Logansport Community School Corporation

High Ability Plan

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LCSC Mission Statement

The mission of Logansport Community School Corporation is to develop students who can read, write and master core academic standards while demonstrating exemplary behavior, consistent attendance and the drive for lifetime success.

LCSC High Ability Program Mission Statement

Gifts and talents emerge in an environment of challenging and meaningful learning experiences, both formal and informal. The mission of the Logansport Community School Corporation high ability program is to identify students in grades K-12 who show the potential to perform at extraordinarily high levels of accomplishment in the areas of general intellects, creativity, and critical thinking. The staff provides challenging and appropriate instruction and services for identified students to maximize their potential and enhance their academic and interpersonal experiences in order to ensure unlimited opportunities for success.

High Ability Definition

A student with high abilities is defined as:
- One who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared with other students of the same age, experience, or environment;
- Is characterized by exceptional gifts, talents, motivation, or interests in these areas (*Indiana Code 20-36-1-3)*; and
- One whose educational needs and/or individual academic growth cannot be met through grade level curriculum.

A student can be designated as High Ability in either language arts (L-HA) or mathematics (M-HA), or in both areas (High Ability General Intellectual).

L-HA – High Ability Language Arts/Social Studies
A student should have the L-HA designation if he/she performs at, or shows the potential for performing at an outstanding level of accomplishment in language arts and/or social studies when compared to other students of the same age, experience, or environment and has educational needs that cannot be met through grade level curriculum in language arts or social studies.

M-HA – High Ability Math/Science
A student should have the M-HA designation if he/she performs at, or shows the potential for performing at an outstanding level of accomplishment in mathematics and/or science when compared to other students of the same age, experience, or environment and has educational needs that cannot be met through grade level curriculum in mathematics or science.

HA – High Ability General Intellectual
A student should have the General Intellectual designation if he/she performs at, or shows the potential for performing at an outstanding level of accomplishment in language arts, social studies, mathematics, and science when compared to other students of the same age, experience, or environment and has educational needs that cannot be met through grade level content specific curriculum.

Program Goals

Goal #1 – High Ability students in grades K-12 will be identified regardless of gender, race, age or socio-economic background, with a multi-faceted assessment plan.
Strategies
1. An identification committee of teachers and administrators will use a designated plan to determine which students need high ability programming.
2. Students in Kindergarten, 2nd, and 5th grades and students new to the corporation will be screened for high ability needs.
3. The assessment plan will include an achievement assessment, an ability assessment, and an alternative assessment.
4. The identification process used by the corporation will be shared with teachers and parents.

Goal #2 – Appropriate school staff will be trained to understand the needs and characteristics of students with High Ability.
Strategies
1. Student Services Professionals will be trained to understand the characteristics and the specific social and emotional needs of students with High Ability.
2. Teachers will be provided information regarding the characteristics of students with High Ability.
3. Teachers will continue to receive appropriate training in differentiated instruction and curriculum in the areas of language arts and math to specifically address the needs of high ability students.

4. Teachers will be encouraged to take High Ability university classes and to work toward earning High Ability certification.
5. Teachers will be encouraged to attend High Ability workshops and conferences.

Goal #3 – Provide challenging, differentiated curriculum and instruction during the school day commensurate with the ability and achievement levels of students identified with high ability.
Strategies
1. Implement researched, best practices to differentiate instruction and curriculum for language arts and math (flexible grouping, compacting, acceleration, extension of content, use of above grade-level materials, problem-based and project-based learning, individualized instruction, etc.).
2. Create cluster groups in grades K-5 classrooms through Student Success Process (SSP) rotations.
3. Provide accelerated and/or advanced course offerings in grades 6-12.
4. Offer honors and dual-credit courses in 8th grade and High School.

Goal #4 – The High Ability Program will be reviewed and evaluated annually.
Strategies
1. The Broad-Based Planning Committee (BBPC), consisting of educators, parents, students, community members, and other stakeholders, will meet a minimum of once per year to review the High Ability Program.
2. The High Ability Program will be evaluated annually by the district High Ability Committee to review the progress of students in the program.

Program Description

The Logansport Community School Corporation is dedicated to providing services to students in the regular classroom who have been identified as high ability students, in language arts, social studies, math, or science, (or all) from K to 12th grade regardless of social, cultural, or socio-economic status or other disability which might interfere with learning. These students will be provided with a differentiated curriculum that is beyond the regular classroom curriculum and is focused on academic, social, and emotional needs of high ability students. All teachers who provide services to high ability students will be provided with on-going research based professional development. The High Ability Coordinator will oversee the implementation of the services. The BBPC will determine the service provisions offered and will determine changes to be made annually. Stakeholders may receive notification of the program through multiple exposures, i.e., school newsletter, parent meeting, parent letter, school website.

