

## High Ability Program Plan

### Mission Statement for the High Ability Program

Northwestern School Corporation strives for excellence by fostering an environment that is cooperative, effective, safe, clean, and student centered so all students will have the opportunity for a quality educational experience. Northwestern School Corporation recognizes that high ability learners are found in all racial, ethnic, and cultural groups. The Corporation also recognizes that these students have unique social, emotional, and cognitive needs that require differentiated instruction to meet their needs.

### Definition of a High Ability Student

Students who, through valid assessment, perform at or show potential at an outstanding level of accomplishment in at least one of the following domains: mathematics, language arts, or general intelligence.

### Multifaceted Identification Plan

#### For High Ability Identification in Math

Through Potential: A student must score in the 96th percentile or higher on a norm-referenced measure of quantitative reasoning.

Through Performance: A student must score in the 96th percentile or higher on a norm-referenced measure of math achievement

Through Additional Data: When a student's score on either the norm referenced measure of achievement or reasoning falls between the 80th and 95th percentile, additional data in the form of teacher rating scales (SIGS), classroom work samples, or other district assessment data will be reviewed.

#### For High Ability Identification in Language Arts

Through Potential: A student must score in the 96th percentile or higher on a norm-referenced measure of verbal reasoning.

Through Performance: A student must score in the 96th percentile or higher on a norm-referenced measure of reading and language achievement

Through Additional Data: When a student's score on either the norm referenced measure of achievement or reasoning falls between the 80th and 95th percentile, additional data in the form of teacher rating scales (SIGS), classroom work samples, or other district assessment data will be reviewed.

**Kindergarten**

All Kindergarten students will be administered the (CogAT) in the spring semester to assist with identifying students as high ability placement. A Standard Age Score of 128 or 96th percentile would be used to identify a student through the potential pathway. If a child's scores fall just below the cutoff, "additional data" would be used for a high ability placement determination using the SIGS rating scales.

**Grades 2 and 5**

All students will be administered the CogAt in the late Fall to assist with identifying students as high ability through the "potential" pathway. NWEA will also be administered to all students in the Fall to assist with identifying students for a high ability placement through the "performance" pathway. Teacher input, and work samples may be used as well for identification through the "additional data" pathway using SIGS rating scales. Students previously placed in high ability may continue in the program if their performance meets expectations.

**Grades 3-4 and 6-8**

All grade screening using relevant data such as CogAt, NWEA, ILEARN assessments, rating scales, work samples, and other relevant data is reviewed for possible placement in high ability.

**Grades 9-12**

Students previously placed in high ability may be placed in honors courses if their performance meets the prerequisite requirements and expectations of the courses. Students are placed into Honors, Advanced Placement, and Dual Credit courses through student performance, and ability to work at the pace required for each individual course, parent or student request, and teacher input.

**Curriculum and Instruction****Kindergarten - Grade 3**

Curriculum is differentiated within the classroom. Curriculum and instruction is differentiated by increasing the complexity of the work that students are asked to do. The high ability curriculum and instruction takes a deeper look at topics being taught. Age appropriate supplemental reading materials are provided at the students reading level.

**Grades 4 - 6**

Curriculum is differentiated by accelerating the curriculum. High ability students are grouped together for math instruction. Language Art instruction continues to be differentiated within the classroom.

**Grades 7 - 8**

High ability students have access to honors classes in the areas of Language Arts and Mathematics. The middle school honors math program concludes with Algebra 1 for high school credit. Students may also participate in the high school World Language curriculum during their 8th grade year.

**Grades 9-12**

High ability students have access to honors, AP, and Dual Credit courses. These courses are available across multiple content areas including: English, mathematics, science, social studies, and world languages.

**Guidance and Counseling**

Counselors at the elementary level, K-6, provide monthly lessons to students. In all grades, counselors work with students, teachers, and parents to address the unique needs that high ability students may have. College and career guidance will be individualized through one on one meetings with the counseling team. Services could include but are not limited to individual counseling visits, teacher and parent education, problem solving concerns, or teacher consultation.

**High Ability Identification Appeals Procedure**

The parent/guardian may appeal the decision to enter or remove a student from the high ability program. An appeal must be made within ten school days after the decision has been made. The appeal should be made in writing to the Director of Special Services. The written appeal should include the reasoning as to why the process was not valid for the student. It is important to remember that ILEARN results and grades earned are indicators of performance on grade level standards.

**High Ability Exit Procedures**

A meeting will be held with parents/guardians upon the consideration of removing a student from the high ability program. Interventions will be discussed, decided upon, and put into place. After interventions have been in place for a nine weeks grading period, a second

meeting will be held to discuss the student's progress. If adequate progress has not been made, the student will be removed from the program at that time. People in attendance at the meeting will include the parent/guardian, high ability teacher, high ability coordinator, and student, if appropriate.

### **Professional Development**

Northwestern School Corporation belongs to the Wabash Valley Educational Center. WVEC provides various professional development on high ability needs and programs throughout the school year. These professional development opportunities are made available to all teachers, counselors, and administrators each year.

When a professional development need is identified, the high ability coordinator will provide a professional development opportunity or coordinate the opportunity with the administration and resources available through the consortium.

### **Broad Based Planning Committee**

A broad based planning committee consisting of school leaders, teachers, and parents will meet periodically to monitor and review high ability policies, practices, and programming.