

Momence Community School District #1



Enrichment and Acceleration Handbook

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Enrichment Opportunities

Momence Community School District is dedicated to providing enrichment opportunities for students across the district. Students are offered enrichment opportunities based on a number of determining factors, including but not limited to: MAP (NWEA scores), classroom screeners, common assessments, single subject area performance, and stakeholder input. Students are screened using the OLSAT-8 mid-way through 2nd grade to identify students ready for enrichment or potentially eligible for future acceleration.

District Wide

Accelerated curriculum, when available, is to be used at the discretion of the classroom teacher and support staff. Teachers have the ability to utilize differentiation techniques to meet the need of the highest learners. Strategies that many teachers in all content areas can use are:

- Reinforcing higher order thinking skills
- Utilizing homogeneous grouping
- Alternative assessment practices
- Exploratory projects
- Extension activities
- Study contracts
- Enrichment clusters

See “Strategies for Enrichment” for further examples.

Elementary and Junior High

Students are provided enrichment opportunities within the general education classroom during the day in both core content area classes and during scheduled intervention or directed learning times. Enrichment may include any combination of in class work, small group instruction led by a classroom teacher or paraprofessional, as well as exploratory classes.

High School

Momence High school offers a wide variety of advanced and honors level coursework, which students have access to starting their freshman year. The current course offerings are subject to change but include:

- Honors Biology & Chemistry
- Earned honors English 1 & 2
- A.P. English, U.S. History, Calculus
- Precalculus & Statistics
- KACC programming
- KCC dual credit courses

Strategies for Enrichment

(adapted from St. Clair, Janine McAulay)

Differentiation within the classroom provides students with the best environment for having their academic needs met. Differentiation is the least intrusive intervention for above grade level students, who - like all students - should be seen to be "only as special as necessary."

General Categories of Differentiation

CONTENT:

- Provide more challenging reading materials
- Focus on the overall trends, patterns and themes rather than small details and facts
- Study problems that do not have a clear solution
- Use topics of interest to the student, relevant to how the world works, complex and worthwhile

PROCESS:

- Allow for flexible groupings of students: individual, pairs, small groups
- Create specialized learning centres for skill work
- Encourage creativity and reward risk-taking
- Provide opportunities for divergent (many answers) and convergent (best answer) thinking
- Explicitly teach skills needed to learn independently (research, organization, etc.)

PRODUCT:

- Allow a variety of acceptable products (using Multiple Intelligences, for example)
- Offer leveled projects (For an A..., For a B..., etc.)
- Involve the student in creating the scoring guide
- Assign tasks that are authentic and for a real audience
- Match the product to the outcomes being met

Appropriate Adaptations for Enrichment

The following adaptations are suitable for students ready for enrichment.

Presentation Strategies:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Avoid having student copy notes when material is already mastered

Curriculum Strategies:

- Provide opportunities for open-ended, self-directed activities

- Provide instruction in research skills needed to conduct an independent study in student's interest area
- Provide independent learning opportunities
- Use advanced supplementary/reading materials
- Encourage the use of creativity
- Ask higher level questions
- Provide opportunities to develop depth and breadth of knowledge in a subject area

Organizational/Behavioral Strategies:

- Use a Study Contract for student to achieve outcomes
- Use a Learning Log for independent or outside learning
- Establish a timeline for long-range projects

Motivational Strategies:

- Provide fewer drill and practice activities when material is learned
- Give student choices of activities in learning the content
- Allow the student to 'buy' time for self-directed activities after material is learned

Assessment Strategies:

- Give a pretest to allow the student to demonstrate mastery
- Provide self-checking materials
- Provide tests at a higher level of thinking

Environmental Strategies:

- Arrange for a mentor to work with the student in interest area
- Cluster group gifted/talented students by areas of strength in the classroom
- Allow independent use of library

Enrichment strategies include:

- Independent study In an independent study, the student selects a topic of interest in any academic area where he shows strength. The student and teacher work out parameters for process (how much time each day, where research will take place, what materials will be needed, what other persons will be involved, etc) and product (how will the student demonstrate what was learned, will the product be shared, will it serve a real—life purpose, etc.) The independent study suits students who have task commitment and who tend to finish regular work quickly and correctly.
- Study contract A teacher may use a study contract to keep a student working alongside her peers most of the time while allowing her to make choices about what or how to learn. The study contract is used when the student has already met some but not all outcomes for a particular unit. A menu of mutually-acceptable choices should accompany the study contract to ensure the student is using her earned time wisely.

