

MOUNT HOLLY TOWNSHIP PUBLIC SCHOOLS

ACADEMIC CREATIVE EXPERIENCE HANDBOOK

Advanced Programs (Language Arts Literacy, Mathematics,
Sciences)

2016-2019



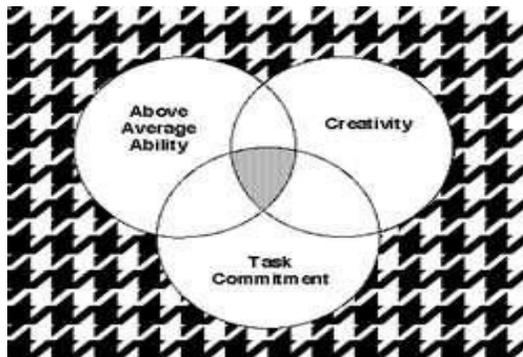
MOUNT HOLLY TOWNSHIP PUBLIC SCHOOLS ACADEMIC CREATIVE EXPERIENCE

Philosophy

The Mount Holly Township Public School district recognizes the unique needs of individual students and encourages their abilities and talents. Students deserve to have the opportunity for challenge and growth in school. The Academic Creative Experience (A.C.E.) is that special program designed to best serve the unique needs of the gifted and talented student to develop 21st century learners. A challenging enrichment program for grades K-2, a gifted and talented program for grades 3-5, and an honors academic program for grades 6-8 are an integral part of Mount Holly's instructional commitment.

Goals

- Students will make the most of their potential.
- Students will develop creative thinking through fluency, flexibility, elaboration, and originality.
- Students will develop, enhance, and utilize their own initiative and self-motivation.
- Students will develop higher order skills of analysis, synthesis, and evaluation.
- Students will be provided with experience in areas beyond the scope and sequence of classroom learning.
- Students will be provided opportunities to further growth in the area of interpersonal relationships through cooperative learning.
- Students will develop skills relating to solving problems through making hypotheses, forming strategies, and using logic or reasoning.
- Students will nurture a desire for creative expression.
- Students will gain advanced proficiency on standardized testing in the areas of mathematics, science, and language arts literacy in grades three to eight.



Program Description

Kindergarten through 2nd Grade A.C.E Gifted for All Science Enrichment Program: All students in grade K-2 participate in the A.C.E program. Students receive up to twenty weeks of enrichment in the sciences (physical science, life science, and earth science). The A.C.E teacher visits each classroom once a week during three six-week cycles and presents inquiry-based, hands-on activities that extend beyond the normal science content within the respective grade. The A.C.E. teacher focuses on metacognitive strategies and 21st century skills (Critical Thinking and Problem Solving, Communication, Collaboration, and Creativity and Innovation) to develop young scientists who generate hypotheses, make observations and predictions, and draw conclusions based on theory and results. A science curriculum has been developed by the A.C.E. teacher with activities for the classroom teacher to maintain the same level of enrichment throughout the program.

Grade Two A.C.E. Enrichment Program: This program provides an opportunity for second grade students, who are performing at the highest level in their classroom and who need an additional challenge, to be provided enrichment experiences. This component of the A.C.E. Program is not intended to be a preliminary identification for the district's gifted program. Class will occur once a week for a 30-45 minute period of time and focus on advanced literacy and math, encourage critical and creative thinking, and develop problem-solving skills. The sessions will operate in such a way that students can be added or removed, based on sustaining or meeting the criteria for enrichment.

During the second marking period, a talent pool will be developed using the following criteria: minimum DRA2 level of 34 and above, report card grades of Outstanding (O) in all academic subject areas, and demonstrating the skills and indicators that have been taught by the end of the second marking period. Teachers will complete a checklist/nomination form. All data will be collected and reviewed by a building level committee comprised of the principal, A.C.E teacher, counselor and classroom teacher. Parents are notified by letter indicating permission for the student to participate in the program.

Grades Three through Five A.C.E. Gifted and Talented Program: Students placed in this component of A.C.E. will have the opportunity to participate in a year-long program. Students will apply and develop A.C.E. program objectives as they complete cross-curricular units with an emphasis on S.T.E.M (Science, Technology, Engineering, Mathematics).

