

Multifaceted ID Plan Components	Description
District Mission Statement for High Ability Program and Educator Expertise	<p><i>The mission of the Randolph Central School Corporation is to build foundations that prepare students for a lifetime of opportunity.</i></p> <p>Randolph Central School Corporation recognizes that some students perform at, or show the potential to perform at, an outstanding level of accomplishment, significantly beyond their peers. These students can be found in all socio-economic, cultural, and ethnic backgrounds. High abilities or giftedness may include students who have a dual exceptionality, like a learning disability, a Section 504 condition, or are English Language Learners (ELLs). We recognize that high-ability students have different backgrounds, personalities, and perspectives with a variety of work habits. Like all students, high-ability students have the potential to be contributing members of society, paired with their unique potential and achievement.</p> <p>Our K-12 high ability program is designed to meet the needs of identified English/language arts (ELA) and mathematics students who perform at or demonstrate the potential to perform at more than one grade level above their Randolph Central peers. The program is structured to provide a supportive learning environment that offers enriched learning experiences. Identified students will have the opportunity to develop their advanced potential from differentiated curricula in general education courses or accelerated curricula in advanced courses. High-ability students will grow emotionally and socially as principals, teachers, and counselors address the specific needs of high-ability students throughout the school year.</p> <p>High-ability students in K-12 will receive ELA and/or math curriculum and instruction that meets their needs through a range of services such as</p> <ul style="list-style-type: none">● curriculum compacting: Basic grade level skills are assessed for mastery; the curriculum is compacted to eliminate unnecessary repetition.● accelerated pacing and above grade level tasks● investigations and research through problem-solving and/or project-based learning● emphasis on creative differentiated activities and critical thinking skills

	<p>Randolph Central views formal training and/or ongoing professional development as an important step for addressing the needs of all students, including high-ability students. Randolph Central teachers of high-ability students will either maintain specific licensure for teaching high abilities courses and/or participate in required professional development training activities offered by the district during contractual days. Opportunities for voluntary professional development, outside of teachers' contractual days, may be offered by the district as well.</p>
District Definition of High Ability Student	<p>Randolph Central School Corporation defines a high-ability student as one who performs at or shows the potential for performing at an outstanding level of accomplishment, more than one grade level above his/her Randolph Central peers in English/language arts and/or mathematics. When compared to other students of the same age, experience, and/or environment, the high-ability student is characterized by exceptional gifts, talents, motivation, and/or interests. At Randolph Central, advanced potential and/or advanced achievement is characterized as at least one grade level above the local peer group in English/language arts, mathematics, or both. Students performing at the top of the grade level may or may not indicate high abilities. Additional screening is necessary to determine the student's "ceiling" for ELA and/or mathematics.</p> <p>Randolph Central will annually identify students in the transition grades of K, 2, 5, and 8, by using a multifaceted assessment process that complies with the current, best practices for high abilities, and as identified by the Indiana Department of Education and the Indiana Code. For the identification process, Randolph Central recognizes that students with disabilities, 504 Plan conditions, English Language Learners, and students who qualify for free and reduced lunches may need additional considerations for placement decisions because their qualifications may be influenced by other factors. Currently, the state requires that at least 4% must be identified for high-ability services at all grade levels. The 4% includes all ELA only, math only, or general intellectual (both).</p>
District Services for High-Ability Students	<p>At Randolph Central, formal identification and services are concentrated in English/language arts and mathematics classes; however, there are other curricular, co-curricular, and extracurricular opportunities for advancement at the high school level.</p>

Elementary

Pre-K: Parents or other individuals who know the Pre-K student well may refer the student for the district's screening process. Early entrance to kindergarten will be considered on an individual basis through a screening process and assessment using kindergarten readiness tools. The screening process will begin with grade level, and age-appropriate tasks and progress higher if there is evidence of advanced potential. Entrance for this student would be based on solid kindergarten readiness skills and social/emotional readiness for the school structure and educational expectations. An identification team consisting of district-level administrators, building-level administrators, and high-ability teachers will examine the data and all pertinent information for a placement decision. Ultimately, the building principal, or designee, will inform the parent about the final decision.