Curriculum and Instruction

Logansport Community School Corporation uses flexibility to determine what will work best in meeting the individual needs of students. All students designated as High Ability will receive differentiated instruction and curriculum in the math and/or language arts areas through the possible service options listed below:

Elementary (K-5) Academic Provisions
- Early entrance to kindergarten (students who are not eligible as determined by the state age requirement)
- Cluster grouping with students of similar intellect in the regular classroom through the regular school day (all High Ability students)
- Grade skipping if the student shows superior abilities and mastery of grade level content in language arts and math proven through Acuity testing, grade level content tests, and counselor recommendation
- Differentiated curriculum in pace, content, sequence, and depth based upon individual student needs (all High Ability students)
- Content acceleration as determined by Acuity scores, teacher recommendation, and consultation with a high ability specialist to determine student need
- Independent study (student need based)

Middle/High (6-12) Academic Provisions
- Distance Education Courses
- Dual Enrollment Courses
- Early Graduation
- Advanced Placement Courses
- Honors Courses
- Internships, mentorships
- Grade or subject skipping
- Early entrance to college
- Early enrollment into courses, or testing out of courses
- Independent student (student need based)

Identification

All stakeholders (parents and guardians, teachers, administrators, and community members) of Logansport Community School Corporation students will be notified of the initial screening/identification process and the nomination/identification timeline through the elementary newsletter, the school website, fall and/or new student registration, and parent meetings. Language translations will be provided for stakeholders as needed.

The nomination period for the following school year will begin in early April. Nominations from parents/guardians and teachers will be included in this time frame. The building principal or designee will be responsible for constructing the initial list of

candidates and convening a meeting of the Identification and Screening Committee to begin the screening process. The identification Committee is made up of the high ability coordinator, teachers of high ability students, and the school counselor. These members will consider all of the information provided to determine student eligibility for services. The Identification and Screening Committee acknowledges that talent may not be fully developed, but will emerge over time. A parent meeting may be conducted by the building principal or designee and high ability specialists to answer questions about the screening and identification process and academic provisions.

Students will be evaluated through a multi-faceted assessment plan using achievement tests, intelligence tests, and alternative measures. Students eligible/not eligible will be notified by a letter sent home to parents/guardians. Students who are not eligible at that time will have the opportunity to reapply the next year.

Staff members will be informed of the necessity to include all students in the initial screening process. The professional development of certified staff will include, but not be limited to: student portfolios, characteristics of high ability students, differentiated instruction and other service options, checklists, avoiding bias and discrimination, changes in the law, and workshops on current topics in gifted education.

Selection Criteria

The following criteria may be used to select students for possible High Ability identification:

Kindergarten – 1st Grade
- Teacher nomination
- DRA score
- Writing Assessment
- Benchmark Assessments – Language Arts and Math
- Common Core Standards Assessment on Kdg. report card
- KDI (Kindergarten Diagnostic Instrument) – Kdg. only

2nd Grade – 12th Grade
- Acuity scores in Language Arts and Math
- Benchmark Assessments in Language Arts and Math
- DRA/IRI Level
- Teacher nomination
- Writing Score
- ISTEP+ scores (Grades 3-8)

Assessment Tools

Achievement Tests
- KTEA (Kaufman Test of Educational Achievement)
- Acuity Benchmark Tests
- Star Reading

Intelligence Tests
- K-BIT2 (Kaufman Brief Intelligence Test)
- OLSAT 8 – Otis Lennon School Ability Test)

Alternative/Additional Measures
- Language Arts and Math benchmark scores
- Teacher nomination
- DRA/IRI testing
- Writing scores
- ISTEP+ score
- IREAD-3 score
- Portfolio (if warranted)

All students in grades K-12 are eligible to be nominated for screening/identification by parent nomination and/or teacher nomination. Beginning in second grade, students will be given the OLSAT8. Students who score at or above the SAI (Student Achievement Index) of 112 or above the 77th percentile can be nominated for further screening. ___A single piece of the criteria will not qualify or disqualify a student for high ability programming.___ Students who do not qualify initially can be nominated each year.

The OLSAT will be administered by certified staff. The school principal or their designee will administer and score the K-BIT after parent/guardian permission has been secured. All achievement and intelligence testing, parent and teacher nominations, and checklists will be assessed by the Identification and Screening Committee. If additional assessments are deemed necessary, parents/guardians will be notified and permission will be obtained. Upon initial identification of a student, he/she will continue to receive services throughout unless exited from the program.

