

What questions do parents ask about ELP services?

How are needs of high-ability students met?

Short term classes, content acceleration, or an advanced class may be needed. Classroom support is provided when the Extended Learning teacher consults with grade level teachers for curriculum modification, assists with small groups in the classroom, arranges mentorships, and provides enrichment material. At various times, some students may also be serviced through the ELP resource room. Many students can be reached through extra-curricular enrichment activities, such as community education classes, fine arts experiences, or service groups.

Is my child receiving services? What if students don't leave the regular classroom to meet with the ELP teacher?

ALL Johnston teachers have had or will have opportunities for training to work with the many high-end students. ONE Extended Learning teacher can not effectively serve all the high-ability students in a single school, but TOGETHER, we can make the difference! As opposed to "being gifted" one period a day, teachers can make modifications so that every hour of the day is challenging. Cluster groups of 3-7 high-ability children are formed in order to effectively reach more students. This type of grouping is only one way to meet some of the needs of our gifted students. Some students might be in a cluster group for math for the entire year, or for one unit in literature, or for a day in creative writing. The groups are flexible because students don't all learn at the same pace. Sometimes the classroom teacher works with these groups, and sometimes the ELP teacher does. The ELP teacher meets with classroom teachers to plan or provide materials as a need arises.

How will I know if my child is receiving Extended Learning programming?

We strive to match student's abilities with the curriculum. The staff look for evidence of excellence: a superior project, excellent grades, work above and beyond what is expected, high test scores, strong interest, and a desire for knowledge and challenge. Parents, teachers, and students themselves provide this information, which is on going. When standardized or special tests are given, data is reviewed. Students' needs and interests can and do frequently change. What is best for your child's friend may not be best for your child. If your child demonstrates an ability to work at a higher level, opportunities will be provided. This could include an advanced assignment, challenging novels, extension activities in math or science, or special literature and social studies projects. These extensions take place in ALL classrooms. Your classroom teacher will discuss with you how your child's needs are being met. Your child's principal supervises teachers, and if you have questions about the extent of classroom services, they are a contact for you.

How do services change as my child progresses through school?

Older students may need more drastic curriculum changes, such as participation in advanced classes where the content and pace is modified. Because of the sequential nature of math, during 6th grade, all children are reviewed by the guidance department for placement that will best meet their needs in upper grades. In middle school, Extended Studies classes are available during exploratory or as a pull-out. Advanced Science is an opportunity in 8th and 9th grade. Qualified high school students may take an Extended Studies ELP class for credit, or they may take advantage of the many Advanced Placement classes which have opportunity for college credit. At the high school level, the ELP teacher serves as an academic advisor. There are many options beginning in middle school, and students have to begin to make choices.

What questions do parents ask about ELP services? (continued)

As a parent, what can I do to support and encourage my child?

Focus on meeting your child's needs, rather than identification for the sake of a label. You may find your child is challenged appropriately. One year, a classroom teacher/ grade level curriculum may be the perfect match for your child. Another year, he/she may need extra support to be successful. Children aren't "gifted" one year, and "not gifted" another, but their identification status may change based upon their participation, motivation, and ability to demonstrate the need for additional services. Sometimes children don't understand that their choices directly affect their level of services. Programming is a response to their needs, so it is logical different levels of service will be more appropriate at different times. You can help your child understand that only a few children at each grade level have a Personalized Education Plan, and are regularly involved in programming with the ELP staff. Most are served adequately through the classroom. Being a part of a flexible group is part of programming, but so is working on an independent project or taking an advanced math class. The emphasis is not on being "IN" ELP; many students take part IN ELP SERVICES. Don't let your child get caught up in this misconception- let them know that by challenging themselves they are participating in Extended Learning Programming. Help your child get involved. Share your interests. Provide opportunities through activities such as theater, museums, libraries, or special programs. Parents and the school make a great team to challenge our children.

How is the Extended Learning Program evaluated for effectiveness?