- Complete a learning log Some enrichment students already have outside hobbies and experiences arranged through their parents or communities. This learning can be compatible with the classroom curriculum. The teacher may allow the student to complete a learning log of her experiences to show what she has learned and how it connects to classroom outcomes. This may free up time for the student to pursue other interests during the school day or provide evidence of learning for her to move on to the next unit or level in a particular subject. A learning log is also a good assessment tool for a mentorship.
- Create an interest centre Students with intense interest areas may be willing to share their knowledge with their peers through an interest centre in the classroom or school. The student can use earned time during the school day or create the centre as a result of independent study. Others would be invited to use materials collected and/or created by the student to learn about a special topic which can be embedded in or tangential to the curriculum.
- Tiered assignments Tiered assignments work well in skill areas where the student has not yet met the outcomes but can do so easily and requires additional challenge. For example, in math class the student may be performing similar operations as his peers but using more challenging numbers or complete more steps. In language arts, the student may read more challenging texts, write in a more sophisticated genre, or use more complex words in word study.
- Specialized grading criteria Some students are ready for a greater challenge even when completing similar assignments. For example, when assigning a piece of writing, a teacher may only be looking for ideas, organization and correctness from the class, but a gifted student may also be assessed on voice or word choice. Likewise, the parameters of the assignment may be changed to suit the student's strengths. A science experiment may become a video or PowerPoint presentation; a social studies essay may require three sources from the class and more than five from the enrichment student.
- Extension activities Many textbooks and teachers' guides provide follow-up or extension activities as time allows. When gifted students finish early, these may be suitable ways for them to get the challenge and depth of understanding they require. Open-ended, real-world problems are excellent ways to extend students' learning.
- Enrichment clusters If there is a small group of students in the school with similar interests and aptitudes, they may be brought together for a set period of time each week to pursue a topic of study under the guidance of a teacher or mentor. The topic may change frequently or develop into a long-term exploration, but it should be open-ended and have real-world application. Enrichment clusters may be worked into the schedule of a committed teacher as contact time.

Grade Level Acceleration Procedure

Momence Community School District #1 recognizes under Public Act 100-0421 that procedures and policy for student acceleration must be articulated. The district will meet this act by establishing a multi step process for determining acceleration eligibility.

Minimum Criteria

- Student must be enrolled in grades 2-6 at the time of application
- Student must meet the following minimum academic achievements:
 - MAP Testing: Consistent Fall, Winter, and Spring scores averaging at or above the 95th percentile in both Math and Reading
 - Classroom Performance: Students must average a minimum 4 score in core subject areas on the standards based grading scales OR a 3.5 GPA average on the traditional based grading scales in core subject areas
- Social Emotional Screener
 - Social emotional readiness and motivation as assessed by a district psychologist or school social worker
- Additional data which may include any of the following:
 - Statewide assessment results, such as PARCC
 - Classroom observations reported by any staff or administration
- After meeting the above prerequisite requirements, the student will also be tested by a school psychologist using individually administered cognitive and academic achievement assessments. Scores in the 115+ range will qualify them for committee review.

Process

After a parent, teacher, or other stakeholder submits the application for a student to be considered for acceleration, the parent will be notified within 10 school days. Within those 10 school days data will be also be gathered on the student by the MTSS District Coordinator, who will inform parents of preliminary data results. Finally, if the student has met the preliminary qualifications an appointment will be made within 60 days with the Acceleration and Advancement Committee for final review.

The committee will notify the parent or guardian of the student of their determination, in writing, within 10 school days of the committee meeting.

Application Procedure

Whole grade acceleration forms must be submitted between January 10th and March 15th in order for the committee to consider the student for acceleration the following year. They may not be submitted any earlier than January 10th to ensure accurate data has been collected for the current school year.

Placement Review

If a student is approved for whole grade acceleration, the student's committee will meet by October 15th of the following year to discuss if the placement has worked in the best interest of the student. If the placement is not in the best interest of the student, the student will be able to move back into their original grade.

Whole Grade Level Acceleration Application

Prior to requesting grade level acceleration, Momence Community School District has established a minimum criteria for consideration. This criteria consists of:

- Student must be enrolled in grades 2-6 at the time of application
- Student must meet the following minimum academic achievements:
 - MAP Testing: Consistent Fall, Winter, and Spring scores averaging at or above the 95th percentile in both Math and Reading
 - Classroom Performance: Students must average a minimum 4 score in core subject areas on the standards based grading scales OR a 3.5 GPA average on the traditional based grading scales in core subject areas

If you believe the student has met those criteria, please submit the following form to the student's building principal between January 10th and March 15th.

