Daily during unit being compacted
Tier 2			Duration – Dependent on unit of study
Specific Academic or General Intellectual			Progress Monitoring Complete checklist at 2 weeks, quarter, and semester as appropriate for the duration of the intervention.
Mathematics, Reading, Science, Social Studies, Visual and Performing Arts			Resources – DPI Resource for Curriculum Compacting

Intervention	Description	Criteria	Progress Monitoring
Independent , Inquiry Based, or Problem Based Learning Projects	<p>Independent projects can be developed to extend learning on a topic in a class or for a student to pursue learning in a topic of interest. Time for Independent projects is dependent on the student and project, but may be completed in a class, study hall, or Resource time. Students may also work as a group to accomplish independent projects at this level.</p>	<p>Students need strong motivation and organizational skills. Typically students score in the 90%ile above on standardized assessments in one or more areas. Students complete application contract form that outlines the skills and learning that a student intends to complete.</p>	Frequency – Daily
Tier 2			Duration – Year
Specific Academic or General Intellectual			Progress Monitoring Complete checklist at 2 weeks, quarter, or semester as appropriate for the duration of the intervention.
Reading Language Arts			

6-8 Services Continued

Intervention	Description	Criteria	Progress Monitoring
Single Subject Acceleration Mathematics Grade 7	<p>Provide accelerated academic programming by moving the student one or more grade level for specific subjects. The student remains at the regular grade level for most of their program.</p> <p>All acceleration placements are considered temporary. Progress is monitored as outlined in the DEP until placement becomes permanent.</p>	<p>Student should meet several of the criteria outlined: STAR in the 90%ile or higher for multiple testing seasons, EXPLORE or ACT score of 19 or higher, Iowa Algebra Aptitude test with a stanine of 7 or higher, WKCE in the 90%ile or higher, teacher recommendation, A's in regular math, student motivation</p>	Frequency – Daily
Tier 2			Duration – Year
Specific Academic or General Intellectual			Progress Monitoring Complete checklist at 2 weeks, quarter, and semester as appropriate for the duration of the intervention.
Mathematics			Resources Acceleration Guidelines

Intervention	Description	Criteria	Progress Monitoring
Single Subject Acceleration Mathematics Grade 6	<p>Provide accelerated academic programming by moving the student one or more grade level for specific subjects. The student remains at the regular grade level for most of their program.</p> <p>All acceleration placements are considered temporary. Progress is monitored as outlined in the DEP until placement becomes permanent.</p>	<p>Student should meet several of the criteria outlined: STAR in the 90%ile or higher for multiple testing seasons, EXPLORE or ACT score of 17 or higher, Iowa Algebra Aptitude test with a stanine of 7 or higher, WKCE in the 90%ile or higher, teacher recommendation, A's in regular math, student motivation</p>	Frequency – Daily
Tier 2			Duration – Year
Specific Academic or General Intellectual			Progress Monitoring Complete checklist at 2 weeks, quarter, and semester as appropriate for the duration of the intervention.
Mathematics			Resources Acceleration Guidelines

6-8 Services Continued

Intervention	Description	Criteria	Progress Monitoring
Dual Enrollment-Gr 8	<p>A student is allowed to attend classes in more than one building level during the same school year. For example, a student may take a high school class while still in middle school.</p> <p>All dual enrollment placements are considered temporary. Progress is monitored as outlined in the DEP until placement becomes permanent.</p>	<p>Based on student course/class schedule to accommodate acceleration needs. This is typically the result of acceleration. Consider student maturity and organizational skills needed to manage this type of placement.</p>	Frequency – Daily
Tier 2			Duration – Year
General Intellectual			Progress Monitoring Complete checklist at 2 weeks, quarter, and semester as appropriate for the duration of the intervention.
Specific Academic			
English Language Arts, Mathematics, Science, Social Studies, Foreign Language			

Intervention	Description	Criteria	Progress Monitoring
Purchased Services –	<p>Online courses, curricula, or competitions may be used to meet student learning needs when students have been accelerated and the district is unable to provide the appropriate services within a district building.</p>	<p>Multiple indicators of high levels of achievement in addition to a NUMATS score in the 98th percentile or above in the specific content area of the course.</p> <p>Self-Directed/Highly Motivated.</p> <p>Student shows mastery of critical learning targets allowing enough curriculum to be compacted for the student to “buy” time for the enrichment course.</p> <p>Teacher recommendation and cooperation for the course.</p> <p>Consideration should be made regarding the rigor of the remaining schedule such as cross-graded classes, etc.</p>	Frequency – Daily
Tier 2			Duration: quarter – year depending on the course and vendor
General Intellectual			Progress Monitoring Complete checklist at 2 weeks, quarter, and semester as appropriate for the duration of the intervention.
Specific Academic			
English Language Arts, Social Studies, Mathematics, Science, Foreign Language			

SERVICES - GRADES 9-12

At these grade levels, students may be identified for services in the areas of General Intellectual, Specific Academics, Creativity, Leadership, and/or Visual and Performing Arts. Students also have access to many advanced course options in English, Math, Science, Social Studies, Music, Art, Performing Arts, and Technical Education. In addition to advanced-level courses, students may take Advanced Placement courses and College Advanced Placement Program courses to try to earn college credit. Online courses are also an option for students at EHS. These virtual school courses allow students to take additional Advanced Placement or other courses that are not offered at EHS. The high school experience allows students to be involved in many extra-curricular and co-curricular activities that enhance their school experience. If a club or activity is not available, students are encouraged and supported to start a club or organization to meet their needs.

