

Grades 6-8

Students are grouped for learning in periods that offer differentiated and accelerated instruction while allowing for positive transitions throughout middle school. These periods are flexible. Student placement in these periods can be altered in order to meet the needs of all learners. Mixed ability periods allow students to be challenged as well as build on teamwork, skill-building, and an increase of expectations while adjusting to a middle school schedule.

Qualifying students are placed in accelerated content periods in English, Social Studies, Science, and Math as part of the daily class schedule. These periods require more in-depth study of topics, a rigorous pace of instruction, expanded homework responsibilities, and independent projects determined by the teacher.

Students are selected for accelerated periods based on the follow criteria:

Middle School Rubric for Placing Students

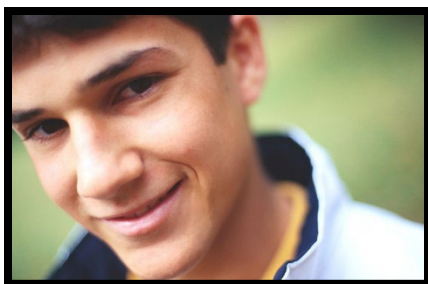
Advanced Test Scores

Classroom Performance

Report Card Grades

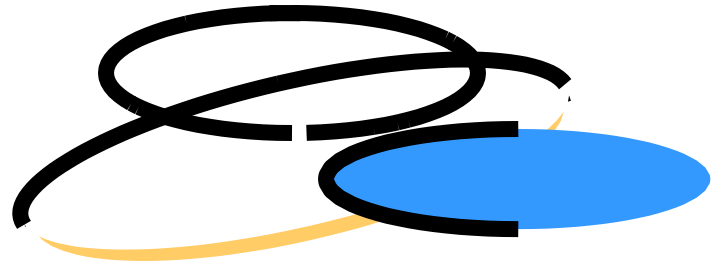
Attendance

Accelerated and differentiated instruction is implemented at each grade to reach all styles of learning.



Grades 9-12

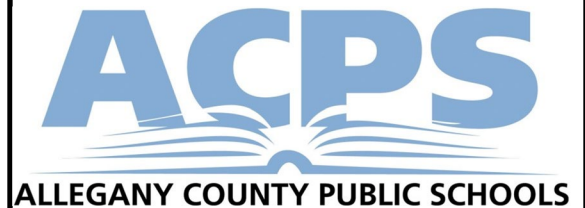
High school honors and Advanced Placement classes are offered to students in grades 9-12. These classes provide a more rigorous and in-depth instructional approach of material and prepare students for college level course work. Although honors and Advanced Placement courses have open enrollment; preparatory courses, student performance, and assessments can be viewed as success indicators. Counselors also encourage and assist with student placements in high level courses.



Acceleration and Enrichment Programs

Identification and Implementation

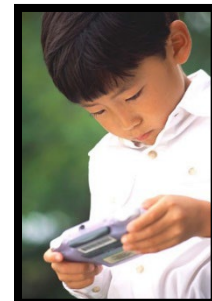
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Grades PK-2

All primary children are provided optimal learning experiences that are sensitive, yet challenging, to individual needs, interests, and abilities. Prekindergarten students are observed through anecdotal records and classroom performance. The Omnibus work sampling system can be used as a tool to further evaluate skills, knowledge, behavior, and accomplishments at varying performance levels for better reliability and consistency.

Omnibus Guideline Areas:

*Personal and Social Development
Language and Literacy
Mathematical Thinking
Scientific Thinking
Social Studies
The Arts
Physical Development*

In kindergarten, data from the Kindergarten Readiness Assessment (KRA) domains are reviewed for students' strengths and talents.

KRA Seven Domains:

*Physical Well-Being and Motor Development
Mathematics Science Social Studies
Social Foundations
Language and Literacy The Arts*

In grades 1-2, teachers view students' experiences and document their observations on the Gifted Learning Behavioral Checklist. Behavior targets are observed for each child's individual talents and abilities to be recognized and fostered to the highest potential. These areas of strength include problem-solving strategies and critical thinking.

Gifted Learning Behaviors:

*Perceptive Resourceful
Inquisitive Leadership
Communicative Persistence
Creative*

The checklist is completed by a coding REPI scale (Readiness, Emergent, Progressing, Independent) in four targeted behavior areas each year. The checklist is placed in permanent records to be used as a future resource for enrichment programs.

Grades 3-5

Students in the intermediate grades enter the program through an evaluation committee. Information is reviewed by this team to determine if each student would benefit from a rigorous in-depth interest study.

Participation is based on various types of information as follows:

Self/Peer/Parent/Teacher Nominations

Parent and Teacher Observations

Student Performance

Test Scores

Attendance

Gifted Learning Behavioral Checklist

Intermediate enrichment is an instructional pull-out program that meets weekly. The enrichment teacher can follow Renzulli's School-Wide Enrichment Model placing students in Triad Groups which is a progression through three types of investigations in order to develop a unique, real-world product and presentation. Interest units are also an option of instruction for acquiring information on multiple topics. Students display and present their research outcomes at a school-based showcase.

Enrichment instruction at this level can also be performed in a team-teaching approach between the classroom and enrichment teachers using differentiated instructional strategies while supporting the state curriculum.

Appeal Process for Acceleration and Enrichment:

Assessment results are reported to the county LEA for GT. If a parent/guardian wants to appeal, a review will be done with the school principal and the educational management team. Parents/guardians will be invited to meet with the school principal and EMT to be informed of the results and placement options. Parents/guardians will have 10 days to submit a written appeal to the Superintendent.