Demographic Information

Student Name: _____ Date: _____

Date of Birth: _____ School: JeNeir / MJHS

Current Grade: _____ Current Teacher: _____

Name of Person Initiating Acceleration: _____

Relationship to Student: _____

Date Enrolled in District: _____ Number of Years in District: _____

*The person initiating acceleration must submit a brief letter of support outlining why the student should be considered attached to this application

Consent for Whole Grade Level Acceleration

Please complete either the top half or bottom half of this letter indicating your consent or refusal for whole grade level acceleration. Return it to the school prior to May 10th. The form needs to be on file in order for your student to receive accelerated services with MCUSD #1.

Consent of Whole Grade Level Acceleration

I, the undersigned Parent or Guardian of _____
do give consent for my student to enter grade _____ in the 20__ to 20__ school year.

I understand that this change will take place the following school year and the student will remain in that grade level unless extraordinary circumstances arise.

Parent/Guardian Signature: _____

Date: _____

Waiver of Whole Grade Level Acceleration

I, the undersigned Parent or Guardian of _____
do understand that my child is eligible for whole grade level acceleration. However, I waive that option. I understand that if I would like my child to be considered for whole grade level acceleration in a subsequent school year, the evaluation process will need to be re-initiated.

Parent/Guardian Signature: _____

Date: _____

Letter of Committee Decision for Whole Grade Level Acceleration

Date: _____

Dear _____,

This letter is written to inform you of the decision of the Acceleration and Advancement Committee in response to your request for whole grade level acceleration of your child,

_____.

Deciding whether or not to let a young child skip a grade is never an easy decision. There are an enormous amount of factors that have to be taken into consideration before a decision is made. Please be assured that the committee drew guidance from a multitude of resources and made a decision with the best interest of your child in mind.

Based on the data we have collected on your child, including academic, social emotional, and readiness indicators we are recommending that:

____ Whole grade acceleration into ____ grade is recommended

____ Whole grade acceleration is not recommended.

Please feel free to contact the Acceleration and Advancement Committee chairperson, Alison Kaminski, at (815) 472-6477 if you have any questions.

Thank you!

Alison Kaminski

Acceleration and Advancement Chairperson

Appeal Process

A request for an appeal must be made in writing, within 10 days of committee notification for approval or denial of acceleration, to the superintendent of the district in which you and your child reside. The appeal must include the following information:

- The name and address of the student;
- The name of the school attended;
- A description of the nature of the problem about which you are complaining that relates to the proposed initiation or change, including facts relating to the problem; and
- A proposed resolution of the problem to the extent known and available to the parent at the time.

Glossary

Acceleration: Faster presentation of content, may also refer to accelerating a student beyond the grade in which they were placed by age

Achievement - Accomplishment or performance; the realization of potential.

Advanced Placement (AP)- A program developed by the College Board where high schools offer courses that meet criteria set by institutions of higher education.

Bloom's Taxonomy- Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis and evaluation.

Cluster Grouping- a grouping assignment for gifted children where typically 5 or 6 gifted students with similar abilities are 'clustered', which allows the teacher to differentiate assignments to a group. Compacting - Eliminating repetition, minimizing drill, and accelerating instruction in basic skills so that gifted students can move to more challenging material.

Differentiation- Adapting the curriculum to meet the differing needs and abilities of students within a class. One strategy for differentiating the core, grade level curriculum is to modify the content or subject according to the following theories:

Depth- students go further, deeper and more elaborately within a subject area. Complexity- students make relationships and associations across and between subject areas. They study relationships over time and from different points of view.

Novelty- students personalize their understanding. They express their knowledge in their own words and way.

Acceleration- students can move at a faster pace or with more difficulty.

Enrichment: the student is working on a topic in more DEPTH or BREADTH than others. The student keeps pace with the rest of his/her classmates. Deeper coverage of content often provided.

Grade skipping - Promotion to a higher grade

Heterogeneous Grouping- grouping students by mixed ability or readiness levels. In this environment a teacher is expected to meet a broad range of students needs. Compare with Homogeneous grouping

Higher order thinking skills - Abstract reasoning, critical thinking, and problem solving abilities

Homogeneous Grouping- Grouping students according to similar readiness and ability. The purpose of this grouping is to allow students to spend more time with their peers and restrict the range of needs that a teacher must address.

Measures of Intelligence are generally classified as:

- Average 90-109
- High Average 110-119
- Very High 120-129
- Extremely High 130 and above

Tiered Assignments- A strategy to differentiate instruction in which all students work toward the same goal but activities are geared toward each student's level of knowledge and understanding.

