

Tri-Township Consolidated School Corporation High Ability Plan

Tri-Township Consolidated School Corporation High Ability Mission Statement

The mission of Tri-Township Consolidated School Corporation is for every student to be successful. The Tri-Township High Ability program provides a supportive educational climate that not only enriches student's learning but also motivates students to maximize their academic potential, develop emotionally as well as socially in order to become contributing members of society.

Tri-Township Consolidated School Corporation Definition of High Ability

The Tri-Township Consolidated School Corporation acknowledges Indiana Code 20-36-1 and therefore defines a High Ability student as one who “performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation or interests.” The Tri-Township Consolidated School Corporation acknowledges the domains as Mathematics and Language Arts.

High Ability students have educational needs and/or academic growth potential which is not sufficiently met through grade-level curriculum. A student may be identified as, “High Ability” in either Language Arts (L-HA) or Mathematics (M-HA), or in both areas (HA).

- L-HA – High Ability Language Arts- 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 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.
- M-HA – High Ability Math - 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 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.
- HA – High Ability General Intellectual- A student should have the HA-General Intellectual designation if he/she performs at/or shows the potential for performing at an outstanding level of accomplishment in both language arts and mathematics when compared to other

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students of the same age, experience, or environment and has educational needs that cannot be met through grade level curriculum in language arts and mathematics.

Tri-Township Consolidated School Corporation High Ability Program Overview

A student that exhibits or has the capability of exhibiting higher than above average learning ability, or talent in one or more areas (Mathematics or Language Arts) will be identified. These identified students will receive a suitable educational program to maximize a student's level of success and reach their academic potential. Staff members will provide rigorous, differentiated ongoing learning opportunities in Mathematics and Language Arts. Learning opportunities will align with student abilities and further develop the student's independence as a self-directed learner that can pose questions, collect data, analyze data and synthesize data as well as draw conclusions. These identified students will also receive psychological support and guidance in correlation to their social needs. High Ability students will be identified from within all socioeconomic, cultural and ethnic backgrounds.

Tri-Township Consolidated School Corporation High Ability Program Goals and Objectives

Goal One: The Tri-Township Consolidated School Corporation will provide instructional services that will meet the learning needs of their identified High Ability students in grades K-12 in the areas of Mathematics and Language Arts through the implementation of various programs.

Objective One: High Ability Teacher will implement the Launch program from Project Lead The Way to all identified K-8 High Ability students for 45 minutes several times a week. Student success will be determined based on the quality of projects produced within the program.

Objective Two: Classroom teachers will create learning opportunities beyond the regular curriculum, through Differentiation, that offer a level of challenge and emphasizes critical thinking by applying grade level standards in the general education classroom for intellectual and personal growth of High Ability students.

Goal Two: Tri-Township Consolidated School Corporation will provide Professional Development to classroom teachers in grades K-12, particularly in the strategy of Differentiation.

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Objective One: Professional Development trainings will be completed by staff before the end of the 2017-2018 school year.

Objective Two: Administrative staff will conduct observations for K-12 teachers using the RISE model to determine the quality of teaching, student engagement and mastery of teaching strategies.

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

Objective One: An assessment schedule will be implemented in which all Kindergarten, Second, Fifth and Eighth grade students will be assessed with a Cognitive Abilities Aptitude Test that measures verbal reasoning, sequences, analogies, and quantitative reasoning.

Objective Two: The Data and Grade Level Identification team will interpret aptitude test scores, analyze student pre and post classroom assessment scores, in addition to norm referenced standard based test scores to identify High Ability students.

Tri-Township Consolidated School Corporation High Ability Multifaceted Identification Process

Students at targeted grade levels will be administered assessments to determine eligibility for High Ability Services. The Norm-Referenced Aptitude Measure (also referred to as ability or intelligence measure) will be the CogAT and InView assessments. **2016-2017 will be the first year for the following tests. Our student population is less than 100 per grade level and therefore Local Norms will be used to determine eligibility. Local Norms will be determined according to test results and adjusted as determined according to scoring patterns for the next three years.*

- All Kindergarteners will complete the CogAT Screening Form 7 during the Second Semester of the school year. Students that score in the Local Norm range which is estimated to be 105+ or the top 20% of students (which ever number is greater) will be given the full CogAT assessment.