The goal of the Johnston Extended Learning Program is to improve instructional planning and provide challenging curriculum for those students whose abilities lie beyond the norm. Specific goals are set for each student with a personalized educational plan.

ELP Goals and Performance Measures – Reviewed 2011

1. To develop the affective domain.
 - 1.1 Demonstrate responsibility and initiative
 - 1.2 Develop stress management strategies
 - 1.3 Develop a peer group which offers support for learning
 - 1.4 Demonstrate ability to express self with confidence
 - 1.5 Participate in activities which develop and maintain self-concept
 - 1.6 Develop an understanding of learning styles and intelligences
2. To increase self-directed learning and deal with real-life problems
 - 2.1 Develop strategies for choosing topics to explore
 - 2.2 Determine goals for self and learning
 - 2.3 Investigate opportunities at appropriate pace and depth
 - 2.4 Refine technology skills
 - 2.5 Explore the community
 - 2.6 Interact with a mentor
 - 2.7 Explore career opportunities
 - 2.8 Develop product and project evaluation criteria
3. To develop research skills and methods
 - 3.1 Develop a research project
 - 3.2 Learn to use wide variety of research sources
 - 3.3 Judge credibility of sources
 - 3.4 Participate in a group exploration
 - 3.5 Process technological data
4. To develop critical thinking and reasoning abilities
 - 4.1 Utilize inductive and deductive thinking strategies to solve problems
 - 4.2 Develop skills of logical argument and persuasion
 - 4.3 Apply the steps in the decision making process
 - 4.4 Utilize logical reasoning to support a position
5. To develop creative thinking skills
 - 5.1 Explore the creative problem solving process
 - 5.2 Develop fluency, flexibility, originality, elaboration
 - 5.2 Analyze own creative behaviors to evaluate self
6. To develop communication skills
 - 6.1 Explore a variety of communication techniques
 - 6.2 Participate in group discussion
 - 6.3 Practice basic debate and speech skills
 - 6.4 Develop computer communication skills

What is the role of staff in supporting ELP students?

ELP teachers and classroom teachers work together to meet each student's needs. The role of the ELP teacher and classroom teacher depends on the level of service provided to the student, as shown below:

LEVEL OF SERVICE: EXTENDED STUDIES

Some students require a personalized educational plan to best meet their needs. These students are strong in all academic areas and require a differentiated curriculum to progress academically.

Expectations of ELP Teachers:

- Meet with students and parents to gather initial information about learning needs.
- Provide classroom teachers with copies of the personalized educational plan with preliminary information completed.
- Provide guidance for classroom teachers to complete documentation three times yearly. Meet with teachers as needed.
- Turn in completed documentation to building principals and distribute to parents.
- Communicate with teachers and parents as needed.
- Maintain student records.
- Meet with students to provide additional academic and emotional support beyond classroom differentiation.
- Place students in cluster class with others of similar ability

Expectations of Classroom Teachers:

- Provide a differentiated curriculum to meet the needs of high-end students.
- Document three times yearly at a minimum:
 1. What opportunities are offered to students?
 2. What opportunities do students complete?
 3. How did the students perform (rubric or narrative)?
- Meet with the ELP teacher and parents as needed to keep communication open.
- Make a recommendation at spring identification as to level of service needed

LEVEL OF SERVICE: STRENGTH AREA

Some students excel in one or more specific academic area. Extended learning support is available for students who demonstrate a specific academic strength through classroom work or through high test scores. The ELP teacher supports the regular classroom teacher with extensions, enrichments, or teaching strategies.

Expectations of ELP Teachers:

- Provide guidance for classroom teachers to differentiate curriculum
- Communicate with teachers and parents as needed
- Meet with students and/or ensure students are provided additional academic and emotional support beyond classroom differentiation.