<i>Intervention</i>	<i>Description</i>	<i>Criteria</i>	<i>Progress Monitoring</i>
Purchased Services – Online Courses	<p><i>Online courses from JEDI Virtual School may be utilized to meet student learning needs when students have been accelerated and the district does not offer the required course on-site.</i></p> <p><i>The need for purchased services is re-evaluated at least annually.</i></p>	<p><i>At the high school level students may enroll in online course provided that they meet the criteria outlined in Board Policy 343.3 and administrative rule 343.31.</i></p>	<p><i>Frequency – Daily</i></p>
<i>Tier 2</i>			<p><i>Duration: quarter – year depending on the course and vendor</i></p>
<p><i>General Intellectual</i></p> <p><i>Specific Academic</i></p>			<p><i>Progress Monitoring</i></p> <p><i>Complete checklist at 2 weeks, quarter, or semester as appropriate for the duration of the intervention.</i></p>
<i>All Subject Areas</i>			<p><i>Resources</i></p> <p><i>JEDI Virtual School:</i></p> <p>http://www.jedivirtual.org/</p>

9-12 Services Continued

Intervention	Description	Criteria	Progress Monitoring
Course Placement – out of sequence	At times, students may request placement in a course that is not open to students in a particular grade level based on the EHS Course Guide. This may occur due to acceleration, scheduling issues caused by acceleration, or a course plan for a student with a strength in a particular area.	Based on student course/class schedule to accommodate acceleration needs. This is typically the result of acceleration. Consider student maturity and organizational skills needed to manage this type of placement.	Frequency – Daily
Tier 2			Duration – Term, semester, or year
General Intellectual Specific Academic Visual and Performing Arts			Progress Monitoring Complete checklist at 2 weeks, quarter, or semester as appropriate for the duration of the intervention.
English Language Arts, Mathematics, Social Studies, Science Electives			Resources EHS Course Guide

Intervention	Description	Criteria	Progress Monitoring
Independent Study or mentorship for credit	Students who have an interest in a topic that they would like to further develop may have an option to complete an independent study. Students can work with teachers, the guidance office, or the Specialist for Advanced Learners.	Based on student course/class schedule to accommodate acceleration needs. This is typically the result of acceleration. Consider student maturity and organizational skills needed to manage this type of placement.	Frequency – Daily
Tier 2			Duration – Term, Semester, or year
General Intellectual Specific Academic Visual and Performing Arts Creativity Leadership			Progress Monitoring Complete checklist at 2 weeks, quarter, and semester as appropriate for the duration of the intervention.
English Language Arts, Mathematics, Science. Social Studies, Electives			

Intervention	Description	Criteria	Progress Monitoring
Workshops	Workshops can extend the learning or offer a student an opportunity to explore an interest or possible career interest. These can be offered through a specific department or class activity.	Students scoring in the top percentiles on assessments, demonstrated portfolio, etc.	Frequency – as needed
Tier 2			Duration –
General Intellectual Specific Academic Visual and Performing Arts Creativity Leadership			Progress Monitoring Complete checklist at 2 weeks, quarter, or semester as appropriate for the duration of the intervention.
English Language Arts, Mathematics, Science Electives			Resources

9-12 Services Continued

Intervention	Description	Criteria	Progress Monitoring
Dual Enrollment Youth Options	<p>Students with Junior or Senior standing may take courses at an area college or university once they have exhausted the course sequence in a particular area. For example, a student may take second year calculus course at a college because it is not offered at the high school. Youth Options is governed by state law and District policy.</p>	<p>Based on student course/class schedule to accommodate acceleration needs. This is typically the result of acceleration. Consider student maturity and organizational skills needed to manage this type of placement.</p>	Frequency – Daily
Tier 2			Duration – Year
<p>General Intellectual Specific Academic Visual and Performing Arts Creativity Leadership</p>			<p>Progress Monitoring Complete checklist at 2 weeks, quarter, or semester as appropriate for the duration of the intervention.</p>
<p>English Language Arts, Mathematics, Science Electives</p>			<p>Resources EHS Counseling Website</p>

RESOURCES FOR SECTION FOUR

[*Cluster Grouping*](#)

[*Curriculum Compacting*](#)

[*Mentorships and Internships*](#)

[*Pull-Out/Pull-In*](#)

[*Purchased Services*](#)

[*Subject and Full-Grade Acceleration*](#)

[*Youth Options*](#)

FORMS

Response to Referral/Permission for Assessment

Feedback Letter and Form

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