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- All Second students will take the InView test during the First Semester of the school year. Students that score in the Local Norm range which is estimated to be 117+ or the top 20% of students will be identified in the qualifying area(s).
- All Fifth grade students will take the InView test during the First Semester of the school year. Students that score in the Local Norm range which is estimated to be 117+ or the top 20% of students will be identified in the qualifying area(s).
- All Eighth grade students will take the InView test during the First Semester of the school year. Students that score in the Local Norm range which is estimated to be 117+ or the top 20% of students will be identified in the qualifying area(s).

All students in Grades K-12 will be administered achievement assessments to determine eligibility for High Ability Services. The Norm-Referenced Achievement Measure (or other evidence of ability to perform above grade level) is the PIVOT test. Local Norms will be used to determine eligibility.

- All students in grades K-5 will take the PIVOT testing in the areas of Mathematics and Language Arts.
- All students will take PIVOT testing in grades 6-12 in the areas of Mathematics and Language Arts.
- All sixth grade students will test for placement consideration into Pre-algebra.
- All Sophomores will take the PSAT.
- AP Potential Tool will be used for AP placement

Qualitative Measures such as Portfolios of student work samples, teacher input from the KOI planned experiences, TOMAGS, SAGES-2 or GATES may be implemented to further assess students whose scores fall within the Standard Error Measurement range of either the Inview or CogAT test.

Tri-Township Consolidated School Corporation High Ability Selection Procedures

A student will be eligible to be identified for High Ability services if they receive the minimum score (to be determined by Local Norms) for the CogAT test, the InView test or PIVOT. A student with

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borderline quantitative scores will be assessed using a qualitative measure as listed above to support the quantitative measurement for identification.

All scores listed below have been adjusted for the Standard Error of measurement. Local Norms are used because we do not have 100+ students in each grade level. CogAT and InView scores of 115, which allows for a 2+/- standard measurement of error and based on Local Norms, will be used as the initial cut-off score and may need to be adjusted. An Identification Committee consisting of the Principal or Counselor, High Ability Coordinator/Teacher, at least one Primary (grade K-2) teacher, at least one Intermediate (grades 3-5) teacher and at least one Middle School Teacher will analyze data. The members of the Identification Committee will vary according to the grade level of data being reviewed.

Tri-Township Consolidated School Corporation High Ability Curriculum and Instructional Strategies

- High Ability students will be clustered in grade-levels K-5 and receive differentiated lessons with enrichment in the General Education classroom.
- Classroom teachers will use curriculum compacting as a means of curriculum acceleration in the General Education classroom.
- High Ability students K-8 will receive instruction from a licensed High Ability Teacher and complete the Launch curriculum 2-5 times a week depending upon the grade level.
- High Ability students will receive support services as needed from the Licensed High Ability teacher or School Counselor to ensure that all social needs of the students' are met.
- High Ability students will be given Leadership roles within the General Education classroom and Academic Clubs (Grades 3-12).
- Advanced Placement and Honors classes in the academic areas of Mathematics and Language Arts will be available to High Ability students in Grades 6-12.
- High Ability students in High School may be enrolled in online college courses and/or dual credit courses in the academic areas of Mathematics and Language Arts to ensure College and Career readiness.

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Tri-Township Consolidated School Corporation High Ability Appeals Procedure

A parent/guardian or student may request an Appeal by completing and submitting a form which states the specific area of concern and program/curriculum request that is being reconsidered. The request will be reviewed by an Appeals Committee (Administrator, High Ability Teacher, Classroom Teacher and other staff members that work with the student) to determine if additional testing or information is needed to make a final placement decision. The Appeals Committee will reconvene if needed to review additional data and make the final determination regarding placement. The Appeals Committee's progress and/or decision will be communicated in writing to the Parent within ten school days from the Appeal written request submission.

Tri-Township Consolidated School Corporation High Ability Exit Procedure

Parents, student and staff will meet to discuss identified problems and/or area(s) of concern. An instructional plan of interventions and support will be developed and implemented for the struggling identified High Ability student. Teachers will collect student work and data for 9 weeks (one grading period). After the intervention has been implemented for a minimum of 9 weeks, the parties will reconvene to review the collected data and work samples. A meeting with parents, student and staff will be scheduled to discuss identified problems and/or area(s) of concern. If a student is dismissed from the High Ability program, the student's high ability designation will immediately be removed from the student's test number.