Students are identified using multiple measures including report card grades, standardized test scores, principal's honor roll, SAGES-2, teacher recommendation, and/or parent nomination. Students meeting the criteria in four or more areas are good candidates for the program. The A.C.E. eligibility review is conducted in May of the previous year. A talent pool is established and includes students currently in the A.C.E. program, students with teacher or parent nomination, and after review of the PARCC scores. Letters are sent to parents informing them that their child has been identified for the talent pool. Students in the talent pool are assessed using the SAGES-2 gifted education assessment. All data are collected and reviewed by a building level committee comprised of the principal, A.C.E teacher, counselor and classroom teacher. Parents are notified by letter about the outcome of the committee review. Students are screened for program eligibility every year.

Grades Six through Eight A.C.E/Advanced Language Arts Literacy: Students enrolled in the advanced language arts literacy course meet for literacy instruction on a daily basis. Over the course

of the year, students accomplish the objectives from the New Jersey Common Core State Standards. Students demonstrate their knowledge through the completion of a wide variety of projects. The level of coursework in the advanced classes is more rigorous than the work assigned in the regular literacy program. Students are identified using multiple measures including standardized test results (PARCC), teacher recommendation, academic performance, and writing samples. Students meeting the criteria in four or more areas are good candidates for the program. Data is collected in May. A committee comprised of the principal, the counselor, and a classroom teacher reviews student data to identify eligible students. Parents are notified by letter about the outcome of the committee review. Students are screened for eligibility every year.

Grades Six through Eight A.C.E./Advanced Mathematics: Students enrolled in the advanced mathematics course (6th grade honors math, 7th grade pre-algebra, 8th grade algebra) meet for enriched mathematics instruction on a daily basis. Over the course of the year, students accomplish the objectives from the New Jersey Common Core State Standards through an accelerated study of college and career readiness skills, pre-algebra, or algebra. Students are identified using multiple measures including standardized test results (PARCC), teacher recommendation, academic performance, the Cognitive Abilities Test (sixth and seventh grade) and the Orleans Hanna Algebra Prognosis Test (eighth grade). Students meeting the criteria in four or more areas are good candidates for the program. Data is collected in May. A committee comprised of the principal, the counselor, and a classroom teacher reviews student data to identify eligible students. Parents are notified by letter about the outcome of the committee review. Students are screened for eligibility every year.

Grades Six through Eight A.C.E./Advanced Science: Students enrolled in the advanced science course (grades 7 and 8) will be exposed to curriculum designed by Project Lead The Way. The focus for 7th grade is Design and Modeling, and the focus for 8th grade is Automation and Robotics. Advanced science will be available to all Pre-Algebra and Algebra I students. If space permits, the course may be offered to students in general mathematics. Criteria for these students will include teacher recommendation, parent recommendation, PARCC mathematics, and report card grades. Students meeting the criteria in three or more areas are good candidates for the program. Data is collected in May. A committee comprised of the principal, the counselor, and a classroom teacher reviews student data to identify eligible students. Parents are notified by letter about the outcome of the committee review. Students are screened for eligibility every year.

Exit Policy:

Academic difficulties and concerns in the child's classroom setting and/or in the A.C.E. and Advanced classes may warrant student participation in the Advanced program to be reevaluated. Students must maintain a 'C' average throughout the school year. If a marking period grade falls below a 'C,' the parents will be notified and the student will be placed in a probationary period of five weeks. After five weeks the student's participation in the program will be reevaluated. If the student has not raised his/her grade to a 'C' average at the completion of the probationary period, he/she may be exited from the program. Additionally evaluation criteria can be considered for continued participation in the Advanced class or A.C.E. program. Students in the Advanced and A.C.E. class are expected to complete homework with consistency, complete all classwork assignments and will display qualities of a responsible student.

Students may also leave the program voluntarily if parents request removal because of academic concerns.

Evaluation:

All students in the A.C.E. or Advanced Program shall be evaluated regarding the quality of work accomplished as it relates to the program's objectives. The evaluation of students includes, but is not limited to, teacher generated rubrics, teacher checklists of observed behaviors, and teacher evaluation of projects and assignments. Parents will receive progress reports quarterly to share the evaluations. The goal of the Advanced program in middle school is to prepare students to be successful entering and remaining in honors courses in high school.

Records:

The A.C.E. teacher and/or the classroom teacher of advanced courses logs program enrollment on the student cumulative file. The A.C.E. teacher maintains a correspondence file for three years. Portfolios of student work are maintained by the A.C.E. teacher. Fifth grade files should be sent to the middle school principal in June and eighth grade files should be sent to Rancocas Valley Regional High School in June.

