



# Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

## High Ability Program Plan Template

Use the following form to provide the written description of what your Local Educational Agency (LEA) currently has in place for the required components of the High Ability Program.

*Suggestions for best practice are included at the bottom.*

**LEA Name: John Glenn School Corporation**

**LEA #:7150**

**REVISED May 2023 Administrator Patrick Fuller, Administrator Randy Romer, High Ability Coordinator Amy Weiss, High Ability Teacher Amanda Dreibelbis**

### Multifaceted Identification Plan

#### Include:

- The process used to provide access and opportunity to all students, including:
  - The assessments used to measure verbal and quantitative ability and achievement for each path to identification
    - Norm-referenced measure of ability/potential
    - Norm-referenced adaptive measure of achievement
    - Qualitative indicator of achievement
  - The parameters used to identify for each assessment.

#### Description of what is currently in place:

All students not previously identified are screened for the HA at JGSC as described below for the specific grade level. Other students may also be assessed on appeal. Referrals are accepted by teachers, parents, and students and will be reviewed and screened in a timely fashion. The same procedure shall be used as outlined below and/ or a collected portfolio may be used.

Grades k-6

Step One: The high ability coordinator, principal, and classroom teachers administer the CogAT online assessment (Riverside Assessments) to all students grades k, 2, 5.



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Step Two: Students K, 2, 5 take the I-Ready diagnostic. Students scoring at or above grade level are indicated.

Step Three: HA Teacher will share a rating scale such as SIGS or similar with teachers. Teachers complete the scales and the HA Teacher will compile scores. Top 10% of scores on the Qualitative/Observational measure will be indicated.

Step Four: HA Coordinator, HA Teacher, administrators, and possibly District Psychologist review student data. Any student who earned a score at or above the 96th percentile on the CogAT Verbal, Non-Verbal and/or Quantitative domains, and who performed at or above grade level within the top 10% I-Ready Reading or Math diagnostic will be identified as High Ability within that domain.

Step Five: Students falling within the standard error of measure for these tests will be submitted for review by their teachers. If the teachers' information/data is strong enough, the student may be identified.

Step Six: Parents are notified of their child's evaluations and invited to the High Ability Enrichment or High Ability General Education program by our HA Teacher. Enrichment is a pull out STEM focus. HA General Education is Math and ELA groups within classrooms.

Step Seven: Final list is prepared by HA Teacher and staff is notified of students who will be participating in the High Ability Programs.

Step Eight: A parent meeting will be held with the High Ability teacher to review the High Ability Programs and answer questions the parents may have in regard to the High Ability program. The meeting will be held at a time conducive to parent availability. HA Teacher will be at Open House and Conferences, as well, to meet with parents.

Grades 7-8:

Students previously identified using elementary procedure will be enrolled in the High Ability program: UmS honors and advanced placed courses. High ability students previously identified at other schools will be included in the program with documentation from former schools.

Consideration will be given to new students and additional students using the following:



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Step One: Students participate in the ClearSight fall assessment. Students who score above proficiency may be identified as High Ability. Students who fall just below proficiency may proceed to step two if the teachers so recommend.

Step Two: SIGS may be completed by parents and teachers

Step Three: Student work is compiled into a portfolio

Step Four: Student profile is reviewed by an eligibility panel consisting of teachers who have been trained on the identification of high ability students.

Step Five: Parents are notified of their child's evaluations and invited to the high ability or general education program. A parent meeting may be arranged with the STEM teacher, school counselor, and/or advanced course teachers to review the high ability programs and answer questions the parents may have in regards to the high ability program.

Step Six: School staff is notified of students who will be participating in the high ability program.

## Grades 9-12

Students previously identified in elementary or middle school will be enrolled in the High Ability program: JGHS honors and Advanced Placement courses. High ability students previously identified at other schools will be included in the program with documentation from former schools

Consideration will be given to new students and additional students using the following:

Step ONE: Students participate in the PSAT given during their sophomore year. Students scoring above benchmark or who perform in the 90th percentile will advance to the next steps of the screening process.

