



Elizabethtown Independent Schools

Advanced Coursework & Accelerated Learning Plan

I. Purpose and Policy Statement

Elizabethtown Independent Schools will engage students in a safe educational environment that focuses on the whole child, establishes strong relationships, demands academic rigor, and requires accomplished instruction so all students maximize their potential. Advanced learning is both an equity and excellence initiative, ensuring every student has access to challenging and enriching educational experiences.

II. Guiding Principles

Access, Early Identification, Open Enrollment, Continuous Communication, Collaboration.

III. Identification Criteria

Eligibility uses a body-of-evidence approach—no single test determines placement. Indicators include:

- KSA Distinguished scores
- Benchmark assessments
- Teacher/counselor recommendations
- Parent request
- Student interest.
- All schools will have corresponding SMDB policies identifying the timelines and process for placement that align with the district plan.

IV. Service Delivery by Grade Band

Grade Band	Approach	Strategies
Grades 4–5	Early identification; in-class differentiation Teachers will utilize assessment data to identify students ready for more complex concepts.	Curriculum compacting, flexible grouping, enrichment clusters, independent study. Experiences may be within the regular classroom or other times.
Grades 6–8	Honors/accelerated core subjects; pre-AP options	Cluster grouping, accelerated math (Algebra I by grade 8), seminars, leadership projects, Honors coursework, related arts.
Grades 9–12	Broad advanced coursework for college/career readiness	AP, Dual Credit, CTE pathways, early college, mentorships, internships

V. Gifted Student Services

Includes Primary Talent Pool (K–3), formal identification by grade 4. Gifted Student Service Plans (GSSPs) require delivery options consistent with identification areas. For students identified in reading, mathematics, science, or social studies GSSPs will include accelerated and advanced coursework AND one of the

following:

- Collaborative teaching and consultation services,
- Differentiated study experiences for individuals and cluster groups in the regular classroom.
- Distance learning,
- Enrichment services that are not extracurricular during the school day,
- Independent study,
- Pull out resource services, or
- Seminars.

VI. Communication & Recruitment

Families receive written notification of options, benefits, and contacts based on eligibility considerations. Collaboration and student choice emphasized. School handbooks or course catalogs will contain detailed information regarding acceleration opportunities.

VII. Withdrawal Procedures

Parental or guardian consent is required to decline placement in a recommended course; The principal may approve withdrawal after good faith contact attempts if student performance is impacted.

VIII. Professional Learning

The district will continue to support training on differentiation, identification, collaboration and best practices regarding accelerated learning.

IX. Monitoring & Evaluation

Annual review of enrollment and success data; report to Superintendent and Board.

X. Acceleration Summary

Acceleration allows students to progress faster or at higher levels. The process includes referral, evaluation review, ability/achievement benchmarks, and transition monitoring.

XI. Publication

Post on EIS website; distribute to administrators and SBDM councils.