K-5: Clusters of identified students at each grade level will be provided with differentiated instruction and activities for English/language arts and mathematics. High-ability students will receive curriculum and instruction as a planned extension of grade-level standards for mathematics, language arts, or both, according to their identification area. Teachers may differentiate other core areas of learning; however, the structured services for this plan will be in the areas of math and English/language arts on a daily basis.

An identification team consisting of district-level administrators, building-level administrators, and high-ability teachers will examine the data and all pertinent information for placement decisions. Ultimately, the building principal, or designee, will inform the parent about final decisions.

All or most kindergarten teachers will serve as cluster teachers until the screening and grouping process is more feasible after the first grading period or the first semester of the kindergarten year. Starting at the beginning of the school year, kindergarten teachers will present advanced opportunities for students, so there is evidence or data to consider for actual cluster groups throughout the school year. Ability grouping or cluster grouping within general education classrooms should not be used for "tracking" students as it is important for them to be exposed to heterogeneous experiences daily. During the first semester, principals and teachers will determine which kindergarten students have demonstrated above-grade-level performance in comparison to their

	<p>typical peers. Students will be grouped by ability or achievement level for the specific instruction of language arts and/or mathematics.</p> <p>Building principals, school counselors, and teachers of high abilities students will be provided information about the social and emotional characteristics and considerations for K-5 high-abilities students in order to mitigate any barriers to learning and adjustment to the school environment.</p>
	<p><u>Middle School 6-8</u></p> <p>For identified students in grades 6, 7, and 8 at the middle school, honors courses in reading/literature, writing, and mathematics are offered for those who are identified for high-ability math and high-ability language arts. The 7th-grade honors math class is considered algebra readiness, and the 8th-grade honors math class is an Algebra I course for high school credit.</p> <p>The PSAT data may be used as an indicator of success in high school AP coursework.</p> <p>An identification team consisting of district-level administrators, building-level administrators, and high-ability teachers will examine the data and all pertinent information for a placement decision. Ultimately, the building principal, or designee, will inform the parent about final decisions.</p> <p>Building principals, school counselors, and teachers of high abilities students shall be provided information about the social and emotional characteristics and considerations for high abilities students in grades 6-8 in order to mitigate any barriers to their learning and adjustment to the school environment.</p>
	<p><u>High School 9-12</u></p> <p>At the high school level, students may be served by dual credit college courses, advanced placement, or honors classes. In grades 9-12, students who are identified as having high abilities are encouraged to take advanced courses. The ELA and math opportunities at the high school are:</p> <p>Honors English 9 and 10 Ivy Tech English 111 English Composition (year)</p>

Ivy Tech English 206 Introduction to Literature (semester) and 202 Creative Writing (semester)

Honors Geometry (ninth grade)

Honors Algebra II (tenth grade)

Advanced Math College Credit / Ivy Tech Math 136 College Algebra (semester)

Advanced Math College Credit / Ivy Tech Math 137 Trig. with Analytical Geometry (semester)

Advanced Math College Credit, Calculus / Ivy Tech Math 211 (year)

Other advanced curricular opportunities outside of ELA and math are:

Science

Advanced Placement Environmental Science (APES)

Advanced Placement Physics (AP Physics)

Biology II / Ivy Tech Biology 101

Chemistry II / Ivy Tech Chemistry 101

History

Honors US History, US History College Credit / Ivy Tech HIST 101 and 102 Survey of American History I & II (year)

Psychology 101 (year)

US Gov't College Credit / Ivy Tech POLS 101

Foreign Language

Spanish III, College Credit / Ivy Tech Spanish 101/102 (year); Ivy Tech Spanish 201/202 (year)

Career and Technical Education (CTE)

AGRI- Introduction to Agriculture (year)