Qualified Students

Students who meet the following qualifications will be labeled High Ability if they meet a minimum of two of the following criteria:

Kindergarten – 1st Grade

- A score of 115 on K-Bit2
- DRA/IRI score at least one grade level above current grade
- Scoring above 90% on benchmark tests
- Exceeds Mastery in content areas of Kindergarten standards based report card

2nd Grade – 12th Grade

- OLSAT SAI above 112
- K-BIT score above 115
- DRA/IRI score at least one grade level above current grade
- Scoring above 90% on benchmark tests
- An average score of 5 on Simple Six Writing Assessments

Records of each nominated and identified student will be kept on file in the student's Permanent Record Card (PRC).

Multi-faceted Assessment Plan

During Kindergarten enrollment procedures each spring, all students will be screened with appropriate assessments and all parents will be asked for input concerning their child. In order to initially include all possible candidates for high ability identification, all Kindergarten students will continue to be screened in multiple ways and at various times during the Kindergarten year for letter and sound recognition, word recognition, reading level, and numeracy skills including both performance-based and potential-based assessments.

Students identified as "High Ability – General Intellectual" will be placed in first grade high cluster groupings within each classroom. Differentiated curriculum and instruction in math and language arts will not only provide these students with extensions of the grade level standards, but also with acceleration and above grade-level instruction, as needed. Students identified as "High Ability-math" or "High Ability-language arts" will receive above grade level instruction and curriculum as needed through ability groups throughout the school day. Additional program options at the Kindergarten level include Early Entrance to Kindergarten, entering school directly into 1st grade, and content area acceleration or enrichment.

At the beginning of the second semester, 2nd grade students will be given the OLSAT-8 assessment. The building principal, 2nd grade teachers, school counselor, and High Ability Program Coordinator will meet in April to assess programming needs for students including identifying students for High Ability programming for 3rd, 4th and 5th grades. These students will be identified as High Ability – General Intellectual, or High Ability – math, or High Ability – language arts. Students identified as "High

Ability General Intellectual" will be placed in grade level high cluster groupings within the classroom. Differentiated curriculum and instruction will not only provide these students with extensions of the grade level standards, but also with acceleration and above grade-level instruction, as needed. Additional program options at this level include subject skipping and grade level skipping.

At the end of 5th grade, all students will have the opportunity to apply for Honors classes at the middle school. Students will be screened using the OLSAT-8 assessments to find students who were not previously identified for the High Ability program and may have needs for services in this area. The Curriculum Director will coordinate the testing of 5th grade students and send the final results to the middle schools for scheduling. The building principal, 5th grade teachers, and High Ability Program Coordinator will meet in May to assess individual programming needs for students designated as "High Ability" as they move into the 6th , 7th, and 8th grades at the middle school building.

In the Middle School grades, students will receive differentiated curriculum and instruction in either or both language arts/social studies and math/science as individually needed. This may include cluster grouping for math/science or language arts/social studies (which would include acceleration, differentiated curriculum and differentiated instruction). Additional MS High Ability services available could include above grade-level instruction, subject skipping, subject replacement, and distance learning. Students showing readiness for Algebra will be placed into a high school Algebra I class in 8th grade.

Based upon middle school testing and performance, students will be recommended for high school classes which provide appropriate advanced curriculum and instruction in either math or language arts. Differentiated curriculum and instruction will not only provide these students with extensions of the grade level standards, but also with possible acceleration and above grade-level instruction, as needed. Additional program options at this level include testing out of a course and enrolling directly in an advanced course, enrolling in dual college credit classes, and enrolling in college courses (distance learning). Students identified as proficient in 8th grade Algebra I will be placed in advanced math classes throughout high school.

Exit Procedures

If a parent, teacher, or student believes a high ability placement is no longer appropriate, he/she may request a "High Ability Exit" form from the building principal. Parent(s), student, teacher(s) and an administrator(s) will meet to discuss the needs of the student and decide if he/she should be removed from the High Ability program. If an exit is deemed appropriate, the parent will sign permission on the Exit form, and a copy of the form is sent to the HA district coordinator. The district HA coordinator will update student records.

There are four means by which students may be removed from the high ability program.

1. Students moving from the district will be removed from the program and copies of all placement data will be forwarded to the student's new district so that a smooth transition will be facilitated.

2. Students may be removed from the program by parent written request using a High Ability Exit form. An exit interview will be conducted to assess the reasons for the requested removal and counsel will be provided to encourage reconsideration if removal is not in the best interests of the student as determined by the building Identification and Screening Committee. All reasonable attempts will be made to address parent concerns, but removal will be granted when counseling is unsuccessful.