Tri-Township Consolidated School Corporation High Ability Broad-Based Planning Committee

A High Ability Broad-Based Planning Committee will meet periodically to review the corporation's plan for high-ability students. This committee will consist of educators, parents, students, community members, and other stakeholders.

Tri-Township Consolidated School Corporation High Ability Counseling and Guidance

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To provide for personal/social development, career development, and academic development for high ability students, school counselors implement the following interventions as needed:

- guidance lessons
- individual counseling
- parent/teacher meetings
- referrals to community agencies

High ability students may be provided college/career exploration and development experiences earlier than their same age peers and consistent with their strengths to fully develop their academic potential. High ability students are made aware of potential scholarships and grants for post-secondary education and training, e.g. 21st Century Scholars, Lilly Grant, etc.

Tri-Township Consolidated School Corporation High Ability Program Assessment Plan

The Broad-Based Planning Committee, consisting of educators, parents, students, community members, and other stakeholders, meet a minimum of one time per year to review the High Ability Program. The High Ability Program will be evaluated annually using data showing the progress of students in the program from the High Ability report and Data Card provided by the IDOE.

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High Ability Program Nomination Form

Student's name _____ Age _____ Birthdate _____

Address _____

Parent's name _____

School _____ Teacher _____ Grade _____

Please circle the number that best describes your student:

4 - almost always; 3 - regularly; 2 - occasionally; 1 - seldom or never

1. Has a wide range of interests	4	3	2	1
2. Has advanced vocabulary, expresses him/herself well	4	3	2	1
3. Completes a project once it is begun	4	3	2	1
4. Is observant	4	3	2	1
5. Uses many different ways of solving problems	4	3	2	1
6. Is persistent, sticks to a task	4	3	2	1
7. Is impulsive, acts before he/she thinks	4	3	2	1
8. Is independent and self-sufficient	4	3	2	1
9. Questions everything	4	3	2	1
10. Becomes bored easily	4	3	2	1
11. Likes to read (other than school books)	4	3	2	1
12. Sets high standards for self	4	3	2	1
13. Has keen sense of humor	4	3	2	1
14. Tends to dominate others if given a chance	4	3	2	1
15. Recalls facts easily	4	3	2	1

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16. Puts unrelated ideas together in new ways	4	3	2	1
17. Is adventurous	4	3	2	1
18. Is eager to learn	4	3	2	1
19. Is creative in thoughts and ideas	4	3	2	1

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Student's name _____

1. Please explain why you think your student should be considered for the High Ability Program. Include observations you have made in your student's behavior which led you to believe that he or she should be in this program. Include your thoughts on the ways in which he or she might benefit from such a program.

2. Describe your student's reading habits, patterns, and interests.

3. What is your student's favorite leisure time activity?

4. Does your student show a talent or aptitude for art, music, drama, etc.?

5. What are your student's special interests (animals, collections, hobbies, etc.)?

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6. What is your student's approach to tasks (deliberate, rushes into, etc.)?

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Student's name _____

7. Describe your student's imagination (pretends, creates dramatic play situations, etc.).

8. Describe your student's attention span (sticks to a task, gets bored easily, etc.).

9. Please list any other information that might be useful.

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Parent Permission for Additional K-12 High Ability Testing

Your child has been referred for screening for the High Ability Program. As a part of the screening process, certain standardized measures or tests are administered to ascertain your child's level of performance and ability. This process is designed to gather information that will assist the school in providing a quality educational experience that best meets your child's academic needs.

Student name _____ Birth date _____

Parent name _____

School _____ Grade _____

Email address _____

Home phone _____ Parent work phone/cell phone _____

I give permission for my child to participate in the High Ability screening process.