AGRI 102- Agribusiness and Farm Management (year)

AGRI 103- Animal Science (year)

AGRI 104- Food Science (year)

AGRI 106- Ag Mechanization (year)

AGRI 107- Advanced Life Science: Animals (year)

AGRI 108- Advanced Life Science: Foods (year)

MTTC 101- Introduction to Machining

MTTC 102- Turning Processes I

MTTC 103- Milling Processes I

MTTC 105- Abrasive Processes I

MTTC 106- Print Interpretation

MTTC 107- CNC Setup and Operations I

MTTC 110- Turning and Milling Processes

MTTC 208- CNC Mill Programming

MTTC 209- CNC Lathe Programming

WELD 100- Welding Fundamentals

WELD 108- Shielded Metal Arc Welding I

	<p>WELD 203- Pipe Welding I WELD 206- Advanced Shielded Metal Arc Welding II WELD 207- Gas Metal Arc (MIG) Welding WELD 208- Gas Tungsten Arc (TIG) Welding WELD 210- Welding Fabrication I WELD 272- Advanced Gas Metal (MIG) Welding II WELD 273- Advanced Gas Tungsten Arc Welding II EDUC 101- Introduction to Teaching EDUC 121- Child and Adolescent Development EDUC 230- The Exceptional Child EDUC 233- Literacy Development through Children's Literature</p> <p>The PSAT data may be used as an indicator for success in high school AP/ dual credit coursework. Knowledge Assessment is also used for dual credit qualification. For any initial placements at the high school level, an identification team consisting of district-level administrators, building-level administrators, and high-ability teachers will examine the data and all pertinent information for a placement decision. Ultimately, the building principal, or designee, will inform the parent about the final decision.</p> <p>Building principals, school counselors, and teachers of high abilities students shall be provided information about the social and emotional characteristics and considerations for high abilities students in grades 9-12 in order to mitigate any barriers to their learning and adjustment to the school environment.</p>		
Multifaceted ID Plan Components	Grade Levels	Measures	Selection Procedures
<p>Norm-Referenced Aptitude Measure (also referred to as ability or intelligence measure)</p>	<p>Elementary</p> <p>Late Winter/Early Spring in the transition grades: *All students in K, 2, and 5</p> <p>For grades 1, 3, and 4, students may be assessed upon</p>	<p>Cognitive Abilities Test (CogAT) Screener for all students</p> <p>Cognitive Abilities Test (CogAT)-Full Battery for</p>	<p>In our district, students at the 75thile on the CogAT screener will be administered the full battery CogAT for further assessment. Based on the full battery assessment, students score at the 95th</p>

	recommendations by parents, school personnel, or previous schools for move-in students.	qualifying students after the screener	percentile or above on the verbal section (English/ language arts (ELA)) and/or the quantitative nonverbal composite (math) will be identified as high ability ELA, math, or both, which is termed "general intellectual" based on qualifying measures for both ELA and math. For the student who scores at the 75th percentile or higher on the CogAT screener but does not qualify based on the full battery CogAT and falls within the standard deviation, he/she will take the NWEA norm-referenced achievement test. From this assessment, if the student scores at the 95th percentile or higher, the student will be identified as high-ability based on high achievement. Students who score just below this cut-off, within the standard deviation,
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			for the NWEA test will receive an additional qualitative review by the identification team in the form of work samples, teacher rating scales, observation inventories, etc. to find solid evidence of above-grade-level ability and/or achievement.
	<p>Middle School</p> <p>Late Winter/Early Spring at grade 8 (transitioning to high school)</p>	<p>Cognitive Abilities Test (CogAT) Screener for recommended students</p> <p>Cognitive Abilities Test (CogAT)-Core Battery for specified students after the screener</p>	<p>In our district, students at the 75thile on the CogAT screener will be administered the full battery CogAT for further assessment. Based on the full battery assessment, students who score at the 95th percentile or above on the verbal section (English/ language arts (ELA)) and/or the quantitative nonverbal composite (math) will be identified as high-ability ELA, math, or both, which is termed “general intellectual” based on qualifying</p>

