

ACCELERATION PLAN DOCUMENTATION

REASON FOR MEETING:

PRESENT PERFORMANCE:

| Strategy | Who/Where | When/How Often | Evaluation | Follow-Up |
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ACCELERATION PLAN

“The primary goal of the Cleveland Metropolitan School District is to become a premier school district in the United States of America.”

STUDENT NAME: _____ D.O.B. _____ AGE: _____
ID NUMBER: _____ DATE: _____ SCHOOL YEAR: _____
CURRENT TEACHER: _____ GRADE LEVEL: _____
CURRENT SCHOOL: _____ PROJECTED GIFTED SCHOOL: _____

Introduction and Research:

As noted in Ohio’s Academic Content Standards, *Every Ohio student, regardless of race, gender, ethnicity, socioeconomic status, limited English proficiency, disability or giftedness shall have access to a challenging, standards-based curriculum. All children should be provided adjustments when necessary in order to address their individual needs.*

Acceleration, when used appropriately, is perhaps the most effective intervention for enhancing the academic growth of advanced students (Kulik & Kulik, 1989). According to Colangelo, Assouline, & Gross, 2004, “For bright students, acceleration has long-term beneficial effects, both academically and socially and is virtually a cost-free intervention.”

The State Board of Education and the Ohio Department of Education has identified, but are not limited to, the following accelerated learning strategies to better meet the needs of advanced learners.

- Whole-grade Acceleration
- Individual Subject Acceleration
- Early Entrance to Kindergarten
- Early High School Graduation

The Cleveland Metropolitan School District has designed and adopted a Student Acceleration Plan that includes the following steps:

1. School or parent submits the “Request for Acceleration” form to the Principal or SST (Student Support Team) Coordinator of the current school for possible student acceleration. Form can be obtained through the school office or by calling the Office of Gifted Education at 592-7288 or 592-7749.
2. Within 30 days after the request is received, the Principal convenes the SST team including the District’s Gifted Program Manager or Coordinator and identifies purpose for the Acceleration Team Meeting.
3. If the Acceleration/SST Team determines that additional psychological testing is needed, the team will meet again within 30 days after testing is completed. The Office of Psychological Services must complete testing within 60 days of the testing referral from the Acceleration/SST Team.

4. Team members will review all available information including data from previous standardized tests and will select appropriate intervention strategies/adaptations. A majority consensus of the team members determines whether a student should be accelerated.
5. Team develops and signs off on an individual student plan. Copies of plan are disseminated to school and parent.
6. Teachers and other appropriate school staff implement the individual student plan during a four-week transition period. The team designates a school staff member to monitor academic and social adjustment to the accelerated placement.
7. Progress Monitoring occurs during the four-week transition period and progress is recorded in the form of observations, anecdotal notes, pre and post tests, and charting the mastery of grade-level performance indicators.
8. Team reconvenes for a follow-up meeting after the four-week transition period to examine work samples and evaluate student's progress. If team members agree that placement is appropriate, the Acceleration Plan is made permanent and becomes part of the student's permanent record file. For extraneous circumstances, parents may request in writing a change of placement before the initial four-week transition period has been completed.
9. If during the follow-up meeting, the team decides that the placement is not appropriate and the student needs to be placed in another setting other than what was recommended at the initial team meeting, adjustments to the student's written plan are made. A new four-week transition period begins with another team meeting at the end of this period. The accelerated placement then becomes permanent and added to the student's permanent record file.
10. After the plan is made permanent and placed in the student's permanent record file, it is the school's responsibility to ensure that the plan is being implemented each year and the school convenes a team for further discussion, if necessary.
11. Office of Gifted Education administers end-of-year survey to assess effectiveness of acceleration process.

ACCELERATION TEAM SIGNATURES

1. _____ Parent(s) or Guardian(s)
2. _____ Referring Principal or Designee
3. _____ Current Teacher
4. _____ Teacher of proposed accelerated grade
5. _____ Gifted Education Manager/Coordinator
6. _____ School Psychologist/Counselor

Today's date: _____

Follow-up date set for: _____

Dr. Eugene Sanders, Chief Executive Officer
Robert Walsh, Executive Director, Special Education

Beverley Veccia, Gifted Program Manager K-12