



COMPREHENSIVE PLAN

FOR

GIFTED & ACADEMICALLY TALENTED EDUCATION
(GATE)

IN

NEW LENOX SCHOOL DISTRICT #122



2024-2025

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New Lenox School District 122

Comprehensive Plan for Gifted & Academically Talented Education (GATE)

Mission Statement for Gifted Education

Our mission is to motivate, challenge and educate all students to achieve their highest level of performance so they can contribute to the positive development of themselves and society.

Philosophy Statement for Gifted Education

New Lenox School District 122 believes that each child is unique and has special talents. Our job is to provide experiences in an atmosphere in which these talents will be nurtured and new talents will be acquired and encouraged. Teachers will provide options in classroom assignments and learning experiences that will encompass a variety of intelligences and modalities of learning styles.

Legal Basis for the Comprehensive Plan for Gifted & Talented Children and Children Eligible for Accelerated Placement

District 122's philosophy of gifted education and the components of the following comprehensive plan for gifted education, is designed to be in compliance with the provisions of Section 14A of the School Code. (105 ILCS 5/14A-10)

Sec. 14A-20. Gifted and talented children. For purposes of this Article, "gifted and talented children" means children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with other children and youth of their age, experience, and environment. A child shall be considered gifted and talented in any area of aptitude, and, specifically, in language and mathematics, by scoring in the top 5% locally in that area of aptitude.

Sec. 14A-32. Accelerated placement; school district responsibilities.

- a) Each school district shall have a policy that allows for accelerated placement that includes or incorporates by reference the following components:
 - i) a provision that provides that participation in accelerated placement is not limited to those children who have been identified as gifted and talented, but rather is open to all children who demonstrate high ability and who may benefit from accelerated placement.

Definition of Giftedness

Sec. 14A-10. Legislative findings. The General Assembly finds the following:

- a) that gifted and talented children (i) exhibit high performance capabilities in intellectual, creative, and artistic areas, (ii) possess an exceptional leadership potential, (iii) excel in specific academic fields, and (iv) have the potential to be influential in business, government, health care, the arts, and other critical sectors of our economic and cultural environment;

According to the National Association of Gifted Children (2022), a gifted student is considered to be "Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains."

How many gifted children are there in the U.S.?

The U.S. Department of Education's Office of Civil Rights estimates that six (6) percent of public school students are enrolled in gifted and talented programs.

Some General Characteristics of Gifted Students

- Show superior reasoning skills and marked ability to process ideas; can generalize readily from specific facts and can see subtle relationships; has outstanding problem-solving ability.
- Demonstrate persistent intellectual curiosity; ask higher level questions and seek out the answers; have metacognitive thinking skills.

- Display a wide range of interests, often of an intellectual kind; develop one or more interests to considerable depths.
- Learn quickly and easily retain what is learned; recall important details, concepts and principles; comprehend readily.
- Reveal insight into mathematical problems that require careful reasoning and grasp concepts readily.
- Illustrate creative ability or imaginative expression in a variety of areas outside of academics.

Definition of Academically Talented High Achievers

High achievers know what it takes to succeed and are willing to put in the time and effort to be successful (Brubaker, 2017).

Some General Characteristics of High Achievers

- May or may not be identified as gifted but are academically talented.
- Earns high marks and good grades.
- Memorizing content very well.
- Complete all work that is required and do it well.
- Tend to be well-organized, with good time-management skills and learn with ease.
- Energized by their peers and thrive with group work.

Here's a chart that highlights the differences between high achievers and gifted learners ([High Achiever, Gifted Learner, Creative Thinker](#)).

A High Achiever...	A Gifted Learner...
Remembers the answers	Poses unforeseen questions
Is interested	Is curious
Is attentive	Is selectively mentally engaged
Generates advanced ideas	Generates complex, abstract ideas
Performs at the top of the group	Is beyond the group
Learns with ease	Already knows
Needs 6 to 8 repetitions to master	Needs 1 to 3 repetitions to master
Enjoys the company of age peers	Prefers the company of intellectual peers
Completes assignments on time	Initiates projects and extensions of assignments
Enjoys school often	Enjoys self-directed learning
Is highly alert and observant	Anticipates and relates observations
Is pleased with own learning	Is self-critical
Gets As	May not be motivated by grades

