



D31 Advanced Learning Program

May 2021



Q&A

Agenda

- Top 5 Changes: Program Updates
- 2021-2022 ALP Teaching Staff
- Supporting Student Growth
- Q&A





Top 5 Changes

D31 believes in
having
differentiated &
rigorous
education for all
students.

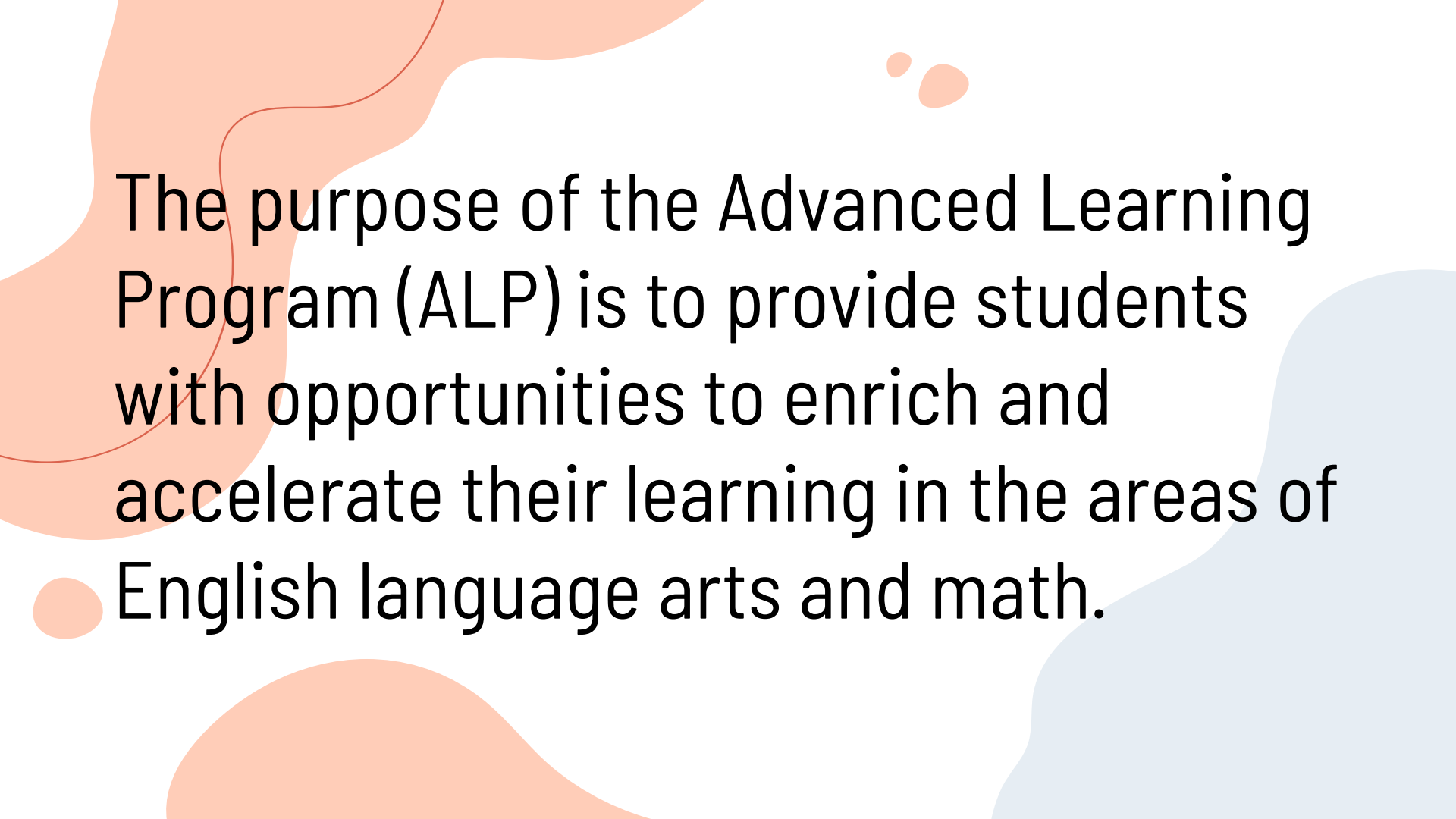
Programs
should flow
between
• Winkelman to
Field and Field
to D225.