Expectations of Classroom Teachers:

- Provide a differentiated curriculum to meet the needs of high-end students.
- Document types of services offered to Strength Area students
- Meet with the ELP teacher and parents as needed to keep communication open
- Make a recommendation at spring identification as to level of service needed

What is the role of staff in supporting ELP students? (continued)

LEVEL OF SERVICE: GENERAL ENRICHMENT

Students who do not currently exhibit characteristics that require academic modifications may need enrichment or extensions in the classroom from time to time. Teachers look for potential needs.

Expectations of ELP Teachers:

- Provide guidance for classroom teachers to differentiate curriculum to meet learning needs of students. Teacher may need to make specific adaptations to a curriculum to allow students opportunity for new learning. May include compacting and/ or programming options.
- Communicate with teachers and parents as needed
- Place students in cluster group with others of similar ability
- If time allows and student shows need for additional support, meet with students to provide additional academic and emotional support beyond classroom differentiation. May work with a small flexible group.

Expectations of Classroom Teachers:

- Provide a differentiated curriculum to meet the needs of high-end students. These students may or may not need differentiation, and not usually on a regular basis. Often students benefit from optional enrichment or extension options, but do not need on-going additional challenges.
- Document types of services offered to General Enrichment level students for own records
- Meet with the ELP teacher and parents as needed to keep communication open
- Make a recommendation at spring identification as to level of service needed

What is a Personalized Education Plan (PEP)?

Students identified at the highest level of service, Extended Studies, require a Personalized Educational Plan (PEP) to best meet their needs. These students are strong in all academic areas and require a differentiated curriculum to progress academically.

What is a Personalized Education Plan (PEP)?

Documentation of students at the most extensive level of service in the Extended Learning Program is provided through a PEP, or Personalized Education Plan. Updated yearly, this form contains the type of identification, either “general intellectual ability” or “specific academic strengths”. It also includes preferred learning styles, a needs assessment, and a list of dimensions of services. There is documentation to show the parent, classroom teacher and ELP teacher have reviewed the PEP and its contents. The building principal signs the PEP to indicate that he/she is aware of the availability of differentiation, the level of student participation, and that an evaluation of student performance has been completed. A copy is kept on file in the ELP room.

How is the PEP developed?

Previous documentation and current input from teachers, parents, and students are used to develop the PEP. Parents and students are either asked in person at conferences or given a form to provide input about strength and areas to develop. The ELP teacher, in conjunction with the classroom teacher, details the recommended modifications and types of services provided. Each student’s plan is different, although some students may have the same or similar modifications for certain subjects. To increase efficiency when possible, students are clustered with several other students with similar needs. The PEP is usually completed by late fall and submitted to the principal. Thereafter, only updates are sent home.

What kind of supplementary documentation is provided?

The classroom teacher, who is in charge of the subject modifications (i.e., the math teacher), is responsible for documenting the curricular modifications provided and an evaluation of the student’s performance. These updates are done at least three times a year. Some subjects are already differentiated at upper grade levels, beginning with math in 7th grade. Course descriptions are available for upper level classes. These classes, such as Algebra or Advanced Science, are not further documented since the teacher provides regular feedback as part of the class.

What services are provided for math enrichment and acceleration?

Math Enrichment and Acceleration - Administrative Procedure Implementation Date: August 25, 1997

Background

The question of accelerating math students was raised when it was apparent that the district did not have an acceleration policy and that acceleration was taking place in some buildings but not all. Following a series of meetings that included regular education teachers, building principals, members of the math review committee, ELP staff and the curriculum director, an acceleration proposal was written by the curriculum director and submitted to the group for approval. The discussion at the final meeting clearly indicated that all present preferred that student needs be met in the regular classroom. The concept of inclusion was endorsed but with the realization that there were some children who were not being challenged. It was the hope of all of those present that through staff development and unified administrative support, inclusion of all students would be a district priority. In that context, the procedure described below is a transitional compromise to help us bridge from our current reality to our vision of 'the future.

Definitions:

Differentiation: Activities that enrich a student's learning within the existing content standards. These activities are designed by the classroom teacher in collaboration with the building ELP staff. This differentiated instruction will be available to those students who test at the 90th percentile or above on the ITBS (Iowa Norms), demonstrate a 75% proficiency in the current grade level standards and receive a teacher recommendation based on demonstrated excellence.