New Lenox School District 122 Gifted Education Program

In District 122, the program for gifted and talented students shall be known as the GATE Program (Gifted & Academically Talented Education). GATE shall include the following components:

- Identification of the gifted and talented child
- Differentiated Instruction which may include strategies such as
 - Project Based Learning
 - Accelerating
 - Tiering assignments
 - Integrating curriculum
 - Developing projects
 - Flexible grouping
 - Independent study opportunities
 - Learning contracts
 - Learning centers
 - Student learning choices
 - Mentorships
 - Compacting
- Continued development, evaluation and refinement of the program
- An appropriate, ongoing staff development plan
- Parent information

Program Goals

The New Lenox School District 122 GATE Program will emphasize the following areas:

1. **basic skills:** grade level skills all students need to master
2. **higher level thinking skills:** problem solving; critical and creative thinking; divergent, abstract and evaluative thinking
3. **enrichment:** research, project development, skill or talent refinement
4. **creativity:** awareness of the world through different perspectives, different ways of solving problems
5. **emphasis on the whole child:** emotional and academic growth that fosters communication skills necessary to interact acceptably and comfortably with other students in order to share his or her knowledge and talents in a positive manner

Program Structure

District 122 GATE Program for students in **Grades K-3** will be taught within the classroom using differentiated instructional techniques.

For **4th-8th Grade ELA and Mathematics**, students will be grouped homogeneously in an accelerated class based on program qualifications.

Identification of Gifted Academically Talented Students:

The identification of students for the District 122 GATE Program will be based on multiple and specific criteria using content appropriate instruments. The guidelines for the identification of the gifted and talented students in District 122 uses objective measures. The identification process will be uniformly applied to all students in the district's population. Screening will formally occur every year and students must re-qualify every year.

Screening Components

Grades 1-3 Identification: (*as needed*)

Screening tools for multiple intelligence strengths may be used for selected students as identified by the teacher. Services at this level are provided through differentiated instruction by the classroom teacher.

Grades 4-8 Identification (*listed below*)

Students will be identified using a matrix and ranked using a spreadsheet consisting of the following data:

ELA

Cognitive Skills Index
TerraNova Reading & Language
AimswebPlus
Illinois Assessment of Readiness (5-8 only)
GPA
Local Placement Test (6-8 only)

Math

Cognitive Skills Index
TerraNova Math
AimswebPlus
Illinois Assessment of Readiness
GPA
Local Placement Test (6-8 only)

New students entering the District will be placed only after past records are received and reviewed. Screening may consist of examination of student records and scores from the previous grade and standardized assessments for Math and Reading. A diagnostic test may be administered to determine placement.

Identification Procedures

- Identification will only occur annually in late Spring for students entering grades 4-8.
- Students placed in the GATE/ACCELERATED classes will receive a letter indicating their placement.
- If a GATE student no longer qualifies, the appropriate parent notification letter will be sent home to the student's parents.

GATE Student Contract for Participation

The GATE/Accelerated class will be structured for gifted and academically talented students. In the GATE class, the curriculum will be presented at an accelerated pace, instruction will involve a deeper level of application and students will be required to work independently on many tasks. Students in GATE are expected to continually meet and exceed the following criteria to remain in the program. Below are work habits and skills expected of GATE students.

- Independently complete class work.
- Read and comprehend textbooks and material independently.
- Consistently complete homework on time.
- Manage time in order to successfully participate in other activities in addition to academics.
- Attend school regularly.
- Display a high level of focus while in class.
- Demonstrate problem solving and critical thinking skills.
- Participate in additional enrichment beyond required curriculum.
- Produce work at a higher level of mastery.
- Understand working at a higher level may mean limited re-dos and grades that are not all A's.
- Demonstrate a deeper level of application of skills and concepts.
- Enjoy the challenge of the advanced program.
- Demonstrate kindness, patience, and support for one another's unique displays of giftedness.

Qualifying students and their parent/guardian sign the GATE/Accelerated placement form and acknowledge the expectations.