Parent/Guardian signature _____ Date _____

Return to:

Tri-Township Consolidated School Corporation

High Ability Coordinator

PO Box 249

Wanatah IN 46390-0249

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High Ability Placement Appeal Form

Please complete and submit this form with all information requested below to:

Tri-Township Consolidated School Corporation:

High Ability Coordinator, PO Box 249, Wanatah, IN 46390-0249

An Appeals Committee will review your appeal with any submitted materials and will notify you via email of final decisions. If you have any questions, please email ddanford@tritownship.k12.in.us or call (219) 733-2815 .

NOTE: Please know that the Identification Committee made its original placement decision based upon data and criteria indicating the best placement for your child. If you are requesting a review of that placement decision, please keep in mind that you should provide evidence indicating why high ability placement should be made despite these indicators being present.

Date _____ Appeal is requested on behalf of:

Student _____

Grade Level for next school year _____ School: Wanatah LaCrosse

Parent/Guardian _____

Email Address _____ Phone _____

Appeal is requested for placement decision in:

_____ High Ability Mathematics _____ High Ability Language Arts

Reasons presented for placement reconsideration:

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Consistent with Indiana's definition of giftedness, the application must be accompanied by evidence and/or samples of student work that document the student's academic achievement and/or ability is significantly higher than his/her peers. Additional testing may be requested. However, if private achievement or IQ testing has been done, please submit a copy of the testing report(s). Testing from an outside source will be considered, but is not mandatory, and Tri-Township Consolidated School Corporation is not responsible for any costs incurred if a parent chooses to obtain information in this way. The test must be administered by a licensed psychologist in private practice and not affiliated with a particular public or private school.

- Achievement – Please include documentation and/or samples of student work that demonstrate reading, writing, and speaking skills far beyond the performance of typical peers. Documentation could include examples such as advanced vocabulary, sophisticated syntax, unusual or novel language use, and/or interpretive analysis of complex literary and non-fiction texts. In the area of mathematics, documentation could include examples such as the student's ability to apply ideas from one mathematical problem to another, use of creative or unusual strategies to solve mathematical problems, success with advanced-level mathematical concepts, and/or knowledge about a variety of mathematical topics.

- Aptitude – Please include documentation and/or samples of student work that demonstrate general intellectual ability far beyond the performance/behavior of typical peers. Documentation could include examples of excellent reasoning ability, analysis of issues from many points of view, ability to reach good conclusions based on evidence, ability to rapidly understand novel tasks, and tendency to seek answers to questions (curiosity). The appeal committee will make a thoughtful decision on a case-by-case, individual basis that is in the best interest of the student.

All decisions are final. ***Please note that placement decisions are reversed only in instances where extensive documentation is presented providing significant evidence that your child's knowledge, skills, and abilities are superior to those demonstrated on the ability and achievement tests.***

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Exit Procedure for High Ability Program Student

Name _____

School: Wanatah LaCrosse Grade level _____

Course _____ Date _____

All High Ability students must demonstrate the skills and knowledge necessary for a beneficial and successful academic experience on an ongoing basis in order to stay in the higher ability course. If the student does not demonstrate the above, the school should follow these procedures to place the student in a more suitable course as soon as possible.

1. Allow an appropriate period of time to determine whether or not the student is able to meet the class expectations. If the student is unsuccessful in the HA class, the teacher needs to communicate the areas of concern with the student and parents as soon as problems begin and provide suggestions as to how the student may improve. Monitor progress based on these discussions.

Date of First Contact (Student) _____

Date of First Contact (Parent) _____ **Meeting** Phone Call Email

Notes:

Date of Follow-Up (Student) _____

Date of Follow-Up(Parent) _____ **Meeting** Phone Call Email

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Notes:

2. If the student does not demonstrate appropriate improvement within a reasonable period of time, a meeting will be set. The teacher, student, parents, counselor and high ability coordinator will meet to discuss the reasons for possible re-assignment to the general education classroom. The teacher will bring samples of work and/or other documentation in the areas of concern.

Date of Meeting _____ Time _____ Location _____

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Signatures of Attendees:

Teacher _____ Principal _____

Parent _____ HA Coordinator _____

Counselor _____ Student _____

Every effort should be made to assist the student with strategies to help him/her be successful in the High Ability environment before exiting the program.

Removed from _____

Placed in _____

Effective Date _____

Student's High Ability Designation removed from Student's Test Number? Yes No