

School District of Onalaska Enrichment Program

The School District of Onalaska is committed to providing excellence in education for all students. Embodied in this commitment is a responsibility to gifted and/or talented students to help them maximize their potential. By virtue of outstanding abilities, some students are capable of high performance. The district recognizes the right of these gifted students to receive educational opportunities that will challenge their individual needs and abilities. We strive to promote the individual growth and development of the student by providing diversified learning experiences commensurate with his/her abilities, talents, and needs. Therefore, qualitatively differentiated programming and services will be provided to develop the intellectual, academic, artistic, creative and leadership potential of these students.

Program Overview

The Onalaska gifted and talented program at the elementary and middle school levels is developed based upon components of the Wisconsin Department of Public Instruction Response to Intervention Model. This model represents three levels of programming options and services, with several ongoing support functions necessary for successful implementation. The information listed below contains strategies that may occur on each level.

LEVEL I – In the Regular Classroom:

Level I is built upon a strong educational foundation. This foundation is primarily provided by the classroom teacher through modification of the regular curriculum. All gifted and talented students will receive some of their programming in the classroom and many of the identified gifted and talented students will have all their programming needs met within the regular classroom by incorporating a variety of techniques and strategies.

Gifted programming occurs in the classroom as teachers modify their lessons, activities, and content to provide gifted learners challenging educational opportunities. By differentiating curriculum, the individual needs of the students in the classroom would be met through curriculum compacting, enrichment, and/or flexible grouping. Teachers might compact the curriculum for students who have exhibited mastery of a particular subject area. This would allow those students time to investigate learning centers, do research and /or participate in a variety of enriched or advanced activities. Individual enrichment projects and activities would be developed with the interests and learning characteristics of the students in mind. Whole class enrichment might include special activities, speakers, and/or field trips. Teachers might also utilize flexible grouping within the classroom. To facilitate this technique, a teacher might instruct an entire class on a particular skill but later break the class into smaller groups assigning a variety of tasks relating to student needs, skills level and/or interest. Through these types of programming modifications, the classroom teacher would be able to employ questioning techniques, instructional challenges and/or higher-level critical thinking activities in every subject area to promote differentiated learning for gifted students.

Although gifted and talented students spend the majority of their time in the regular classroom under the supervision of the classroom teacher, the Enrichment Intervention Teachers are available to the teacher, parent, and student for support and guidance.

The teachers may:

- Help teachers modify instructional strategies and curriculum content
- Demonstrate lessons in critical and/or creative thinking skills, team teach
- Provide resources for differentiated learning activities
- Introduce new program options and activities for students
- Offer staff in-service opportunities, parent information meetings, and student consultation

LEVEL II – Beyond the Classroom:

In some instances, students exhibit abilities and needs which cannot always be met completely within the regular classroom. In order to make a match between ability and learning, we need to look for opportunities beyond the regular classroom. Students of this level may demonstrate mastery of concepts, strategies, and even whole units of instruction at a faster pace. In such situations they need learning experiences, which replace the regular classroom offerings with related, but suitably advanced and enriched, educational options. These opportunities may be curricular, for example, honors and/or AP classes, seminars or minicourses. They may be extensions of the curriculum or may be extra or co-curricular such as school newspaper, drama, contests or quiz bowls. They could also be orientated to individual research. Grouping of students to pursue higher level or broader learning opportunities is not a static understanding, with the same students always being excused from the regular school program. Rather, grouping is fluid, where one cluster of students may complete an enrichment study on Indian mounds, a different group of students may attend a technical program on robots, and still another group may be involved in an after-school program in the visual arts. Level II, is the responsibility of the Enrichment Intervention Teachers to help meet the needs of students by arranging for alternate opportunities beyond the regular classroom. The purpose of grouping students is to offer them differentiated experiences, which cannot occur within the regular curriculum. Some opportunities, which might be arranged through efforts of the Enrichment Intervention Teachers would be:

- Academic units of study, enrichment activities or research projects
- Enrichment resource centers for classroom teacher
- Specialty workshops, seminars and mini-courses
- Activities to promote creative and critical thinking
- Leadership training programs

LEVEL III – Individualized Services:

There is a small segment of our gifted population, which exhibits profound abilities that we can only meet through developing an individualized educational program. Options available for students at this level may include grade acceleration, dual enrollment, mentorship or internship, independent research, music composition and/or writing for publication.

Each student who exhibits talents and needs at this level will require the attention of personnel at his/her building. The Enrichment Intervention Teachers may consult with parents, or ask for guidance from the school counselor to help the student adjust to the opportunities, which provide the best match between the student's gifted education needs and learning opportunities. At this level, the Enrichment Intervention Teachers need to be alert to the existence of highly gifted students and communicate with the teachers, parents, and/or students regarding appropriate programming needs. When necessary, a team approach will be taken for the development of an appropriate program plan. The Enrichment Intervention Teachers will monitor for implementation of each student plan.