General Information

- All matrices and signed parent letters should be placed in a GATE file in the school office.
- Each year students placed in the GATE class will receive a letter depicting the students' placement. Parents and students must sign the letter and agree to the program expectations.
- Students and parents should expect classes to be conducted at a higher level.
- Because lessons and assignments occur frequently, students are expected to stay abreast of all assignments and dutifully prepare for each test. Failure to keep up with assignments will result in poor academic performance.
- With the rigor of this program, there will be limited opportunities to make up work that is missed and re-doing tests and assignments is not allowed, except in rare circumstances.

- Teachers of students in grades K-3 will continue to informally evaluate students for gifted characteristics. It is recommended that those students displaying gifted characteristics be clustered in groups of 4-6 within classrooms to provide opportunities for differentiated learning experiences.

Collaboration Team Process

In rare cases, District 122 recognizes that a child may be exceptional beyond the grade appropriate curriculum. Before alternative placement is considered, the child may be referred for collaboration (e.g., a second-grade student who is capable of consistently doing fourth grade math with 90% accuracy). Refer to the Accelerated Placement Plan for more information.

Removing Students From The Program Mid-Year

Continued participation in the GATE Program will be assured as long as the student meets the criteria and performance standards that are both commensurate with his/her ability and within the minimum established for the program. A student's progress may be re-evaluated at any time by request of parents, teacher, or principal. Removal of the student from the GATE program in the middle of the year will be based on evidence that the student is not profiting academically, socially, or emotionally from the program.

Ongoing Staff Development Plan

Goals of the Staff Development Plan:

1. Assist with the implementation of the District Comprehensive Gifted & Academically Talented Education Plan.
2. Retrain those who need to update their skills in gifted education.
3. Train teachers to make curriculum modifications that meet the needs of gifted/talented students.
4. Provide trainer of trainer opportunities for staff development within the district.
5. Provide opportunities for teachers to share classroom strategies and methods of curriculum differentiation.

Type of Staff Development	Suggested Provider	Suggested Audience	Suggested Focus
Informational	Gifted Committee	School Board members, parents, administrators, teachers	Comprehensive Gifted Education Plan
Awareness	PDA, Consultants, Teachers, Workshop Presenters, NLU	Teachers, Administrators	Definitions of terms, rationale, characteristics myths, identification
Curriculum and Development	PDA, Consultants, Teachers, Workshop Presenters	Teachers, Administrators	Programming, classroom management, differentiated instructional strategies
Advanced Coursework	Universities	Teachers, Administrators	Credit coursework

New Lenox School District 122

Incoming Grade 4 GATE/Accelerated Math Identification Matrix

Student _____

Gender: Male / Female

School _____ Grade _____

Date _____

CSI Score	141-131	130-126	125-121	120-117	116-115
TerraNova Math	99-97%		96-94%		93-90%
Winter aims Math	100-99%		98%-96%		95%
GPA-Math*	11		10		
Weight	X5	X4	X3	X2	X1
EACH COLUMN'S TOTAL					

**Number of secures for first/second trimester only*

MATRIX TOTAL SCORE _____

A total matrix score of 14 is needed for qualification in the program.

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Student Identified (Circle One): Qualifies / Does Not Qualify

Person Completing Form: _____ Date: _____

New Lenox School District 122

Incoming Grade 5 GATE/Accelerated Math Identification Matrix

Student _____

Gender: Male / Female

School _____ Grade _____

Date _____

CSI Score	141-131	130-126	125-121	120-117	116-115
TerraNova Math	99-97%		96-94%		93-90%
Winter aims Math	100-99%		98%-96%		95%
Previous Year's IAR Math	5		4		
GPA-Math*	4.33-4		3.99-3.66		3.65-3.33
Weight	X5	X4	X3	X2	X1
EACH COLUMN'S TOTAL					

**Number of secures for first/second trimester only*

MATRIX TOTAL SCORE _____

A total matrix score of 18 is needed for qualification in the program.

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Student Identified (Circle One): Qualifies / Does Not Qualify

Person Completing Form: _____ Date: _____

New Lenox School District 122

Incoming Grade 6 GATE/Accelerated Math Identification Matrix

Student _____

Gender: Male / Female

School _____ Grade _____

Date _____

CSI Score	141-131	130-126	125-121	120-117	116-115
TerraNova Math	99-97%		96-94%		93-90%
Winter aims Math	100-99%		98%-96%		95%
Previous Year's IAR Math	5		4		
GPA-Math*	4.33-4		3.99-3.66		3.65-3.33
Weight	X5	X4	X3	X2	X1
EACH COLUMN'S TOTAL					

**Number of secures for first/second trimester only*

MATRIX TOTAL SCORE _____

A total matrix score of 18 is needed for qualification in the program.