Acceleration¹: Students that demonstrate exceptional math abilities will be given the opportunity to work toward the standards for a higher grade level. Accelerated instruction will be available to those students who receive a teacher recommendation based on demonstrated excellence, parent permission and meet at least two of the following measured criteria:

- 1) 98th percentile or above (Iowa norm on the ITBS)
- 2) 98% or above on MAP (Iowa norms on math test)
- 3) CAT Quantitative Battery at 98th percentile or above
- 4) EXPLORE math at 95th percentile or above compared to grade level BEST participants (or similar instrument)
- 5) 90th percentile or above on the Algebra Aptitude Test
- 6) Demonstrate a 75% proficiency in the appropriate grade level standards

Programming:

Acceleration options include but are not limited to advancement to the next grade level for math class², teaming and ability grouping for the purpose of math instruction (grouping/regrouping)³, and/or independent study facilitated by a mentor.

Continued acceleration will be dependent on the student's ability to meet the standards of the accelerated class. The ELP staff in collaboration with the building staff and administration will identify qualifying students, appropriate and available programming and counsel students/parents concerning the available options. Students/parents may choose to remain at grade level with an enriched curriculum.

The ELP staff will be responsible for facilitating the acceleration process but whenever possible direct instruction in accelerated classes will be provided by non-ELP staff. Students will be served at their normal attendance center whenever possible.

¹ Except in rare situations

² When math and science instruction are integrated as in the use of thematic instruction, students may be accelerated in both math and science.

³ This may include multi-age grouping, cluster grouping or various teaming configurations

What is the policy on whole grade acceleration?

WHOLE GRADE ACCELERATION (10-03)

Resource used for consideration: Iowa Acceleration Scale, Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development

Procedures for grade level acceleration:

1. Initiation of acceleration is usually from a teacher or parent. Interested parties should contact the building level ELP teacher, who will notify the ELP coordinator and building administrator. The ELP coordinator will facilitate all grade level accelerations, in conjunction with the building ELP teacher, classroom teacher(s), parents, and building administrator.
2. Available test scores and observational data will be used to determine if acceleration should be pursued. The student should be in the top 3% in the current grade level assessments, as well as meet the math acceleration criteria.
3. If initial data shows a need for further consideration, other assessments such as: Cognitive Abilities, Key Math, Iowa Algebra Aptitude Test, Woodcock Johnson, reading assessments, MAP, out-of-level tests such as EXPLORE, ACT, etc. or student interviews will be conducted.
4. A meeting of the parents, ELP personnel, classroom teacher(s), and building administrator will be held to go over the Iowa Acceleration Scale and the assessment data. The following items will be discussed:

Factors to consider in acceleration:

Academic Ability and Achievement

- Individualized IQ scores - minimum one standard deviation above the mean
- Achievement tests - on or above grade level

School and Academic Factors

- Time of year
- When and where acceleration takes place
- Attendance
- Motivation
- Attitude
- Age and grade of siblings

Developmental Factors

- Age
- Physical / motor development

Interpersonal Skills

- Relationships
- Emotional development
- Behavior

Attitude and Support

- Student
- Parent and school
- Preparation for acceleration

5. Final decision for acceleration rests with the school district. The student may be re-evaluated at a later date. If whole grade acceleration is an option, an acceleration plan will be developed by the ELP staff and distributed to the parents, administrator, and student file. Communication between the parents and the ELP staff six weeks after the acceleration will determine if there is a need to revise the plan.

What ELP services are provided at the elementary level?

