



School City of  
Whiting

High Ability Program

## Introduction

School City of Whiting is committed to academic rigor and continuous growth for all students, including those students who perform at, or show the potential to perform at, an outstanding level of academic accomplishment. All students deserve to have content and instruction provided on their level, and the high ability programming in the School City of Whiting aims to meet students' varied needs through curriculum and programming designed for high ability learners. School City of Whiting is also committed to the overall growth of the high ability child, including social and emotional growth. Please direct any questions about our high ability program to Superintendent, Cynthia Scroggins, High Ability Coordinator, at 219-659-0656.

### **District Definition of High Ability Student**

A high ability learner (HAL) is a student who performs at, or shows potential for performing at an outstanding level of accomplishment when compared with other students of the same age, experience, or environment and is characterized by exceptional gifts, talents, motivations, or interests. (Indiana Code 20-10.1-5.1-2)

### **District Mission Statement for High Ability Program**

School City of Whiting recognizes that some students perform at, or show the potential to perform at, an outstanding level of accomplishment in the core academic areas of language arts and mathematics. These students are found in all socio-economic, cultural, and ethnic backgrounds, and School City of Whiting recognizes the need to identify such students through systematic, on-going procedures. The high ability program provides a supportive learning climate that will enrich learning so students can maximize academic potential and develop emotionally and socially in order to be contributing members of society.

### **PROGRAM GOALS**

#### **Goal 1 -**

High Ability Learners in grades K-12 will be identified regardless of gender, race, age or socio-economic background.

#### **Objectives:**

- To have a reliable, consistent identification procedure to identify high ability learners and to share identification procedures with teachers and parents.

- To make early identification of high ability learners a priority by allowing students to be referred from any grade at any time.
- To evaluate the identification protocol and the high ability program as a whole on a regular basis.

### **Goal 2 -**

All Staff and stakeholders will be trained in the academic, social, and emotional needs of High Ability Learners.

#### **Objectives:**

- To train all instructional, guidance, and support staff to appropriately work with HALs.
- To provide on-going professional development to promote appropriate differentiated instruction in the core subject areas.
- To encourage additional high ability professional development such as attending conferences on high ability education.

### **Goal 3 -**

To provide a challenging and differentiated curriculum and instruction that corresponds with the ability and achievement levels of identified HALs.

#### **Objectives:**

- To implement best practices for differentiated teaching and learning specific to the needs of HALs (such as tiered lessons, ability grouping, flexible grouping, and acceleration).
- To adapt, modify, or replace the regular classroom curriculum with more in-depth and accelerated content to maximize potential and meet the advanced learning needs of HALs.
- To continue to explore the best practices and best strategies, such as enrichment or acceleration of HALs.

## **Service Description**

### **Nathan Hale Elementary**

High Ability Learners (HALs) are provided services in Language Arts, Math, and Science. Services are provided using differentiation within the regular classroom. Additional enrichment is including on an occasional basis. Science enrichment is provided through participation in the Science Olympiad Program and Lego Robotics.

The teacher differentiates the curriculum for the HALs by using various strategies, such as,

but not limited to, tiered lessons, ability grouping, flexible grouping, acceleration, and independent study projects. The High Ability Coordinator will serve as a resource to the general education teachers, as needed.

Students are identified using quantitative and qualitative measures, in addition to academic performance and teacher recommendation. Students are screened and identified at the end of Kindergarten and at the end of 2<sup>nd</sup> grade. New enrollees are screened and identified during the year that they enroll. Students who participate in the Science Olympiad Program are identified as HALs.

### **Whiting Middle School**

High Ability Learners (HALs) entering Whiting Middle School are looked at individually to determine the best class placement for these students depending on their academic strengths and interests. Services are offered in the areas of Language Arts, Math, and Science. Algebra is taken by 8<sup>th</sup> grade students along with other enrichment programs to create a high ability environment. HALs may also be clustered into a classroom where the teacher will differentiate the curriculum for the HALs by using various strategies, such as, but not limited to, tiered lessons, ability grouping, flexible grouping, acceleration, and independent study projects.

At Whiting Middle School, students in grades 6<sup>th</sup>- 8<sup>th</sup>, who require higher level content and instruction during regular school hours for language arts, mathematics, and science in order to develop to their potential are identified using quantitative and qualitative measures, in addition to class performance and teacher recommendation. Students are screened and identified at the end of the 5<sup>th</sup> grade for identification as in-coming 6<sup>th</sup> grade students. New enrollees are screened and identified during the year that they enroll. Students who are identified as HALs have the opportunity to participate in the Science Olympiad Team, Robotics Team, and Summer enrichment programs.