.....

Student Identified (Circle One): Qualifies / Does Not Qualify

Person Completing Form: _____ Date: _____

New Lenox School District 122

Incoming Grades 7-8 GATE/Accelerated Math Identification Matrix

Student: _____

Gender: Male / Female

School: _____

Grade: _____

CSI Score (not used for students entering 8th grade starting 2025)					
TerraNova Math	99-97%		96-94%		93-90%
Winter aims Math	100-99%		98%-96%		95%
Previous Year's IAR Math	5		4		
Local Math Placement Test	100-95%		94-91%		90-86%
GPA- Math*	4.33-4.0		3.99-3.66		3.65-3.33
Weight	X5	X4	X3	X2	X1
Column Total					

**GPA is based on the first and second trimester only.*

A total matrix score of 17 is needed for qualification in the program.

TOTAL MATRIX SCORE: _____

Student Identified (Circle One): Qualifies / Does Not Qualify

Person Completing Form: _____ Date: _____

New Lenox School District 122

Incoming Grade 4 GATE/Accelerated ELA Identification Matrix

Student _____

Gender: Male / Female

School _____ Grade _____

Date _____

CSI Score	141-131	130-126	125-121	120-117	116-115
TerraNova Reading	99-97%		96-94%		93-90%
TerraNova Language	99-97%		96-94%		93-90%
Winter aims Reading	100-99%		98%-96%		95%
GPA-ELA*	17-15		14-13		12-11
Weight	X5	X4	X3	X2	X1
EACH COLUMN'S TOTAL					

MATRIX TOTAL SCORE _____

A total matrix score of 17 is needed for qualification in the program.

Student Identified (Circle One): Qualifies / Does Not Qualify

Person Completing Form: _____ Date: _____

**GPA-ELA grades: Add secures in the following areas: Reading, Written Language, Spelling. If the Instructional Reading Level is "O" or higher, add 1 point. The total number of secures is 17 with the reading level. *Number of secures for first/second trimester only*

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Incoming Grade 5-6 GATE/Accelerated ELA Identification Matrix

Student _____

Gender: Male / Female

School _____ Grade _____

Date _____

CSI Score	141-131	130-126	125-121	120-117	116-115
TerraNova Reading	99-97%		96-94%		93-90%
TerraNova Language	99-97%		96-94%		93-90%
Winter aims Reading	100-99%		98%-96%		95%
Previous Year's IAR Reading	5		4		
GPA-ELA*	4.33-4.0		3.99-3.66		3.65-3.33
Weight	X5	X4	X3	X2	X1
EACH COLUMN'S TOTAL					

**GPA is based on the first and second trimester only.*

MATRIX TOTAL SCORE _____

A total matrix score of 21 is needed for qualification in the program.

Student Identified (Circle One): Qualifies / Does Not Qualify

Person Completing Form: _____ Date: _____

New Lenox School District 122

Incoming Grade 7-8 GATE/Accelerated ELA Identification Matrix

Student _____

Gender: Male / Female

School _____ Grade _____

Date _____

CSI Score (not used for students entering 8th grade starting 2025)					
TerraNova Reading	99-97%		96-94%		93-90%
TerraNova Language	99-97%		96-94%		93-90%
Winter aims Reading	100-99%		98%-96%		95%
Previous Year's IAR Reading	5		4		
LOCAL ELA Placement Test	30-27		26-25		24-23
GPA – ELA*	4.33-4.0		3.99-3.66		3.65-3.33
Weight	X5	X4	X3	X2	X1
EACH COLUMN'S TOTAL					

**GPA is based on the first and second trimester only.*

MATRIX TOTAL SCORE _____

A total matrix score of 20 is needed for qualification in the program.

Student Identified (Circle One): Qualifies / Does Not Qualify

Person Completing Form: _____ Date: _____

Evaluation of GATE Program

The District GATE Program will be evaluated and updated annually. Revisions and/or additions to the program will be based on student and teacher needs, as well as available funding.

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