D31 believes in
a transparent,
consistent, &
• easy-to-
understand
process for
identification.

D31 recognizes
that giftedness can
appear in many
different
ways--and
programs should
reflect that.

Top 5 Changes

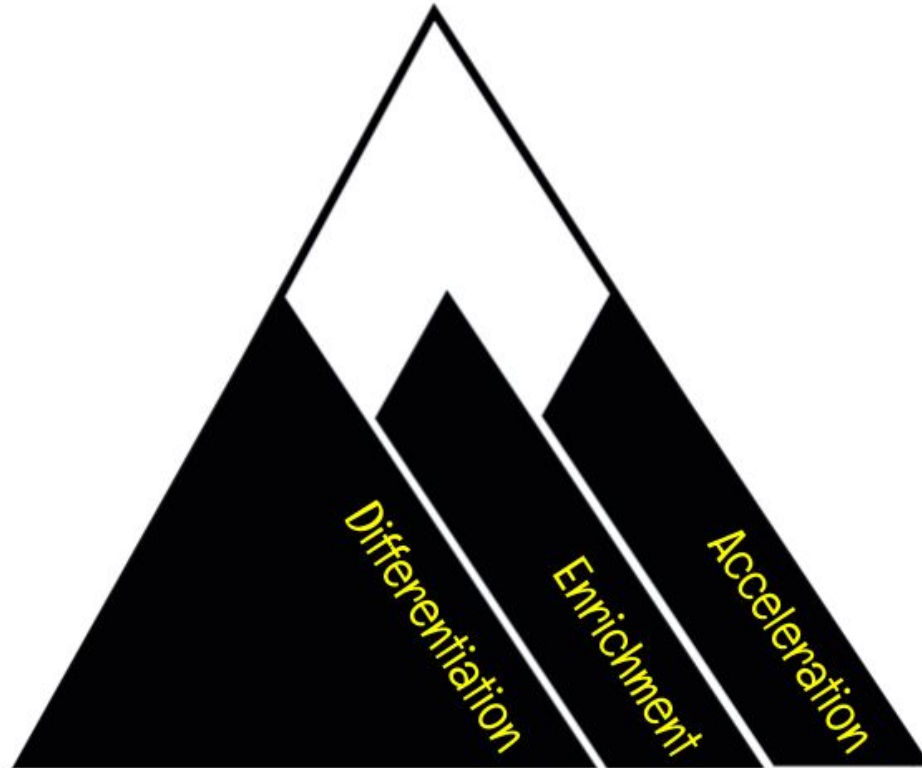
1. Program Name: Advanced Learning Program
2. Course Configuration and Names
3. Updated Placement Matrix
4. Inquiry Process
5. Communication and Transparency



The purpose of the Advanced Learning Program (ALP) is to provide students with opportunities to enrich and accelerate their learning in the areas of

- English language arts and math.

Advanced Learning Program (ALP)



Defining Terms

What is meant by enrichment?

Enrichment engages students in learning content from the **current grade-level standards** but goes deeper into the grade-level curriculum. Emphasis is on moving through curriculum **horizontally**.

What is meant by acceleration?

Acceleration engages students in learning content from **next grade-level standards** and typically moves at a faster pace. Emphasis is on moving through curriculum **vertically**.

Course Configuration and Names: ELA

English Language Arts	
Course Name and Grade Level	Course Description
Accelerated ELA 4	ELA course based upon CCSS 4th and 5th grade standards
Accelerated ELA 5	ELA course based upon CCSS 5th and 6th grade standards
Accelerated ELA 6	ELA course based upon the CCSS 7th grade standards
Accelerated ELA 7	ELA course based upon the CCSS 8th grade standards
Accelerated ELA 8	ELA course based upon the CCSS 9th grade standards

Note: MS placement does not determine HS placement; HS placement determined by PSAT score and teacher recommendation.