3. Identified students who have completed the 5th grade will be retested prior to entering 6th grade. The results of this testing, along with achievement performance, may indicate exiting the student from the program.

4. Students who are unsuccessful in the high ability program may be removed after interventions have been attempted and filed to resolve problems. The following interventions will be implemented as appropriate:

   a. Behavior issues
      i. Parent meeting – student and parent(s) will meet the teacher, guidance counselor, and the building principal to address behavior concerns.
      ii. Counseling services – the student will meet with the school guidance counselor and/or principal to discuss behavior issues and to develop an appropriate behavior plan.
      iii. Follow up reports will be provided to parent(s)/guardian(s) and guidance counselor.
      iv. Behavior issues are not a reason for dismissal, but should be addressed as special needs.
      v. Exit interview – an Exit Interview with the student (if appropriate) and parent(s)/guardian(s) will be conducted to discuss removal and what must occur for the student to re-enter the program.
   b. Failure to meet minimum performance standards (passing grades)
      i. Parent meeting – student and parent will meet with the teacher and high ability teacher to discuss an intervention plan and to create a performance contract.
      ii. Counseling services will be provided to determine if there are external issues affecting performance that must be addressed to help the student succeed.

    iii.   Removal will occur only if interventions are unsuccessful and services are not beneficial for the student after parent meeting and counseling.

    iv.   Exit Interview will be conducted with the student and parents to discuss results of interventions and what must occur if re-admission to the program is to be considered.

All students who are receiving services will be monitored for progress and achievement by the classroom teachers, counselor, and/or principal to ensure success in the program.

Program Evaluation Plan

Program evaluation is undertaken to improve the effectiveness of services to students with high ability. Internal evaluation of all program components will occur yearly to assure that the High Ability program at Logansport Community School Corporation is consistent with the program's philosophy, goals, and standards.

Appeal Procedures

If the parent or teacher of a child who was not recommended for the High Ability program wishes to appeal that decision, he/she should request a "High Ability Appeal" form from the building principal. Once the completed form is returned to the building principal, additional testing will take place with the student, using norm-referenced, standardized assessments. The results of these additional assessments will be evaluated by the High Ability Identification and Screening Committee to make a decision about the appeal. This decision will be shared with the parent and teacher.

HIGH ABILITY APPEAL FORM

This Appeal Form may be used by a parent, a teacher, or a student, to request that additional assessments be completed on the student named below.

Student name_____ Grade_____ Age_____

Name of person appealing_____ Date_____

This is an appeal to further assess the above student in the areas of math and/or language arts. I believe he/she is performing, or shows the potential to perform at, an outstanding level of accomplishment; when compared to other students of the same age, experience, or environment. I also believe his/her individual academic growth cannot be met through grade level curriculum.

Reasons for the appeal:

_____

_____

_____

_____

_____

Signed_____

_____
SCHOOL ASSESSMENT

School personnel conducting appeal_____

Decision: Student needs HA program   Student does not need HA program

Send copy to district High Ability Coordinator.
Place form in student's file.

HIGH ABILITY PROGRAM – EXIT FORM

This form may be submitted by a parent, teacher, or student who believes that placement in the High Ability program is no longer appropriate for the student named below.

Student name_____ Grade_____ Age____

Person completing form_____ Date_____

HA Exit Meeting date _____

Discussion of evidence of student's present levels and needs:

_____

_____

_____

_____

_____

_____

_____

_____

Those in attendance *(Parents, student, teacher, administrator, etc.):*

_____

_____

Decision: Student will continue in the HA program
                      Student will exit the HA program

The decision to place a student into the High Ability program, or exit a student out of the High Ability program, will be made by the school only after careful consideration of the present levels of progress and the academic needs of the student.

_____Student's records updated in PowerSchool.

Place form in student's file.

LCSC High Ability Services Description	
Who will be served?	• All students who have been identified as high ability in general intellectual ability, K-12 • All students who have been identified as high ability in mathematics and/or language arts, K-12.
How will students be identified?	• Otis-Lennon School Ability Test Score • Star Reading • Kaufman Brief Intelligence Test Score • DRA/IRI Score • Writing Score • ISTEP+ Performance Score • ELA/MA Corporation Benchmark Scores
What types of services will be offered?	• Differentiation • Dual credit • Honors classes • AP classes • Cluster grouping • Grade and/or subject skipping
Where will services be provided?	• Regular classroom • After School program • Distance learning • Area colleges and universities
When will services be provided?	• During school (main form of services) • After school (creative & performing arts)
Who is responsible for implementation?	• High Ability Coordinator • Classroom teacher • Administrators • BBPC
What accountability system will be used?	• Classroom Observations • Annual reports • Student achievement • Stakeholder feedback