

Bremen Public Schools

High Ability Plan

Grades K-12

Philosophy

Bremen Public Schools recognizes each child's academic individuality and his or her right to learn. Students with an exceptional ability to learn require differentiated instruction which challenges, accelerates and enriches their education. In order for these students to succeed and progress, their unique learning needs must be met. Bremen Public Schools are committed to meeting these needs of the high ability students. Services will be provided to high ability students of all cultural and socioeconomic backgrounds.

Definition of High Ability

A high ability student performs at, or shows the potential for performing at, an outstanding level of academic accomplishment when compared to students of the same age, experience, or environment, and whose educational needs and/or individual academic growth cannot be met through typical grade level core curriculum and/or instruction. When compared to their peers, a high ability student's continued progress requires additional services as the regular curriculum provided is not sufficiently challenging for them.

Continuum of Services

Bremen Public Schools offer a continuum of services for highly able students. Below is a description of program services.

Services for All Students

- Flexible grouping
- Leveled Guided Reading
- Differentiated Instruction

Services for Many Students

- Advanced Language Arts classes
- Advanced Math classes
- Academic Competition Teams
- Extracurricular Activities

Services for Some Students

- Early Entrance
- Grade Advancement
- Honors Classes
- Advanced Placement
- ACP Classes
- Early Graduation

Program Description

High ability students are identified using a multi-faceted student assessment plan which includes measures of achievement and ability, parent or teacher recommendations, and classroom performance. The Broad Based Planning Committee (BBPC), consisting of administrators, teachers, counselors, and parents, oversees the planning of programming provided for the educational and emotional needs of the high ability learners.

Kindergarten students are supported through classroom differentiation. Students in grades 1-5 are cluster grouped into targeted classrooms with grade level curriculum differentiated to meet their needs. High ability students receive planned extensions of grade level standards and/or curriculum compacting and acceleration according to their identification and academic success.

At the Middle School Level (grades 6-8), identified students are placed into advanced Language Arts, and/or Math classes which are differentiated according to their identification and academic success.

At the High School (grades 9-12), identified high ability students are encouraged to take Honors courses, AP, and ACP courses whenever possible according to their identification. A few high ability students take online courses to supplement course offerings at BHS.

The teachers of the cluster groups and advanced classes are involved in professional development and collaborative planning with the high ability coordinator and other staff members as appropriate.

The social and emotional needs of high ability students are supported through cluster grouping and placement in Advanced, Honors, and ACP or AP classes where students are able to interact with peers of similar academic levels. School Counselors are stakeholders in the High Ability BBPC committee. School Counselors provide counseling as needed.

Identification Procedures

The benchmark grade levels for high ability identification are grades K, 2, 5, 8 and 10.

All students in grades K, 2, and 5 participate in the CogAT ability testing. All students in grades 2-8 take the NWEA tests. All freshmen take the PSAT 9.

K-8 Data for Identification

Achievement Tests:

- NWEA Grades 2-8 (all students)
Math
Language Usage
Reading

Ability Tests:

- CogAT testing in Grades K, 2, and 5

Additional Measures:

- KOI, grades K-1
- SIGS (Scales for Identifying Gifted Students)
- Grades, work samples

High School Data for Identification

9th grade:

- Grades in Advanced Courses in Middle School
- ISTEP/ECA's
- PSAT 9

10th grade:

- Grades from Honors courses taken in 9th grade
- ISTEP/ECA's
- PSAT

11th grade:

- Grades from Honors courses taken in 10th grade
- ECA's
- ACT/PSAT

12th Grade:

- Grades from Honors/ACP/AP courses taken in 11th grade
- ACT/SAT
- ACP Requirements met (set by IUSB)
- AP requirements

Identification Procedure

1. All ability and achievement data is compiled onto a grade level spreadsheet. SIGS scores and other pertinent data is added as applicable.
2. The High Ability Identification Committees analyze the information recorded. The K-8 committees meet each spring to review new data on already identified students and to consider data on students who are not identified but who are part of the high ability potential pool.
3. Parents of identified students in the benchmark grade levels are informed in the spring that students are eligible for high ability services through a letter in the final report card.
4. High Ability identification from eighth grade is carried over to the high school and used for freshmen and sophomores.
5. The High Ability High School committee meets at the end of the second trimester. New student data and current junior data is reviewed.
6. Information on new enrollees K-12 is reviewed within 30 days of enrollment.

Appeals Procedure

If anyone disagrees with a non-placement decision for a student, they may petition the High Ability Coordinator or Principal for reconsideration within 30 days of the beginning of school or student enrollment. A review of available data and completion of the SIGS will be required. Additional achievement or ability measures may be administered as needed.

Exit Procedure

There are three situations in which high ability services may be discontinued for students.

1. Students moving from the district will no longer be receiving services. Copies of all placement data will be forwarded to the student's new district.
2. Parents may deny services for their child. If previously part of the high ability programming, an exit interview will be conducted to assess reasons for requested removal. Counseling will be provided to encourage reconsideration if removal is not in the best interest of the student as determined by the committee. All reasonable attempts will be made to address parent concerns, but removal will be granted when counseling is unsuccessful.
3. Students who are unsuccessful may be removed after interventions have been attempted and failed to resolve problems. The following interventions will be implemented as appropriate:
 - a. Behavior Issues
 1. Parent meeting – student and parents will meet with the teacher, counselor, and High Ability Coordinator to address concerns.

2. Counseling services – the child will meet with the school guidance counselor and High Ability Coordinator to discuss behavior issues and develop a behavior plan.
 3. Behavior issues are not a reason for dismissal, but should be addressed as special needs. Only serious behaviors which disrupt and impede the learning of others will be considered reasons for removal, if behavior interventions are unsuccessful.
 4. Exit interview – an exit interview with the student and parents will be conducted to discuss removal and what must occur for the child to reenter the program.
- b. Failure to meet minimum performance standards (passing grades or Pass+ on ISTEP, ECA's)
1. Parent meeting – student and parent will meet with the teacher and high ability coordinator to discuss interventions utilized or needed.
 2. Counseling – services will be provided to determine if there are external issues affecting performance that must be addressed to help the student succeed.
 3. Removal – will occur only if interventions are unsuccessful and services are not beneficial for the student after the parent is contacted.
 4. 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.