In the elementary school setting, interactions with the Extended Learning Program and staff often begin. As early as Kindergarten, a child may need some kind of modification of the regular curriculum. Students who start school already reading, for example, need opportunities and materials to read. A student strong in math will need opportunities to investigate patterns and concepts that go beyond the memorization of math facts. The elementary ELP staff both facilitates and provides these types of modifications. Just as a child grows and changes dramatically between Kindergarten and grade five, so too, does the ELP program change. In conjunction with many experienced and well-trained teachers, the ELP staff works hard to respond to the academic, social, and emotional needs of the elementary student body.

Support for classroom teachers and ELP students:

- Guides – characteristics of gifted students
- Differentiation strategies – resident expert, contracts, most difficult first, tic tac toe, individualized spelling, leveled literature, adjustment of depth and pace
- Professional resources – logic and critical thinking activities, book lists, packets, content source books and higher level resources for students

Collaboration with classroom teachers:

- Whole-class literature – variety of books and extension activities
- Math extensions – problem solving, critical thinking, writing about math, game strategies
- Research units – social studies, science
- Contests

Pull-out:

- Literature units – novels, non-fiction, poetry
- Monitor independent reading
- Math extensions – problem-solving, critical thinking, writing about math, game strategies
- Contests
- Investigative research

Individual modifications:

- Facilitate math acceleration
- Facilitate mentorships
- One-on-one assistance

Curriculum Differentiation and Extra-Curricular Opportunities:

▪ Thinking skills instruction and practice	▪ Interest Inventories
▪ Multiple intelligences teaching strategies	▪ Group investigations
▪ Inquiry Activities	▪ Enrichment activities
▪ Accelerated curriculum	▪ Service learning problem solving
▪ Demonstration opportunities	▪ Curriculum compacting
▪ Independent study	▪ Advancing reading material
▪ Leadership opportunities (tutoring, resident expert)	▪ Creativity opportunities (drama, poetry competitions)
▪ Mentorships	▪ Competitions (Invention Convention, etc)
▪ Summer talented/gifted opportunities information	

What does the Extended Learning Program look like at the elementary level?

This question is often asked of the ELP staff and we are not surprised by it. We know that what we do changes from month to month as well as from year to year. Therefore, our answer to this question is both simple and complex: It depends! Let us try to explain...

The way in which your child receives services in the elementary schools is dependent upon a combination of the following factors: your child's level of service, the differentiation skills of the classroom teacher, the particular curriculum, and your child's grade level. These factors are combined and analyzed in order to determine, to the best of our ability, the most appropriate ways in which to meet your child's academic learning needs. As might be expected, there are numerous ways in which these factors can be combined and the resulting scenarios are what confuse many parents.

The major differences in how ELP looks at the elementary are a result of being in the primary vs. intermediate grades in combination with the designated level of service. In general, primary students, those in grade K-2, are not usually pulled-out of the classroom. Young children like to be a part of their regular classroom and leaving with another teacher and/or group of students can be stressful. Instead, the ELP staff regularly collaborates and consults with primary teachers to assist in developing classroom extensions and enrichments and find this to be a very appropriate delivery system. Does this mean that your child will never be a part of a small group working directly with the ELP staff? Not at all; yet it would not be uncommon for participation in a small group not to occur either. This situation is an indication to you that your child's academic needs are being met through opportunities in the regular classroom.

As the year proceeds, formation of small groups for the ELP staff to work with, for the purposes of further identification of need and for getting to know the children personally, may occur. It can be difficult to determine exactly what the academic needs are in the primary grades. We identify many children at both the General Enrichment and Strength Area level of service and classroom teachers to a great extent handle both of these levels. The guided reading program allows all but the most advanced students a small group with which to read and develop skills at an appropriate level within the regular classroom. The primary teachers and the ELP staff will work together to determine what the need is and what the most appropriate way to meet those needs might be. If your child is asked to participate in a small group, information explaining the group's objectives will be sent home with a permission slip and an evaluation of the child's participation will be sent home at the conclusion of the group.