Step Two: SIGS may be completed by parents and teachers

Step Three: Student work compiled into a portfolio may be used for entry consideration

Step Four: Student profile is reviewed by an eligibility panel consisting of teachers who have been trained on the identification of high ability students.



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Step Five: Parents are notified of their child's evaluations and invited to the high ability or general education program. Parents may meet with high school counselors, administrators, and/or honors and Advanced Placement teachers regarding program curriculum and expectations.

Step Six: School staff is notified of students who will be participating in the high ability program.

## Differentiated Curriculum and Instruction

### Include:

- A description of how curriculum, instruction, and learning experiences are clearly differentiated beyond what the core curriculum provides.
- A description of how differentiated curriculum and instruction is provided at all grades K-12.

### Description of what is currently in place:

Walkerton and North Liberty Elementary Schools share a full-time certified High Ability teacher to offer ELA and Math coaching and oversight to grades 4th-6th HA ELA and Math students serviced in the gen ed classroom. Students who are identified in ELA or Math are able to participate in the respective HA program in their school. The identified students are clustered/grouped in one room per grade level for ELA or for Math. In that leveled class, the gen ed teacher will focus on enriching the general ed curriculum by offering a more in depth exploration of grade level standards. The cluster group meets daily within the students regular language arts period. Material covered varies depending on the students' needs and interests. ELA teachers with identified students have IDOE units and access to the materials needed. HA Teacher will act as the Lead Cluster Teacher to advise, assist, and oversee groups of HA students. The Lead Cluster Teacher will monitor student progress throughout the school year and work with general ed teachers to ensure appropriate services for HA students.

Identified students in grades K-3 are serviced through differentiated instruction in their homeroom classes. HA Teacher will monitor student progress throughout the school year and work with general ed teachers to ensure appropriate services for HA students.

HA teacher will provide pull out STEM enrichment for students identified in both ELA and Math. The STEM enrichment will be focused on agriculture and solar energy. STEM Enrichment pull out for General Intellect identified students k-6th grade will be one to two hours per week.



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## Differentiated Guidance and Counseling Plan

### Include:

- A description of how differentiated support, services, and affective curriculum are provided at all grades K-12.

### Description of what is currently in place:

Counselors at our elementary schools meet with our identified 4th-6th grade students for a series of sessions to discuss topics and encourage problem solving and camaraderie: ex. learning styles, perfectionism, friendships, being different, being sensitive to others with differing needs. Our counselors have attended webinars and a full day conference regarding HA SEL needs. Counselors from both schools are able to meet and exchange information and share ideas and best practices. Our counselors will have opportunities for professional development in SEL.

## Professional Development Plan

### Include:

- How training and coaching is regularly provided to educators, counselors, and administrators to ensure access and opportunity for all students K-12.

### Description of what is currently in place:

JGSC encourages and provides the opportunity for our High Ability teacher and High Ability Coordinator to attend in person conferences (NAGC, IAG, HA Boot Camp). When High Ability sessions are offered at ed service centers information is shared with Art/Music teachers, classroom teachers, and counselors to offer opportunity for attendance. Teachers with High Ability responsibilities in ELA and Math content areas are encouraged to attend the High Ability Boot Camp in the fall. All of our teachers have the opportunity to use grant funds to take courses toward High Ability certification. Our certified High Ability teacher is utilized for grade level training and guidance. We subscribe to the Aspire newsletter that includes many opportunities throughout the year. Opportunities are shared with administration and circulated to appropriate staff.

## Program Evaluation Plan



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## **Include:**

- A systematic plan for program evaluation that monitors the continuous development and implementation of K-12 services.
- A description of the broad based planning committee who meets periodically and is composed of diverse stakeholders.