General Education Classroom

- Differentiation & Enrichment: learning is tailored to students based on their performance
- Gradual Release of Responsibility: more teacher modeling and guided practice before independent practice
- Student-led questioning and inquiry
- Real-world problem solving
- Grade-level standards taught and assessed



All of this +

Accelerated Classroom

- Gradual Release of Responsibility: students move to independent practice more quickly
- Student-directed projects
- Analysis of texts at a higher text complexity
- Next grade level's standards taught and assessed
- Content is moved through at a quicker pace

Course Configuration and Names: Math

Mathematics		
Grade Level	Course Name	Course Description
4	Enriched Math 4	Mathematics course based upon CCSS 4th grade standards
5	Enriched Math 5	Mathematics course based upon CCSS 5th grade standards
	Accelerated Math 5	Mathematics course based upon CCSS 5th and 6th grade standards
6	Single Accelerated Math 6	Mathematics course based upon CCSS 6th and 7th grade standards
	Double Accelerated Math 6	Mathematics course based upon CCSS 7th and 8th grade standards
7	Single Accelerated Math 7	Mathematics course based upon CCSS 7th and 8th grade standards
	Double Accelerated: Algebra 7	Mathematics course based upon CCSS high school algebra standards
8	Single Accelerated: Algebra 8	Mathematics course based upon CCSS high school algebra standards
	Double Accelerated: Geometry 8	Mathematics course based upon CCSS high school geometry standards

General Education Classroom

- Curriculum: aligned to rigorous grade-level Common Core Standards
- Differentiation & Enrichment: learning is tailored to students based upon performance
- Instructional Focus: progresses through conceptual understanding to procedural fluency to real-world application

All of this +

Enriched Math Classroom

(4th & 5th grades)

- Modified Curriculum: students explore grade-level standards to greater depth with increased complexity
- Move to independent practice more quickly
- Student-directed projects

All of this +

Accelerated Math Classroom

- Compacted Curriculum: students learn multiple years of content in a single year
- Some content is studied and learned independently

General Education Classroom

Fourth-Grade Example: (CCSS 4.NF.2)
Which fraction represents the greatest value?
 $\frac{3}{4}$, $\frac{2}{5}$, $\frac{7}{10}$
Show or explain in words how you know.

Fifth-Grade Example: (CCSS 5.NBT.6)
Write a division problem using a 4-digit dividend and a 2-digit divisor that results in an even quotient. Show your work.

All of this +

Enriched Math Classroom (4th & 5th grades)

Fourth-Grade Example: (CCSS 4.NF.2)
Suppose that X and Y are 2 different numbers from 1 to 50 inclusive. What numbers should you choose for X and for Y, in order to make the largest possible value of the fraction $\frac{X + Y}{X - Y}$? X and Y must be the same in both numerator and denominator.

Fifth-Grade Example: (CCSS 5.NBT.6)
Steven says that the answer to $2,500 \div 300$ is 8 with a remainder of 1. He said "My reason is because you can just cross out the two 0s in both numbers to make it $25 \div 3$. The answer to $25 \div 3$ is 8 with a remainder of 1 so that is also the answer to $2,500 \div 300$." Is Steven correct? Why or why not?

All of this +

Accelerated Math Classroom

Fifth-Grade Example: (CCSS 6.NS.3)
Select all of the quotients that have the same value as $5.04 \div 0.7$. Be prepared to explain how you know.