At the intermediate level, similar situations apply. Parents may expect that students at the General Enrichment level and the Strength Area level of service will have their academic needs met largely through the efforts of the classroom teachers. Should a small group be deemed necessary to address academic needs, information will be sent home with the objectives outlined and permission to participate will be sought. Evaluations will be completed at the end of each session. As in the primary grades, small groups are formed for the purposes of further identification and getting to know the students personally. In addition, the ELP staff collaborates and consults with intermediate level teachers to develop and manage extensions and enrichments that are appropriate for the children. It would be a fair statement to say that the possibility of participation in a small group is more likely in the intermediate grades than in the primary grades. This is where the factors of curriculum, teacher skills, and the make-up of the regular classroom come in to play. If, for example, your child's teacher is experienced at differentiation and has a cluster of ELP students, it would not be unusual for the teacher to provide the vast majority of enrichments and extensions within the confines of the regular classroom. Less experience or fewer numbers of ELP students might suggest the need for small groups or in-class collaboration with the ELP staff. Some aspects of the curriculum more naturally lend themselves to a small group session and in some cases the ELP staff has an appropriate extension that matches a unit and students will be asked to participate. Is it becoming obvious why the answer to our original question is "It depends?" This combination of factors is what leads to different scenarios: one year your child may spend much of the year moving between the ELP and the classroom and the following year seem never to "attend" ELP.

***What does the Extended Learning Program look like at the elementary level?
(continued)***

There is a final area of the elementary ELP program that must be discussed. Students at the highest level of service, PEP or Personalized Education Plan, are those who are functioning academically well above grade level in all subjects. In order to meet these academic needs, and the often-resulting social and emotional needs, students receive a written educational plan outlining goals and objectives that will ensure continued academic progress over the course of the school year. Students with this level of service can expect to attend weekly sessions with the ELP staff in which the standards of the ELP program are addressed. These standards include social and emotional development goals as well as advanced research goals and are, by law, a part of the student's educational plan.

It is when the PEP level students are seen leaving the classroom, particularly during the early part of the year, that we begin to get queries from parents and students regarding the "starting" of ELP for some children, but not all. From a child's perspective, if they are not coming to the ELP room, then surely they are not in ELP. This common misconception of the elementary program, that ELP services are delivered only by ELP staff and only in the ELP classroom, is a myth we hope to dispel with this snapshot of the program. There are in fact many well-qualified teachers who are providing appropriate differentiation for students at all levels of service. It is not uncommon for students to be unaware that the curriculum for a given activity or unit has been modified to meet their needs. This can be especially true in the primary grades where youngsters tend to want to do what the others around them are doing. Should you have any doubts or concerns about the level of your child's service or the appropriateness of the academic program, please do not hesitate to contact either your child's teacher or one of the ELP staff. We are well aware that the program looks different at different points of the child's elementary experience and the staff is more than willing to help clarify what is happening for your child at any time.

What does the Extended Learning Program look like at the middle level?

Program Goals

To meet the needs of high-ability students in the areas of critical thinking, creative problem solving, research, communication, affective concerns, and real life problems. Students have different levels of abilities and their needs should be met in different ways.

Program Services

Differentiation of the curriculum within the regular classroom, acceleration, differentiated or advanced classes, cluster groups within the classroom, extension activities, mentors, and other school programs such as Math Counts, History Day, and Mock Trial.

6th Grade Programming

All classroom teachers work with differentiating the curriculum to meet the varying needs of students. The ELP teacher supports differentiation through modeling strategies, providing resources, and working with students as needed. Some students, identified as intellectually gifted in all academic areas, are clustered in a classroom with students of similar ability with a Personalized Educational Plan (PEP) developed. Other students are identified in a specific academic area such as math or language arts. Their needs may be met through small flexible groups, enrichment, testing out of materials, or through curriculum options such as reading a higher novel of choice. Children are offered various opportunities to extend themselves, which also helps determine the need for future services. By the start of 6th grade, a few students will have already been accelerated in math. At the end of sixth grade, all students are reviewed for math placement.