## **Description of what is currently in place:**

In May, the administration, High Ability Coordinator, and High Ability teacher meet to discuss the program evaluation from the IDOE. We survey all our elementary teachers regarding High Ability professional development, services, curriculum and instruction with their high ability students, and ask for comments and suggestions. Data from the surveys is discussed with the intent to improve our program and to service our high ability students better.

Following the close of the school year, the administrators meet with the superintendent to review and discuss direction for the program. The administration utilizes our written HA mission statement alongside district and school wide goals. Administrators use teacher feedback, parent feedback, student data, and school improvement goals to set the direction for the upcoming school year. This information is shared and reviewed with the HA Coordinator, the HA teacher, and the BBPC.

The Broad Based Planning Committee meets once in the summer months and additionally, as needed, to review the plan for the upcoming school year. The BBPC consists of the Superintendent, building administrators, Director of Student Learning, High Ability teacher, High Ability coordinator, school board member, parent(s), several general education teachers, and counselors.



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## Suggestions for Best Practice

Use this area to set goals to increase the implementation of best practices (this section is optional).

### Multifaceted Identification Plan

#### Program Element and Associated Best Practices

##### Best practice includes:

- Universal screening of all students in grades K, 2, 5, and 8 for high ability aptitude/potential.
- A published appeals process allowing alternative ability, achievement, and/or qualitative measures *at no cost to the family*.
- An exit procedure including a period of intervention no less than one grading period.

#### Goal Setting (optional)

### Differentiated Curriculum and Instruction

#### Program Element and Associated Best Practices

##### Best practice includes:

- Student grouping for core curriculum in math and English/language arts for each grade level K-12
  - Self-Contained Classrooms
  - Between Class Ability Grouping by Subject Area
  - Cluster Grouping
  - Pull-Out
  - Differentiation in the regular classroom
  - Advanced Placement/International Baccalaureate/Cambridge International Courses/Dual Credit or Honors Classes
- A K-12 vertically aligned, written curriculum in core content areas.
- Pre-assessments to determine individual learning goals and the overall direction of differentiation needed for all.

#### Goal Setting (optional)

Our certified HA teacher will work on written content area curriculum for grade levels with standardized testing.

This is part of a state opportunity for HA teachers to earn a stipend of \$3000 to do this work.

The list of the accepted teachers has not been announced yet.



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## Differentiated Guidance and Counseling Plan

### Program Element and Associated Best Practices

#### Best practice includes:

- A curriculum that addresses high ability specific social and emotional characteristics, needs, and supports.
- Differentiated college and career guidance.

### Goal Setting (optional)

Building counselors will have funds to research and select curriculum materials.

## Professional Development Plan

### Program Element and Associated Best Practices

#### Best practice includes:

- Educators possessing or pursuing licensure in gifted education.
- Educator coaching on instructional best practice at all grades K-12.
- Counselor coaching on high ability specific supportive services.
- Parent coaching on student needs and supports.

### Goal Setting (optional)

Building Counselors will have opportunities for pd in HA support services through a live conference or webinar.

HA Teacher will hold at least one parent meeting to inform parents about the program, answer questions, and offer information on student needs and supports.

## Program Evaluation Plan

### Program Element and Associated Best Practices

### Goal Setting (optional)



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### Best practice includes:

- Broad based planning committee meeting regularly.
- Services constructed, developed, and regularly reviewed by a broad based planning committee to ensure the broad range of individual high ability needs are met.
- A written philosophy and/or mission statement related to high ability students.
- Student growth and achievement being regularly measured using multiple metrics to ensure consistent and sustained progress.
- Program evaluation results that are presented to the local school board and accessible to all constituencies of the program.
- Parent and community engagement.

Our Program evaluation results will be presented to the district school board and made accessible to all constituencies of the program.

We will offer an annual parent survey to gather feedback to help with forward planning.

We will offer a teacher survey to gather feedback to gather info to best serve our HA population.