Letters: (see following pages)

MOUNT HOLLY TOWNSHIP PUBLIC SCHOOLS

331 LEVIS DRIVE - MOUNT HOLLY, NJ 08060

**A.C.E. - Academic Creative Experience
Gifted and Talented Program, Grades 3-5**

**Gertrude C. Folwell School
Mr. Robert Mungo, Principal**

Dear Parent(s):

Your child, _____, has been identified and placed in the Academic Creative Experience Program for the school year _____. (A.C.E. is the name given to the district's Gifted and Talented Program.) Your child will be involved in two thirty-five minute sessions each week.

The curriculum will consist of activities that encourage higher level and creative thinking, develop problem solving skills, enhance study and reference skills, and explore various academic interest areas.

I look forward to working with your child in the A.C.E. Program. If you have any questions or concerns, please contact me at the Gertrude C. Folwell School at 609-267-0071 or e-mail me at lcicchino@mtholly.k12.nj.us.

Sincerely,

Ms. Lindsay Cicchino
A.C.E. Program

MOUNT HOLLY TOWNSHIP PUBLIC SCHOOLS

331 LEVIS DRIVE - MOUNT HOLLY, NJ 08060

A.C.E. - Academic Creative Experience Second Grade Enrichment

John Brainerd School
Mr. Joseph Convery, Principal

Dear Parent(s):

Your child, _____, has been selected to participate in the second grade enrichment program that is a segment of the district's Academic Creative Experience (A.C.E.) Program.

Your child will enter the enrichment program during the week of _____ and will exit the program during the week of _____. This constitutes a revolving door session. Second grade enrichment classes will meet for one or two thirty-five minute periods a week. The curriculum will consist of activities that encourage critical and creative thinking, develop problem-solving skills, and explore various academic interest areas.

I look forward to working with your child in second grade enrichment. If you have any questions or concerns, please contact me at the John Brainerd School at 609-267-3600 or e-mail me at lcicchino@mtholly.k12.nj.us

Sincerely,

Ms. Lindsay Cicchino
A.C.E. Program

MOUNT HOLLY TOWNSHIP PUBLIC SCHOOLS

331 LEVIS DRIVE - MOUNT HOLLY, NJ 08060

A.C.E. - Academic Creative Experience

Permission Slip

My child, _____, has permission to participate in the A.C.E. program at _____ School. I understand that participation in the A.C.E. program is based on excellent academic standing and maintaining high standards of responsibility and behavior.

Parent Signature

Date

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331 LEVIS DRIVE - MOUNT HOLLY, NJ 08060

A.C.E. - Academic Creative Experience Academic Probation Statement

Your child has been placed on academic probation during the second marking period.

_____ received the grade of "C" in the following subject area(s):

Your child's progress over the next marking period will be reviewed to ensure the best placement for your child's educational progress. Consideration may be given to removing your child from the A.C.E. program. If you have any questions or concerns, please do not hesitate to contact the school principal.

**A.C.E. Criteria
Grade 2 into Grade 3 only**

The multiple measures for identification will include:

- **Teacher Recommendation (see Teacher Checklist/Nomination Form)**
- **Principal's Honor Roll/Honor Roll (minimum GPA-3.5 with O's converted to 4, S's converted to 3, and N's converted to 2's.**
- **DRA Level (minimum level of 34 which indicates middle of Grade 3)**
- **SAGES-2 (Math/Science and Language Arts/Social Studies and Reasoning) minimum score of 110 in a given section**

**Academic Creative Experience
Mount Holly Township Public Schools**

**Teacher Checklist/Nomination Form
Grade Two**

Student _____ Teacher _____ Room _____

Address _____

Parent(s) _____

Directions: Check the characteristics that BEST describe the student nominated above.

Intellectual/Creative Behaviors

- _____ Is Attentive
- _____ Possesses advanced vocabulary for age
- _____ Has an interest in books and reading
- _____ Learns rapidly
- _____ Highly curious
- _____ Pursues interests beyond classroom experiences
- _____ Prefers new and challenging activities
- _____ Retains information; remembers things in detail
- _____ Displays higher level of thinking, problem solving, and abstract thinking compared to peers

MOUNT HOLLY TOWNSHIP PUBLIC SCHOOLS

331 LEVIS DRIVE - MOUNT HOLLY, NJ 08060

A.C.E. - Academic Creative Experience Teacher Checklist/Nomination Form Grades 3-5

Student _____ Grade _____ HR _____

Please circle the number which indicates this student's degree of the characteristic described below.