7th Grade Programming

Students are served through cluster groups of general intellectual ability students in the regular classroom, again with a Personalized Educational Plan. Options are provided within the classroom, much like sixth grade. Extended Studies classes which are usually six weeks in length help meet the increasingly diverse needs of high-ability students. They are available for qualified students in areas such as writing, Lego-Robotics, forensic science, architecture, research, exploration of social-emotional issues, communication, and law-related education. Students with strength areas are clustered in classrooms with others of similar ability to facilitate modifications and may be able to take Extended Studies classes as space allows. Students are served in appropriate levels of math through the JMS curriculum.

8th Grade Programming

Students are served based upon their identified level of service. PEP students are offered an opportunity to extend learning during character development classes through Mock Trial or History Day Extended Studies Classes. Other students are identified as Strength Area in specific subjects, and are served through the classroom, or if space allows, in some of the Extended Studies classes. Students may also be served within the classroom or in cluster groups. Language Arts/ Reading and Social Studies extensions and options are provided through the classroom teacher. Students are clustered in classes with teachers who have experience in providing modifications. Students read various levels of material in literature or do different activities and assignments based upon their demonstrated ability and motivation. Math is again at various levels, with some completing high school Algebra or Geometry. Students may also qualify for an advanced science class which combines curriculum from 8th and 9th grade. Students whose needs can not be met on our campus may qualify for some Central Academy classes in Des Moines. Individual application for this option must be completed by the end of first semester for admission the following year.

What does the Extended Learning Program look like at the high school level?

Curriculum Differentiation

At the Johnston High School level, ELP staff can coordinate with classroom teachers to provide these services:

- Enrichment activities
- Accelerated Curriculum
- Curriculum compacting
- Independent study
- Advanced reading material

Curricular Opportunities

These opportunities are not coordinated/supervised by ELP staff, but ELP staff can facilitate guidance and scheduling issues:

- Scheduling flexibility
- Independent study
- Advanced courses in the visual and performing arts
- ELP class
- Advanced courses in the visual and performing arts
- Electives available in all curricular areas (Social Problems, Economics, Environmental Science, Biotechnology, etc.)
- Dual Enrollment courses (which earn DMACC credit): Advanced Speech, Project Lead the Way Engineering classes
- AP courses: *Calculus I and II, *Statistics, Chemistry, Physics, *Biology, Computer Science, US History, Psychology, *English Language and Composition, World History, *Spanish, *French (* also Dual Enrollment)
- Post Secondary Enrollment Option allowing attendance at local colleges for courses, if student has completed all JHS options in that field

Extracurricular Opportunities

These opportunities are supervised/coordinated by ELP staff:

- Creative opportunities (drama, poetry and creative writing competitions)
 - Mentorships
 - History Day competition
 - Mock Trial competition
 - Academic Decathlon competition
 - Knowledge Bowl competition
 - JETS engineering competition
 - We the People... constitution competition (coached by Government teacher)
 - Information about gifted/talented programs available from colleges and institutions during summer and outside the school day
-

What does the Extended Learning Program look like at the high school level?

Program Goals and Services

The purpose of the ELP program is to serve the varied needs of high-ability students of Johnston High School. The ELP class is a small part of the program we offer. Students may register for ELP class everyday or every-other-day, for first semester, second semester, or both. Some ELP students will be registered for the class every semester of their high school careers; some will never be registered. Class registration depends on each individual student's needs and his/her scheduling options.

Students still receive ELP services such as guidance and scheduling help, Mock Trial participation, academic competitions, etc. without being scheduled in ELP class. Also, JHS offers many electives and upper-level classes to help students meet their needs. A student does not have to be in ELP class to take advantage of these offerings.

9th Grade Programming

The 9th grade program includes cluster groups in language arts, biology and geometry for qualified students. Offerings will be structured to allow the student access to both ELP counseling for classes/college plans and affective needs. Students may participate in select courses at the 10-12 building.

