

**Lindsay ISD  
Advanced Academic Programs  
Handbook**



**October, 2015**

# **ADVANCED ACADEMIC PROGRAM LINDSAY I.S.D. DISTRICT PLAN**

## **PHILOSOPHY**

The mission in the Lindsay Independent School District will be achieved when all students become responsible, learned citizens of tomorrow and when we have prepared them with the skills and knowledge necessary to be successful in life both professionally and personally. We are committed to developing each student's potential learning abilities as well as his/her positive self-esteem. We will challenge our students to utilize higher-level cognitive skills so that application of their knowledge will become a smooth transition to life's problem-solving situations. We will provide our students with the tools to be able to challenge and mold the future of our nation. Through well balanced and stimulating curriculum and instruction we will instill in our students a love for learning that will serve to their benefit throughout their lives. Our expectations will be high and are founded on the premise that all children will learn and will reach their ultimate level of achievement and self-awareness of their positive potential under our guidance.

Based on this mission for all students, programs for academically advanced students should be geared toward the potential of such students. Advanced Academic Programs (AAP) should encourage these students toward maximizing their reasoning and performance abilities incorporating both creative thinking and problem solving. The program should provide a variety of experiences for students that enable them to understand learning and knowledge within and among themselves.

These beliefs should shape the development of an exemplary program for students whose needs are different from those of other students.

## **DEFINITION**

Lindsay I.S.D. defines giftedness in the same manner as the State of Texas. A gifted and talented student is a child or youth who performs at or shows the potential for performing at a remarkable high level of accomplishment when compared to others of the same age, experience, and environment and who exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field. All students enrolled in Lindsay I.S.D. will have equal access to be identified under this definition.

## **IDENTIFICATION**

### **Nomination**

Nominations for AAP will be taken from teachers, parents, community members, and students. Nominations for the program will be accepted during the months of September and October. A nominated student will then proceed through the entire screening process.

Teacher and parent nomination forms will also be used to solicit information and nominations for students. Teachers and parents will be informed of the opening of nominations and will receive nomination forms by contacting the school administrator.

### **Screening**

All Kindergarten students will be screened for entrance for L.I.S.D.'s Advanced Academic Program. Beyond Kindergarten, assessments will be done as needed based on nominations.

All nominated students will be assessed using multiple measures, both subjective and objective, to determine their abilities, performance, and productive thinking abilities. If in the event a second Abilities/Reasoning assessment is required, the higher of the two scores will be used as that part of the scoring matrix.

Measures will vary depending on the grade of the nominated student and may include, but are not limited to, the following instruments:

#### **Kindergarten**

- ◆ Abilities/Achievement: Naglieri Non-Verbal Abilities Test (NNAT)
- ◆ SAGES
- ◆ Teacher Evaluation: Slocumb-Payne Teacher Perception Inventory
- ◆ Portfolio
- ◆ Parent Evaluation: Slocumb-Payne Perception Inventory
- ◆ Student Interview

#### **Grades 1 - 6**

- ◆ Abilities/Achievement: SAGES
- ◆ Teacher Evaluation: Teacher Scale for Recommendation
- ◆ Teacher Evaluation: Slocumb-Payne Teacher Perception Inventory
- ◆ Portfolio
- ◆ Parent Evaluation: Slocumb-Payne Perception Inventory
- ◆ Student Interview

#### **Grades 7-12**

- ◆ Abilities/Achievement: OLSAT and Standard 9
- ◆ Teacher Evaluation: Slocumb-Payne Teacher Perception Inventory
- ◆ Portfolio
- ◆ Parent Evaluation: Slocumb-Payne Perception Inventory
- ◆ Student Interview

*Lindsay I.S.D. reserves the right to request additional information where accumulated data is inconclusive.*

## **Selection**

A campus selection committee will be used to make all placement, exit, transfer, and appeals decisions. The committee will consist of at least the principal, counselor, AAP representative, and a teacher. To be identified as gifted, the student will need at least six total points on the AAP matrix.

## **Time Line**

<b>September – October:</b>	Nominations accepted
<b>November:</b>	Screening process
<b>December:</b>	Notification and Services Begin
<b>March:</b>	Kindergarten Screening

## **Appeals**

Students or parents who wish to appeal the committee's decision should write a letter requesting review of the process to the campus principal. The principal will bring the appeal to the campus committee for review. The student and parents will be notified of the committee's decision and any subsequent appeals must be made through the superintendent's office. All appeals must be made within 30 days of notification of the decision.