ABILITY (Learning)	Superior	Above Average	Average	Below Average
Is attentive.	4	3	2	1
Possesses advanced vocabulary for age.	4	3	2	1
Has an interest in books and reading.	4	3	2	1
Learns rapidly.	4	3	2	1
Highly curious.	4	3	2	1
Pursues interest beyond classroom experiences.	4	3	2	1
Prefers new and challenging activities.	4	3	2	1
Retains information; remembers things in detail.	4	3	2	1
Displays higher level of thinking, problem solving, and abstract thinking compared to peers.	4	3	2	1

CREATIVITY	Superior	Above Average	Average	Below Average
Asks many questions.	4	3	2	1
Does things in own way; independent.	4	3	2	1
Works collaboratively in groups.	4	3	2	1
Experiments with whatever is at hand.	4	3	2	1
Is highly imaginative.	4	3	2	1
Produces original answers.	4	3	2	1
MOTIVATION	Superior	Above Average	Average	Below Average
Becomes absorbed in certain activities, problems, or projects. (It is sometimes difficult to get him/her to move to another activity)	4	3	2	1

Organizes and plans activities well.	4	3	2	1
Is self-critical; is not easily satisfied with own work and/or product.	4	3	2	1
Self-starter.	4	3	2	1
Pursues challenging material.	4	3	2	1
Can follow through on a plan.	4	3	2	1

LEADERSHIP	Superior	Above Average	Average	Below Average
Is frequently sought out by peers	4	3	2	1
Interacts with other children and adults.	4	3	2	1
Adapts easily to new situations.	4	3	2	1
Can influence others to work toward goals---desirable or undesirable.	4	3	2	1
Is looked to by others for ideas and decisions.	4	3	2	1
Is chosen first by peers.	4	3	2	1
Total for each category:				

TOTAL POINTS: _____

Comments:

I recommend this student's placement in the A.C.E. Program.

I do not recommend this student's placement in the A.C.E. Program

Teacher Signature _____ Date _____

A.C.E. Program Eligibility Review Grades Three through Five

Name: _____

Date: _____

Place a check mark in each column where the student meets the criteria.

Teacher Nomination (Minimum total ratings scale 97)	PARCC Score Or NJASK Science for students entering 5th grade	Report Card Average (3.5 or higher)	SAGES-2 Score (110 or higher) Math/Science Literacy/Social Studies/Reasoning	Principal Honor Roll/ Honor Roll	DRA /Lexile Level - For Students entering grade 3	Number of Checks 4 checks required for consideration

Comments:

A.C.E. Teacher: _____

Principal: _____

Classroom Teacher: _____

Counselor: _____

MOUNT HOLLY TOWNSHIP PUBLIC SCHOOLS

331 LEVIS DRIVE - MOUNT HOLLY, NJ 08060

Advanced Language Arts Literacy Program (Grades 6-8) Eligibility Review

Name: _____

Grade: _____

Date: _____

Please complete each section, indicating scores when necessary.

Teacher Nomination (Student must have 60-80 points)	LAL PARCC Score	Literacy Average (Average the first 3 marking periods) *3.0 or higher	Writing Sample Average Grade 6: 2.0/4.0 Grade 7: 3.0/4.0 Grade 8: 3.0/4.0	Number of Checks (3 checks required for consideration)	Committee Recommendation* (Check if Yes)

* Administration reserves the right to make all final decisions in advanced placement decisions.

Please circle the number which indicates this student's degree of the characteristics described below.

ABILITY (Learning)	Superior	Above Average	Average	Below Average
Is attentive.	4	3	2	1
Possesses advanced vocabulary for age.	4	3	2	1
Has an interest in books and reading.	4	3	2	1
Learns rapidly.	4	3	2	1
Highly curious.	4	3	2	1
Prefers new and challenging activities.	4	3	2	1
Is verbal: expresses ideas clearly.	4	3	2	1
Retains information; remembers things in detail.	4	3	2	1
Displays higher level of thinking, problem solving, and abstract thinking compared to peers.	4	3	2	1