10-12th Grade Programming

ELP 10-12 as a class is intended to allow students the opportunity to learn more about themselves and to explore topics /interests not available through the traditional school program. This class is almost exclusively individually designed, with each class member creating his/her own project topic, format, evaluation and timeline for completion. The instructor provides guidance in project design, facilitates the completion of projects to the appropriate performance level, and assists the student in assessing whether his/her objectives were fulfilled.

In addition to working on their individual projects, students will have the opportunity to participate in group activities on a regular basis. These activities are designed to enhance students' self-awareness and build creative and critical thinking skills.

Student Evaluation

Students in ELP class receive a grade that is factored as equivalent to a "regular class", if a student is registered every day. Every-other-day registration receives one-half the credit of a "regular class". Since this class earns credit, the student is responsible for attendance and participation. Assigned are worth points and have due dates which need to be honored.

For a student to succeed in ELP class, he/she needs to thoughtfully participate and evaluate his/her work. Nothing makes sense if the student doesn't create the meaning for him/herself.

What is the district policy regarding Central Academy (8th grade)?

Central Academy Programming

Adopted Fall, 2001

The following information describes Johnston Community School District's policies regarding programming at Central Academy in Des Moines.

Accelerated Learner Program for Johnston Middle School Level - 8th Grade Central Academy

The Johnston Schools offers a variety of programs to meet the needs of a wide range of students. In addition to the general school curriculum, there are also opportunities to participate in accelerated programs. Students are selected for those programs based on the student's achievement level through tests and grades, academic needs and program availability. Students who would like to be considered for accelerated programming at Central Academy must complete the following application process by January 15 of the year preceding the desired acceleration. Those that want to participate in advanced science in 8th grade, or advanced math in 7th and 8th grade will be contacted after appropriate testing and must complete an application form.

Students interested in pursuing Central Academy programming should contact the Extended Learning Coordinator before beginning the process. In order to complete the process prior to the January 15th deadline, applicants are encouraged to begin the process no later than December 15th. Program placement will be determined based on number of students qualifying and programming options available.

Criteria 1: The following letters must be filed with the ELP Coordinator:

A - ITBS - 98th percentile or above on national composite score. All applicants must have a reading core score of 85.

B - MAP scores of one standard deviation or more above Johnston norm in reading, language, and math subtests.

C - Student letter of request for programming including the need and rationale for acceleration.

D - Letter of support from parent(s) including need, rationale and parental support.

Criteria 2: The following criteria must be met:

A - Grades from previous 3 quarters - 3 of 4 core scores of at least A-, no core grades below B.

B - Out of level assessments at the 95 percentile for grade level on SAT, ACT, BESTS, or another approved out of level assessment. Cognitive Abilities Test at the 9th stanine, or 96%.

Criteria 3: Approval of the following individuals:

1 - Johnston ELP Coordinator

2 - Johnston Middle School Principal / Dean of Students

3 - Johnston Associate Superintendent of Schools

After criteria one and two are met, a meeting will be set up with parents and the individuals listed in criteria 3 to go over options, transportation limitations, and scheduling concerns. Transportation may not be provided by the district. Final placement rests with Johnston Community Schools.

What is the district policy regarding Central Academy (grades 9-12)?

Extended Learning Program - Johnston High School Grades 9-12 Central Academy Services - Adopted Fall 2001

The following individuals will carefully screen students who desire to attend Central Academy in Des Moines:

- High School Extended Learning (ELP) teacher
- ELP coordinator
- High School Principal/Guidance Office

Screening will include review of the following data:

- grades
- past course selections
- teacher recommendations
- standardized tests including MAP and ITED
- any other testing data available (i.e. SAT, ACT, etc)

Students will be asked to provide a written rationale for placement.

Attendance at Central Academy will be in response to a student need indicated on his/her personalized education plan (PEP) Factors influencing placement include need for academic challenge/adjustment of pace, inability to access class through JHS, and ability to schedule other required classes such as physical education. Transportation is the responsibility of the student/parent.

Each student will be reviewed on a case by case basis. Final decision for placement will rest with Johnston Community Schools.