- a. $5.04 \div 7$
- b. $50.4 \div 7$
- c. $50,400 \div 7,000$
- d. $504 \div 700$

Placement Matrix: ELA

ALP ELA Matrix							
NWEA- Reading <i>National Percentile- highest from F/W/S</i>		CogAT-NonVerbal <i>Grade Percentile Rank</i>		CogAT- Verbal <i>Grade Percentile Rank</i>		SIGS- Language Arts <i>Standard Score</i>	
85-89%ile	2 pts	85-89%ile	1 pt	85-89%ile	3 pts	92-107	1 pt
90-94%ile	4 pts	90-94%ile	2 pts	90-94%ile	5 pts	108-123	2 pts
95-99%ile	6 pts	95-99%ile	3 pts	95-99%ile	8 pts	>123	3 pts
12 or higher to qualify						TOTAL SCORE	

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12 or higher to qualify						TOTAL SCORE	12

Placement Matrix: Math

ALP Math Matrix							
NWEA- Math <i>National Percentile- highest from F/W/S</i>		CogAT-NonVerbal <i>Grade Percentile Rank</i>		CogAT- Quantitative <i>Grade Percentile Rank</i>		SIGS- Mathematics <i>Standard Score</i>	
85-89%ile	3 pts	85-89%ile	1 pts	85-89%ile	1 pts	92-107	3 pt
90-94%ile	5 pts	90-94%ile	2 pts	90-94%ile	2 pts	108-123	5 pts
95-99%ile	8 pts	95-99%ile	3 pts	95-99%ile	3 pts	>123	8 pts
9-16: 4th-5th Enriched /6th-8th Single Accelerated 17 and up :5th Accelerated/6th-8th Double Accelerated							TOTAL SCORE

Placement Matrix: Math

ALP Math Matrix							
NWEA- Math <i>National Percentile- highest from F/W/S</i>		CogAT-NonVerbal <i>Grade Percentile Rank</i>		CogAT- Quantitative <i>Grade Percentile Rank</i>		SIGS- Mathematics <i>Standard Score</i>	
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TOTAL SCORE							

Placement Communication

Letters will be sent in June to families of incoming 4th and 5th grade students who qualify for ALP, as well as any newly placed students.

Students previously placed in the program will remain in ALP

Inquiry Process

- Process used when a student does not qualify for ALP per matrix or isn't performing successfully within the program
- Three types
 - Parent: entry
 - Teacher: entry
 - Teacher: exit
- Note: parents may remove their student from ALP via written request



Inquiry Process

1. Request form from Asst. Supt. of Curriculum & Instruction
2. Submit form to Asst. Supt. of Curriculum & Instruction
3. Review student file to determine next steps; may include administering performance assessment or student interview, convening review committee
4. Decide placement and communicate

Communication and Transparency

- Program information posted on district website, including placement matrix and inquiry process
- Teachers preview placement information
- Families with students newly placed will receive communication in June
- Inquiry is open all year; one per academic year per content area

Top 5 Changes

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ALP Teaching Staff 2021-2022



Ms. Michelle Geary
4th-5th Grade



Ms. Jane Ricordati
5th Grade-
Enriched Math



Ms. Katie Lauder
6th Grade ELA



Ms. Molly Principi
7th Grade ELA



Ms. Nancy Kim
8th Grade ELA



Mrs. Nada Hene
6th Grade Math



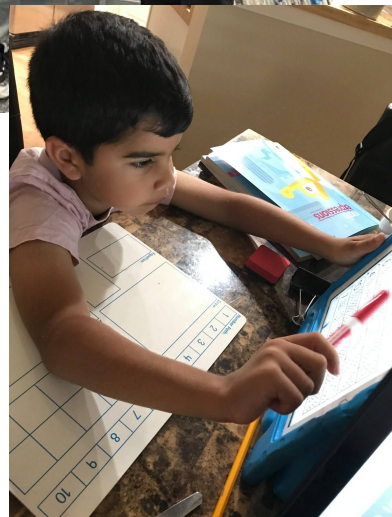
Mr. Tristan Roche
6th & 7th Grade Math



Mr. Jon Damon
8th Grade Math



Supporting Student Growth



Web Resources for Parents

- The Center for the Gifted
- Center for Talent Development
- Davidson Institute
- Illinois Association for Gifted Children
- National Association for Gifted Children (NAGC)
- NEAG Center for Gifted and Talented Development
- Supporting Emotional Needs of the Gifted



Q&A



bmathison@district31.net