## **Transfer**

Students who are new to Lindsay I.S.D. and who have formerly been identified as Academically Advanced will be placed in AAP based on a Conditional Acceptance Agreement until supporting documentation showing previous AAP placement has been received. Comparable tests administered in other districts may be accepted in place of L.I.S.D. measures. However, the Lindsay I.S.D. campus AAP committee reserves the right to re-evaluate any students new to the district. Assessment will be completed within six weeks of receiving a student's records.

## **Exit Procedures**

Parents may withdraw students from the program at any time by contacting the campus principal and submitting written notification. If a child consistently has difficulty in the program, the teacher, student, parent, or school administrator may request that a conference be held to discuss the problems in an effort to provide intervention strategies. A Growth Contract will be written specifying areas of concern and improvements required. If, after a specified period of time, the student has not complied with the terms of the contract, the student may be exited. Students who are exited will be eligible to be nominated each subsequent year for identification for AAP. Documentation will be placed in the student's cumulative folder.

## **Furlough**

Students who wish to be withdrawn for a temporary period of one year may request “furlough status”. They or their parents should present to the placement committee their reasons for wishing to be furloughed and their educational plans for the intervening period. The placement committee would then make arrangements through the school counselor or coordinator to monitor that student’s progress in the regular program and make him or her aware of activities appropriate to his/her needs. The placement committee shall document the furlough and include documentation in the student’s cumulative folder. Limited extension of a furlough may be granted by the committee, if the student and/or parents present appropriate documentation. Students who do not reenter the program at the end of the furlough period may reenter at a later date through the standard identification process.

## **ELEMENTARY PROGRAM MODEL**

The elementary program for grades K-6 is conducted as an inclusion program. The curriculum of the advanced academic program will be differentiated to serve the particular needs of AAP students by incorporating problem solving skills, self-directed study, task commitment, risk taking, higher level and critical thinking, evaluation skills, and advanced core area subject matter. Because the Elementary AAP is an inclusion program, all teachers are certified to accommodate the AAP student within the classroom.

## **JUNIOR HIGH PROGRAM MODEL**

The junior high program is designed as a project based pullout program conducted during the student’s study hall period. The curriculum will incorporate problem solving skills, self-directed study, task commitment, risk taking, higher level and critical thinking, evaluation skills, and advanced core area subject matter. In addition, students may participate in extra curricular activities such as UIL academic contests and TSMCA. Also 8<sup>th</sup> grade students may choose to participate in classes such as Algebra I for high school credit.

## **LINDSAY HIGH PROGRAM MODEL**

The Lindsay High School program consists of Pre-AP, Advanced Placement, and Dual Credit classes. These classes will have the identified gifted students cluster-grouped and provided with an appropriately differentiated curriculum in each of the four core areas, but might also contain the advanced regular student. At all levels, the program options will enable academically advanced students to work together as a group, work with other students, and work independently during the school day as well as the entire school year (19 TAC S89.3(1) ). In addition high school students will participate in the project based pullout program conducted during the student’s study hall period and students may also participate in extra curricular activities such as UIL academic contests and TSMCA.

## **CURRICULUM DEVELOPMENT**

Lindsay I.S.D. will provide challenging learning experiences in Kindergarten through grade 12 in language arts, math, science, and social studies based on TEKS standards. Focus will be on creative thinking, critical thinking and analysis, research, and advanced level products and/or performances. Opportunities will be provided to accelerate in areas of student strengths. The school district will inform parents of available opportunities. Out of school experiences will be provided, i.e. UIL, TMSCA, etc.

## **EVALUATION**

Lindsay I.S.D. recognizes the value of continual assessment and evaluation of programs in increasing the effectiveness and quality of those programs. Consequently, L.I.S.D. will undertake to evaluate all aspects of the Advanced Academic Program annually. Results of the evaluations will be referred to the district Site-Based Decision-Making Committee, which includes staff members, parents, and other community representatives for review and recommendation.

## **COMMUNICATION**

Ongoing communication with the parents and community members will be an integral part of the Advanced Academic Program. Regularly scheduled meetings, seminars, conferences, open houses, news releases, newsletters, displays, and exhibits of student products will include some effective means of focusing on the goals, objectives, and accomplishments of the program. Parents will receive information on the characteristics of gifted students, on other facets of the Advanced Academic Program, and on ways they can assist the district in planning and implementing the program. Parents will have opportunities through group meetings and individual conferences to discuss their children's abilities, needs, and progress as well as ways they can assist the school in strengthening those abilities both at home and at school. Parents will be encouraged to organize or join a group that shares information and supports gifted and talented education.

## **STAFF DEVELOPMENT**

The Lindsay Independent School district will call on resources including the staff of their own or other districts, the regional education service centers, colleges, and universities, and the Texas Education Agency to provide on-going, in depth training for administrators, teachers, teacher aides, and parents. Advanced Academic Program teachers will complete training as required by the Texas Education Agency.