

Gifted/Advanced Learning Update



Board of Education meeting

January 2026

Strategic plan



Academic success

CCSD 89 will provide an engaging and supportive learning environment that inspires every single student to reach their full potential.



Social-emotional development

CCSD 89 will provide a welcoming educational environment where every student can develop confidence, empathy, and well-being.



High-quality staff

CCSD 89 will hire, retain, and support a highly-qualified workforce.



Community engagement

CCSD 89 will cultivate meaningful partnerships with families and community agencies to enrich learning opportunities.



Effective use of resources

CCSD 89 will use resources responsibly to provide safe schools where students have the tools they need to learn.

Today's presentation

- This is an update for the Board of Education on the progress of the district's advanced learning action plan.
- Our main focus has been to ensure that we are meeting the needs of all students and ensuring that we offer accelerated and advanced learning opportunities for more students.
- Plans for summer 2026
- Plans for the 2026-27 school year

Advanced Learning Committee

- The Advanced Learning Committee discussed the challenges with our current models to meet the needs of advanced learners.
- Focused conversation on math
 - Discussed what learning looks like in math for STEM students and students not qualifying for STEM
 - Discussed IAR and MAP data for grade levels and individual students
 - What progress are students making by eighth grade? Why?
 - Are students accessing all standards?

Advanced Learning Committee

- Discussed the Illinois Accelerated Placement Act
 - Whole-grade acceleration
 - Single-subject acceleration
 - Early entrance to kindergarten (separate committee)
- Started to research what other districts do to meet the needs of advanced learners

Hinsdale 181

Gower 62

Elmhurst 205

Downers Grove 58

Indian Prairie 204

Glen Ellyn 41

Maercker 60

Illinois School Report Card

Advanced Learning Committee

- The advanced learning committee has met five times this school year for about 17 hours to discuss meeting the needs of all learners, with a focus on our advanced learners.
- The committee is comprised of classroom teachers, challenge teachers, coaches, and administrators.
- The conversations have been very positive and other items have surfaced, such as mathematics continuum of services for all students, STEM students and grade level standards, STEM fifth-grade students, sixth-grade math, and the challenges of second grade LAH and serving fourth grade and fifth grade combined for LAH.

Action plan

- **Priority 1:** Come to consensus around the approach to - and goals for - services, then communicate with stakeholders
- **Priority 2:** Expand the continuum of services, focusing on the rigor of Tier 1 instruction, enhanced Tier 2 services, and more frequent use of acceleration
- **Priority 3:** Revisit the identification process and acceleration criteria
- **Priority 4:** Onboard new administrators and educators, and provide professional learning opportunities for all staff

Action plan

Priority one: Come to consensus around the approach to and goals for services and communicate with stakeholders

Action item	Timeline	Responsible parties	Performance indicator
1.1 Create a vision for gifted and advanced learning.	2024-2025	Superintendent, Assistant Superintendent for Teaching & Learning, staff, and parents	Vision presented to Board
1.2 Create an action plan to support the vision for gifted and advanced learners.	Summer 2025	Superintendent, Assistant Superintendent for Teaching & Learning	Action plan presented to Board
1.3 Convene an advanced learning committee to build consensus on conceptual framework.	2025-2026	Superintendent, Assistant Superintendents for Teaching & Learning, staff	Conceptual framework presented to Board
1.4 Rebrand advanced learner supports.	2025-2026	Advanced Learning Committee	Communication to all stakeholders about terminology changes

ACCOMPLISHED

IN PROGRESS

FUTURE WORK

Action plan

Priority two: Expand the continuum of services, focusing on the rigor of Tier 1 instruction, enhanced Tier 2 services, and more frequent use of acceleration

Action item	Timeline	Responsible parties	Performance indicator
2.1 Review policy 6:135 to look at expansion of subject-area acceleration, whole-grade acceleration, and early entrance to kindergarten procedures.	2025-2026	Superintendent, Assistant Superintendent for Teaching & Learning, Board of Education	Possible procedure-change recommendations
2.2 Fully develop and implement the K-8 continuum of services modeled after MTSS.	2025-2026, 2026-2027	Advanced Learning Committee	Communication to all stakeholders about continuum of services
2.3 Define specific learning and growth goals for advanced learners within each service level.	2025-2026	Advanced Learning Committee	Communication to all stakeholders about continuum of services

ACCOMPLISHED

IN PROGRESS

FUTURE WORK

Action plan

Priority two: Expand the continuum of services, focusing on the rigor of Tier 1 instruction, enhanced Tier 2 services, and more frequent use of acceleration

Action item	Timeline	Responsible parties	Performance indicator
2.4 Create a plan to reduce challenges related to transition of services for advanced learners.	2025-2026	Advanced Learning Committee	Staff and student feedback about transitions
2.5 Identify types of services to support students at each grade level.	2025-2026	Advanced Learning Committee	Communication to all stakeholders about continuum of services

Action plan

Priority three: Revisit the identification process and acceleration criteria

Action item	Timeline	Responsible parties	Performance indicator
3.1 Identify placement criteria to capture all students that need additional services.	2025-2026	Advanced Learning Committee	Communication to all stakeholders about continuum of services
3.2 Align the placement criteria with service objectives within the expanded continuum.	2025-2026	Advanced Learning Committee	Communication to all stakeholders about continuum of services
3.3 Conduct mid-year reviews for “bubble” students and more extensive reviews at key transition points (elementary to middle).	Ongoing	Assistant Superintendent for Teaching & Learning, staff	Communication to all stakeholders about continuum of services
3.4 Create an advanced learner profile.	2025-2026	Superintendent, Assistant Superintendent for Teaching & Learning, staff	Communication to all stakeholders about continuum of services

ACCOMPLISHED

IN PROGRESS

FUTURE WORK

Action plan



Priority four: Onboard new administrators and educators, and provide professional learning opportunities for all staff

Action item	Timeline	Responsible parties	Performance indicator
4.1 Provide training for all educators on continuum, resources, and supports for the education of all advanced learners.	Fall 2026	Assistant Superintendent for Teaching & Learning, instructional coaches	Training occurs
4.2 Provide coaching and instructional support for grade-level teachers on content compacting and differentiation for advanced learners.	Ongoing	Assistant Superintendent for Teaching & Learning, instructional coaches	Coaching occurs

Action plan



Priority four: Onboard new administrators and educators, and provide professional learning opportunities for all staff

Action item	Timeline	Responsible parties	Performance indicator
4.3 Collaborate with EL and Special Education staff to identify and serve students with advanced learning needs.	Ongoing	Assistant Superintendent for Teaching & Learning, Director of Student Services, instructional coaches	Communication to all stakeholders about continuum of services

Next steps

- The committee will meet at least once over the summer and continue throughout the 2026-27 school year.
- The district will continue to provide updates to the Board of Education on the progress of the district's advanced learning action plan.
- The district will pilot several initiatives next year. (see next slide)

Next steps

- Pilot at intermediate grades: pre-assess and reconfigure all students based on pre-assessments by unit
- No LAH for second-grade students
- Split fourth and fifth grade students for LAH
- Create a sequence for a math continuum
- Make decisions on whether we flexibly deliver differentiation in math or whether we track students
- Explore other options for instruction for fifth-grade STEM students

Gifted/Advanced Learning Update



Board of Education meeting

June 2026