### **Whiting High School**

At Whiting High School, students in grades 9 - 12, who require higher level content and instruction during regular school hours for language arts, mathematics, and science in order to develop to their potential are identified using quantitative and qualitative measures as well as academic performance and teacher recommendation. Students are screened and identified at the end of the 8<sup>th</sup> grade for identification as in-coming freshmen. New enrollees in grades 9 and 10 are screened and identified during the year that they enroll. New enrollees in grades 11 and 12 are recommended by teachers based on classroom performance. Students who are identified as HALs have the opportunity to participate on the Science Olympiad Team, Academic team, and National Honor Society.

HAL students are encouraged to take Advanced Placement courses, Project Lead the Way, and

Dual Credit courses offered through Ivy Tech Community College and Hammond Area Career Center.

**High Ability Learners-Intake Process**

Students who score in the above average or superior range on a variety of assessments such as CogAT, NWEA, ISTEP+, ECAs and other programs that determine aptitude and performance are placed into the screening pool. IN ADDITION, a teacher can fill out an appeal form for any student he/she wants placed into the screening pool, but did not score in the above average or superior range.

The High Ability Program Broad-Based Planning Committee meets once a year to review data collected on students in the screening pool.

**Parent requests** for the evaluation of a student for high ability placement will also be honored. A parent can contact their child’s teacher, counselor or the High Ability Coordinator at any time if they would like their child evaluated for high ability placement.

**IDENTIFICATION OF HIGH ABILITY STUDENTS**

**Multifaceted ID Plan Components**

**NATHAN HALE ELEMENTARY**

**SCREEN ONLY**

	<b>GRADE LEVEL</b>	<b>NAME OF MEASURE</b>
<b>Norm-Referenced Aptitude Measure (also referred to as ability of intelligence measure or potential)</b>	End of Kindergarten and end of Grade 2	CogAT -Screening >85 <sup>th</sup> Percentile
<b>Norm-Referenced Achievement Measure (or other evidence of ability to perform above grade level)</b>	End of Kindergarten Fall of Grade 2 (used only for borderline screening results)	NWEA: Kgn. Students who score above 176 RIT SCORE on the NWEA (MAP) January <u>Reading</u> Assessment and/or who score above 180 RIT SCORE on the NWEA (MAP) January <u>Math</u> Assessment  Grade 2 students who score above 199 RIT SCORE on the NWEA (MAP) January <u>Reading</u> Assessment and/or who score above 203 RIT SCORE on the NWEA (MAP) January <u>Math</u> Assessment

<b>Criterion-Referenced Achievement Measure (or other evidence of ability to perform above grade level)</b>		
<b>Qualitative Indicators (used only for borderline screening results)</b>	Beginning of Kindergarten (used only for borderline screening results)	PPVT Kgn. Students who score above 119 Standard Score on the PPVT
	Beginning of Kindergarten (used only for borderline screening results)	Kindergarten Language Screening Test 82% and above
	Beginning of Kindergarten and Beginning of Grade 2 (used only for borderline screening results)	F & P Leveled Assessment Reading K: Benchmark Letter I 2 <sup>nd</sup> : Benchmark Letter P
	Kindergarten and Grade 2 (used only for borderline screening results)	Teacher Referral/Performance Grades

## IDENTIFICATION

	<b>GRADE LEVEL</b>	<b>NAME OF MEASURE</b>
<b>Norm-Referenced Aptitude Measure (also referred to as ability of intelligence measure or potential)</b>	End of Kindergarten End of Grade 2	CogAT >85 <sup>th</sup> Percentile
<b>Norm-Referenced Achievement Measure (or other evidence of ability to perform above grade level)</b>		NWEA
<b>Qualitative Indicators (used only for borderline selection results)</b>	End of Kindergarten and End of Grade 2 (used only for borderline selection results)	F & P Leveled Reading Assessments Benchmark scores
	Kgn. and Grade 2 (used only for borderline selection results)  Grades 3- 5	Teacher Observation, Performance Grades  Students who are members of the Science Olympiad team are identified as HALs