			measures for both ELA and math. For the student who scores at the 75th percentile or higher on the CogAT screener but does not qualify based on the full battery CogAT and falls within the standard deviation, he/she will take the NWEA norm-referenced achievement test.
	High School Late Winter/Spring	PSAT Scores/AP Potential	AP Potential, advanced course placement scores, and any student recommended by a teacher, parent, or student for earning a 3, 4, or 5 on AP exams shall be reviewed by the ID Committee (see K-8 process)
Norm-Referenced Achievement Measure (or other evidence of ability to perform <u>above</u> grade level)	Elementary Late Winter/Spring of K, 2, and 5 (*all students)	NWEA Measures of Academic Progress for reading and math at K, 2 levels; NWEA reading, language arts, and math for grade 5	Scores in the 75th percentile or higher shall be considered by the ID Committee; local norms and standard error shall be considered for above grade level achievement. From this assessment, if the student scores at the 95th percentile or higher, the

			<p>student will be identified as high-ability based on high achievement. Students who score just below this cut-off, within the standard deviation, for the NWEA test will receive an additional qualitative review by the identification team in the form of work samples, teacher rating scales, observation inventories, etc. to find solid evidence of above-grade-level ability and/or achievement.</p>
	<p>Middle School</p> <p>Late winter/early spring at grade 8</p>	<p>NWEA Measures of Academic Progress for reading and language arts</p> <p>A 6th-grade spring RIT score of 230 or higher may indicate a student's readiness for an introduction to Algebra I or algebra readiness at grade 7. (This norm RIT score should be verified with NWEA annually.)</p>	<p>NWEA: Scores in the 75%ile or higher shall be considered for ability screening by the ID Committee; local norms and standard error shall be considered for above-grade-level achievement. From this assessment, if the student scores at the 95th percentile or higher, the student will be</p>

		<p>A 7th-grade spring RIT score of 235 or higher may indicate a student's readiness for Algebra I at grade 8. (This norm RIT score should be verified with NWEA annually.)</p>	<p>identified as a high ability based on high achievement. Students who score just below this cut-off, within the standard deviation, for the NWEA test will receive an additional qualitative review by the identification team in the form of work samples, teacher rating scales, observation inventories, etc. to find solid evidence of above-grade-level ability and/or achievement.</p>
	<p>*IEP Students with mild, moderate, or severe mental disabilities do not have to be assessed.</p> <p>High School Late Winter/Early Spring</p>	<p>PSAT Predictor; Honors/AP Success</p>	<p>ID Committee reviews the Predictor and history of Honors/ and potential for AP success</p> <p>If this is an initial evaluation, NWEA will be administered. From this assessment, if the student scores at the 95th percentile or higher, the student will be identified as high-ability based on high achievement.</p>

			Students who score just below this cut-off, within the standard deviation, for the NWEA test will receive an additional qualitative review by the identification team in the form of work samples, teacher rating scales, observation inventories, etc. to find solid evidence of above-grade-level ability and/or achievement.
Qualitative Indicators	Elementary	Scales for Identifying Gifted Students (SIGs); advanced classwork samples;	The identification committee will review rating scales for students who are being considered for ability and achievement. This information will generate or support referrals.
	Middle	SIGs; advanced classwork samples;	The identification committee will review rating scales for students who are being considered for ability and achievement. This information will generate or support referrals.