Criteria for Identification:

Following are the multiple-selection criteria for each of the five categories of Standard (t). Evidence as provided by any of these criteria may help to make us aware of gifted behavior in students. Any of these criteria may also be used as assessment tools to aid us in determining the needs of the students and in providing appropriate programming. The following are models of criteria guidelines for the identified areas. Enrichment programming services are divided into three tiers. Delivery of services range from classroom differentiation to individualized instruction depending on the student's needs.

Level I – Differentiation by the classroom teacher within the classroom.

Criteria: Trends of 95th-97th percentile rank on state and/or district assessments, teacher recommendation and/or other program approved methods of evaluation.

Level II – Enrichment with an Enrichment Intervention Teacher either in a classroom or pullout setting.

Criteria: Trends of 98th percentile rank on state and/or district assessments, teacher recommendation and/or other program approved methods of evaluation.

Level III – Individualized services or subject acceleration.

Criteria: Trends of 99th percentile rank on state and/or district assessments, classroom teacher and Enrichment Intervention Teacher's recommendation and/or other program approved methods of evaluation. For elementary math subject acceleration all district and state assessment data will be considered and a team decision will be made for individual students. For middle school math subject acceleration, all incoming 6th grade students will be assessed and placed in the appropriate math level based on the results of the placement test.

Programming for the Elementary Level:

Leadership/Community Service will be the focus for our Enrichment Intervention Program for the first part of the school year while District benchmark assessment data are collected for all students. Students are selected to participate in leadership opportunities at the end of the previous school year. Selected students in grades 3-5 will have this opportunity. The students will work with the Enrichment Intervention Teacher during their WIN/IE time for the first month of school and then they will meet once a six day cycle for the remainder of the school year.

Identification of students for Level II academic enrichment is merged with the elementary building Response to Intervention process and students will be selected for enrichment at Scheduling Summit meetings, which are held in October and February. Grade level teams, the Enrichment Intervention Teacher and the building principal will make decisions about which students will participate based on data and other criteria (i.e. a student may need a different intervention that is a greater priority). Selected students in grades 1-5 will have this opportunity.

Math, literacy and science programming will be merged into a STEM (Science-Technology-Engineering-Math) focus that will span the school year. Students chosen to participate in academic enrichment will be selected based on Math and Literacy benchmark assessment data at Scheduling Summits. Students will participate in the STEM enrichment group until the next Scheduling Summit where the data will again be analyzed and participation changes in the group may occur.

Students participating in the STEM enrichment programming will meet with the Enrichment Intervention Teacher three days per six day cycle during their WIN/IE time. The students will have independent activities to do on the days they do not meet with the Enrichment Intervention Teacher. These activities will be planned by the Enrichment Intervention Teacher.

Parents are informed of their child's participation in the STEM enrichment programming through a letter sent home at the beginning of each intervention period. Parents will also be notified of progress.

Level III accelerated math students for 6th grade math will receive their instruction using iPads and recorded math lessons and face-to-face instructional time with the Enrichment Intervention Teacher.

There will continue to be event-based opportunities for elementary students throughout the school year (math fair, science fair, performing arts etc.). Enrichment Intervention Teachers will plan and coordinate these events with regular education teams.

Programming at the Middle School Level:

Integrated Language Arts (ILA)

All middle school students will receive intervention or enrichment during their Topper Time block each day. Middle school students identified as needing enrichment in reading, writing and language arts will meet during their Topper Time with a content area teacher who enrich or extend what the students have already learned in their regular Integrated Language Arts (ILA) classroom. Grade level teams and the building principals will make decisions about which students will participate based on district benchmark data discussed at regularly scheduled Matrix Meetings.

Math

For middle school math subject enrichment or acceleration, all incoming 6th grade students will be assessed and placed in the appropriate math level based on the results of

the placement test and other district assessments. The middle school has the ability to advance students into high school level math classes for which they may receive credit prior to high school. (See School District of Onalaska Board Policy 5615)

Other

Other enrichment opportunities are available to students at the middle school level throughout the school year. These include event-based activities (i.e. National History Day, Spelling Bees, Geography Bee), leadership opportunities, clubs and other co-curricular activities students can choose to participate in to enrich their abilities.

Programming at the High School Level:

Many opportunities exist for high school students to participate in gifted and talented activities and classes. These include but are not limited to: Accelerated courses, Honors courses, Advanced Placement courses, Course Options, Youth Options, Independent Study, Summer School courses, leadership opportunities and many co-curricular and club options available to all students.