CREATIVITY	Superior	Above Average	Average	Below Average
Asks many questions.	4	3	2	1
Does things in own way; independent.	4	3	2	1
May prefer to work alone.	4	3	2	1
Is highly imaginative.	4	3	2	1
Produces original answers.	4	3	2	1
MOTIVATION	Superior	Above Average	Average	Below Average
Becomes absorbed in certain activities, problems, or projects. (It is sometimes difficult to get him/her to move to another activity).	4	3	2	1
Organizes and plans activities well.	4	3	2	1
Is self-critical; is not easily satisfied with own work and/or product.	4	3	2	1
Self-starter.	4	3	2	1
Pursues challenging material.	4	3	2	1
Can follow through on a plan.	4	3	2	1
Total for each category:				

TOTAL POINTS: _____

- I recommend this student's placement in the Advanced Literacy Program
- I do not recommend this student's placement in the Advanced Literacy Program

Provide rationale for recommending and/or not recommending student:

Classroom Teacher (Print) _____

Classroom Teacher (Signature) _____

Date: _____

Principal (Signature) _____

Date: _____

Guidance Counselor (Signature) _____

Date: _____

MOUNT HOLLY TOWNSHIP PUBLIC SCHOOLS

331 LEVIS DRIVE - MOUNT HOLLY, NJ 08060

Advanced Mathematics Program (Grades 6-8) Eligibility Review

Name: _____

Grade: _____

Date: _____

Please complete each section, indicating scores when necessary.

Teacher Nomination (Student must have 30-40 points)	PARCC Score (Check if student scored in advanced proficient range)	Math Average (Average the first 3 marking periods, 3.0 or higher)	Orleans Hanna Score: Students must achieve an 85% to be eligible.	Number of Checks (4 checks required for consideration)	Committee Recommendation (Check if Yes)
* Administration reserves the right to make all final decisions in advanced placement decisions.					

Please circle the number which indicates this student's degree of the characteristics described below. The highly able mathematics student should independently demonstrate the ability to:

Mathematics Characteristics	Superior	Above Average	Average	Below Average
Think logically and symbolically about quantitative, spatial and abstract relationships.	4	3	2	1
Work, communicate, and justify mathematical concepts in creative and intuitive ways, both verbally and in writing.	4	3	2	1
Apply estimation and mental computation strategies.	4	3	2	1
Organize information and data in a variety of ways and to disregard irrelevant data.	4	3	2	1
Retains information, remembers things in details.	4	3	2	1
Perseveres in their search for solutions to difficult tasks.	4	3	2	1
Take risks with mathematical concepts	4	3	2	1

and strategies.				
Use mathematics with confidence.	4	3	2	1
Completes work in a timely fashion.	4	3	2	1
Total for each category:				

Students may be considered if overall score falls between 30 and 40 points.

TOTAL POINTS _____

- I recommend this student's placement in the Advanced Mathematics Program
- I do not recommend this student's placement in the Advanced Mathematics Program

Provide rationale for recommending and/or not recommending student:

Classroom Teacher (Print) _____

Classroom Teacher (Signature) _____

Date: _____

Principal (Signature) _____

Date: _____

Guidance Counselor (Signature) _____

Date: _____

MOUNT HOLLY TOWNSHIP PUBLIC SCHOOLS

331 LEVIS DRIVE - MOUNT HOLLY, NJ 08060

Advanced Science Program (Grades 7-8) Eligibility Review

Name: _____ Grade: _____

Date: _____

Place a check mark in each column where the student meets the criteria.

Teacher Nomination (Student must have 7 of 11 checks)	Science Average (Average the first 3 marking periods) (3.0 or higher)	Student qualifies for Advanced Mathematics	Number of Checks (2 checks required for consideration)	Committee Recommendation (Check if Yes)

*Administration reserves the right to make all final decisions in advanced placement decisions.

**Directions: Check the characteristics that BEST describe the student nominated above.
Students need 10 characteristics in order to be considered for advanced placement.**

- Is attentive in Science class
- Learns science concepts rapidly
- Highly curious about Science
- Pursues interest beyond classroom experiences
- Retains information; remembers things in detail
- Displays higher level of scientific thinking, problem solving, and abstract thinking
- Is capable of contributing positively to an advanced Science class
- Organizes and plans activities well
- Is self-critical; is not easily satisfied with own work and/or product
- Self-starter
- Pursues challenging material

Provide rationale for recommending and/or not recommending student:

- I recommend this student's placement in the Advanced Science Program
- I do not recommend this student's placement in the Advanced Science Program

Classroom Teacher (Print) _____

Classroom Teacher (Signature) _____ Date: _____