	High School	SIGs; advanced classwork samples;	The identification committee will review rating scales for students who are being considered for ability and achievement. This information will generate or support referrals.
Multifaceted ID Plan Exceptions	Students who move into the district will be placed in high-ability courses if the evidence from their previous school supports the placement based on our district's criteria, and/or if additional testing supports the initial placement. Students who are new to the district may be referred for full testing during a non-transition year (grades 1, 3, 4, 6, 7) if the screening data aligns with our district criteria.		
Appeals Procedure	<p>An appeal process is in place in the event the identification team does not place a child in high-ability services and a parent or guardian challenges this decision. The following steps clarify the appeal process:</p> <ol style="list-style-type: none"> 1. The parent or guardian contacts the building principal to discuss the process and concerns. If the petitioner still wishes to challenge the non-placement decision, the principal asks the petitioner to put their request in writing to the superintendent and high-ability coordinator (see Randolph Central form) and submits it to the building principal. 2. The written request is submitted to the building principal, and he/she delivers a copy to the superintendent and high-ability coordinator within seven (7) business days from the receipt of the letter. 3. The superintendent and/or high-ability coordinator reviews the student profile and shares the request with the identification committee. The identification committee reviews the appeal request, pertinent achievement data, and/or qualitative information, and determines whether or not to order <u>alternative assessments</u> which may include: <ul style="list-style-type: none"> • Administering the NWEA assessment again to determine above-grade-level performance in ELA, math, or both. • Review classroom work samples of one grade level or above and recommendations from school personnel who have witnessed above-grade level-ability and/or achievement. <p>If an additional assessment is not ordered by the identification team, the superintendent will send a notice of the final decision to the petitioner.</p>		

	<p>(see Randolph Central form)</p> <p>4. If additional testing is ordered, the identification team reconvenes to consider any new data. This meeting may include an interview with the student and/or petitioner(s).</p> <p>5. The identification team reports any new results to the coordinator and superintendent and discusses their recommendation based on the evidence. The group will work to reach a consensus about the placement decision. If there is no consensus, the data review will be shared with the superintendent who will make the final decision based on the district identification plan, IDOE guidance, and the Indiana Code for high abilities.</p>
Exit Procedure	<p>If a student, parent, or teacher believes that a high-ability placement for services is no longer appropriate or if there is a high level of difficulty in the school setting:</p> <ol style="list-style-type: none">1. Parent or teacher contacts the building principal and communicates the concern.2. Building principal arranges a conference with the appropriate individuals, including the parent and the teacher providing services. This conference may be a telephone conference; however, a face-to-face conference is preferred. Conference notes should be maintained by the principal.3. If the parent believes an immediate removal is necessary, the student will be removed from high-ability identification and services. He/She will be placed in general education classes.4. If the parent is willing to support a probationary period, the participants agree on a probationary period of not less than one grading period or semester to implement interventions.5. The principal will chair the meeting in which the parent, student, and teacher will examine the issues of concern and discuss potential interventions that may be implemented. A Response to Intervention (RtI) plan will be developed that includes strategies, at least one review date, and a date when this group will reconvene to determine future placement.6. At the end of the probationary period, the building principal, parent, student, and teacher meet to review the RtI plan, and the student's progress, and determine whether or not the student should move forward or exit high-ability services.7. If the student is exited from the Randolph Central high-ability services, the exit form is completed. Copies of the exit form are

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	provided to the: student's file, the student's parent, and the high-ability coordinator. Also, the school-level staff member who completes data submissions to the state must be notified of the change in services for the next data upload to the Indiana Department of Education.
Program Evaluation Plan	The Randolph Central School Corporation High Ability Plan is reviewed annually by administrators and the broad-based planning committee. This process takes place during the second semester of the school year so the plan is ready for implementation when school begins in August for the following school year. The updated plan is uploaded to the Randolph Central School Corporation website so it is accessible to all stakeholders.
Broad-based Planning Committee	The Randolph Central School Corporation's broad-based Planning Committee includes diverse stakeholders that include may include students, staff, parents, and community members. The broad-based planning committee meets periodically to discuss and evaluate the corporation's high-ability program.

School Corporation:

Randolph Central School Corporation

High Ability Coordinator and Contact Information:

Julie Northcutt, Assist. Superintendent
for Curriculum & Instruction
103 North East Street,
Winchester, Indiana 47394
765-584-1401 x1600