## Multifaceted ID Plan Components

### WHITING MIDDLE SCHOOL

#### SCREEN ONLY

	GRADE LEVEL	NAME OF MEASURE
Norm-Referenced Aptitude Measure (also referred to as ability of intelligence measure or potential)	Grade 6	CogAT -Screen (85% score) administered at end of Grade 5
Norm Referenced Achievement Measure (or other evidence of ability to perform above grade level)	Grade 6 (used only for borderline screening results)	NWEA Students who scored two grade levels above or higher on Grade 5 NWEA in the area of Reading, Language, or Math
Criterion-Referenced Achievement Measure (or other evidence of ability to perform above grade level)	Grade 6 (used only for borderline screening results)	ISTEP+ All 4 <sup>th</sup> - 5 <sup>th</sup> Grade students who score Pass+ on the previous spring ISTEP standardized assessment in the areas of language arts, mathematics, social studies, and/or science
Qualitative Indicators (used only for borderline screening results)	Grade 6 (used only for borderline screening results)	Teacher Referral and/or Performance Grades from Grades 5 and/or 6

#### IDENTIFICATION

	GRADE LEVEL	NAME OF MEASURE
Norm-Referenced Aptitude Measure (also referred to as ability of intelligence measure or potential)	Grade 6	CogAT administered at end of grade 5
Norm Referenced Achievement Measure (or other evidence of ability to perform above grade level)	Grade 6 (used only for borderline selection results)  Grade 6 - 8	Teacher Observation/Performance Grades  Students enrolled in the Science Olympiad Team and Robotics Team are automatically identified as HALs.

## Multifaceted Identification Plan Components

### WHITING HIGH SCHOOL

#### SCREEN ONLY

	GRADE LEVEL	NAME OF MEASURE
Norm-Referenced Aptitude Measure (also referred to as ability of intelligence measure or potential)	Grades 10 (new enrollees)	Optional: PSAT data in combination with the free AP Potential tool from the College Board. (generates rosters of students likely to score a 3, 4, 5 on an AP exam.)
Norm Referenced Achievement Measure (or other evidence of ability to perform above grade level)	Grade 9, 10 (new enrollees)	May select one of the following: ACT Explore - 90 <sup>th</sup> Percentile ACT Plan tests - 90 <sup>th</sup> Percentile NWEA - 90 <sup>th</sup> Percentile
Criterion-Referenced Achievement Measure (or other evidence of ability to perform above grade level)	Grade 9,10 (new enrollees)	Grade 8 ISTEP+ (Pass Plus in Math and/or Language Arts)
Qualitative Indicators (Optional)	Grade 11-12 (new enrollees)	Optional: Teacher Referral, Grades, Grade 8 ECA Algebra results (PASS)

#### IDENTIFICATION

	GRADE LEVEL	NAME OF MEASURE
Norm-Referenced Aptitude Measure (also referred to as ability of intelligence measure or potential)	Grade 9, 10 (new enrollees)	Optional: PSAT data in combination with the free AP Potential tool from the College Board. (generates rosters of students likely to score a 3, 4, 5 on an AP exam.)
Norm Referenced Achievement Measure (or other evidence of ability to perform above grade level)	Grade 9, 10 (new enrollees)	May select one of the following: ACT Explore - 90 <sup>th</sup> Percentile ACT Plan tests - 90 <sup>th</sup> Percentile NWEA - 90 <sup>th</sup> Percentile
Qualitative Indicators	Grades 9, 10 ( new enrollees)	ECA results in Math or English
	Grades 11, 12	Performance Grades/Teacher Recommendations
	Grades 9 - 12	Members of the Science Olympiad Team



## **PETITIONING/APPEALS PROCEDURES**

An appeal process is in place in the event a child is not placed for High Ability services, and a teacher, parent, or other person close to the child challenges this decision.

The following steps clarify the appeal process:

1. The petitioner contacts the High Ability Coordinator who provides an appeal request form.
2. Appeal request form is completed and delivered to the High Ability Coordinator.

## **EXIT PROCEDURES**

If a student, parent, or teacher believes a high ability placement for services is no longer appropriate, he or she may:

1. Arrange a conference with the parties involved, including the parent and the teacher(s) providing services.
2. Parent, student, and teacher examine issues of concern and discuss interventions that may be implemented.
3. Participants agree on a probationary period not less than one semester to implement interventions.
4. At the end of probationary period, all parties involved meet to review progress and determine whether or not the student should exit services.
5. If an exit is deemed appropriate, the parent signs permission to “de-flag” student for high ability placement and services.
6. Parent Permission for exit and documentation of meetings/interventions are sent to the High Ability Coordinator.
7. High Ability Coordinator removes high ability flag for student in RDS.