

**John Glenn School  
Corporation**



**High Ability  
Program Plan**

updated 2021-2022

## **High Ability Mission:**

The John Glenn School Corporation is committed to providing curriculum and instruction of such quality as to ensure that all K-12 children, regardless of individual differences, are challenged to reach the highest level of achievement consistent with their ability.

The corporation recognizes the need to provide such students with learning experiences that aid in the development of their academic, psychological and social needs. Such needs shall be met by providing:

Providing a continuous level of challenge for all students, including high ability, through various curricular modifications in the regular classroom grades K-12.

- a) Ability grouping in the regular classroom grades K-6
- b) Specialized instruction in Math and Language Arts grades 4-6
- c) Advanced Placement and acceleration grades 7-12
- d) Differentiated curriculum grades K-12

Collaborative support within the regular curriculum and the intellectual and social and emotional needs of high ability students

The John Glenn School Corporation believes that high ability students are individuals with potential who require guidance in discovering, developing, and realizing their potential as individuals and as members of society. Under this philosophy, it becomes the responsibility of the entire staff to meet the needs of high ability students by identifying their gifts and talents and developing those areas. This philosophy also requires a strong partnership between the school system and community.

## **High Ability Definition:**

The Indiana Department of Education requires school districts to identify high ability students, K-12, and provide them with the appropriately differentiated curriculum and instruction. Per IC 20-10.1-5.1-2, the state defines high ability (gifted) students 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.” Within the general population of students, coming from all socioeconomic, cultural and ethnic backgrounds, we recognize that some students possess, or are capable of possessing extraordinary ability and/or talent. These students exhibit high performance or the potential to perform at an outstanding level of achievement in one or more academic domains.

*John Glenn School Corporation identifies students as high ability in one of the following areas: Math Only, Language Arts Only, or General Intellectual (both Math and Language Arts).*

High ability students shall be considered those who:

- 1) Performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least (1) domain, math or language arts, when compared to other students of the same age, experience, or environment and
- 2) Is characterized by exceptional gifts, talents, motivations or interests.

High ability children need to have educational experiences which help them meet their full potential. To qualify for these service options, students must meet specified criteria as established by the corporation.

### **High Ability Program Goals:**

To provide high ability students with learning experiences that aid in the development of their academic, psychological and social needs.

- Implement an unbiased identification process based upon specific criteria using reliable and valid qualitative and quantitative testing measures to identify students in reading, math, or both.
  - Administer the IREADY to all students.
  - Administer the Cognitive Ability Test (CogAT) to all kindergarten, third, and six grade students.
- Create a variety of program options that offer advanced content and differentiated instruction specifically designed to help students identifies as high achievers maximize student growth
  - Refer to the NAGC Curriculum rubric to develop a curriculum for high ability students.
  - Refer to the Indiana State Standards to support a high ability curriculum.
- Offer professional development opportunities for educators, so they can learn to recognize the characteristics of giftedness and how to meet the unique needs of high ability students.
  - Provide educators and coordinators the opportunity to attend the Indiana Association of Gifted Conference in Indianapolis.
  - Encourage the use of online professional development
  - Circulate information about professional development opportunities to all educators
- Provide families with information about high ability programs offered throughout John Glenn School Corporation in regard to high ability programs and provide resources about parenting a high ability child.
- Establish a broad based committee that includes stakeholders from a multitude of areas, i.e. parents, administrators, community members, teachers, HA specialist, and students.
  - Meet annually to review the aspects of the high ability program, including identification and curriculum.
  - Modify the identification plan and curriculum, *when appropriate*.

- Evaluate the effectiveness of the high ability program.
- Provide a continuous level of challenge through various curricular modifications in the regular classroom grades K-12.
  - Objective 1- Grades 6-8 will have an accelerated math curriculum based on the student's pre-assessment scores and ability.
  - Objective 2- Grades 4-6 will have an enrichment class in language arts which extends the curriculum in depth and breadth.
  - Objective 3- Grades 7-12 will offer acceleration in mathematics
  - Objective 4- Differentiated instruction grades K-12
- Support the emotional needs of high ability learners
  - Students will participate in groups, led by the guidance counselor, designed to support the specific needs of high ability learners.

## **Nomination and Screening Procedures**

All students not previously identified are screened for the high ability program at John Glenn School Corporation as described below for the specific grade levels. Other students also may be assessed on appeal. Nominations 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 and classroom teachers administer the CogAT online assessment (Riverside Assessments) to all students grades K, 3, 6.

Step Two: Students K,3,6 take the I-Ready diagnostic. Students scoring at or above grade level are indicated.

Step Three: High Ability Coordinator and District Psychologist will review student data. Any student who earned a score at or above the 96th percentile on the CogAT Verbal and/or Quantitative domains, and performed at or above grade level within the top 20% IReady 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 their information is strong enough, the student may be identified.

Step Six: Parents are notified of their child's evaluations and invited to the high ability or general education program. If they chose to participate in the high ability program a parent meeting may be arranged with the Coordinator, HA teacher, and/or administrators to review the high ability programs and answer questions the parents may have in regards to the high ability program.

Step Seven: Final list is prepared and staff is notified of students who will be participating in the high ability program.

### **Grades 7-8**

\*Students previously identified using elementary procedures will be enrolled in the High Ability program: UMS honors and advanced placed courses.

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

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 this may proceed to step two if the teacher recommended.

Step Two: SIGS may be completed by parents and teachers

Step Three: Student work is compiled into 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. If they chose to participate in the high ability program a parent meeting may be arranged with the school counselor, administrator, 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 will be enrolled in the High Ability program: JGHS honors and Advanced Placement courses.

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 portfolio may be used for 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.

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.

Instrument	Measurement	Purpose	Implemented Grade Levels
Student Portfolio	Qualitative	Evidence of students strength in the specific domains of Math or Language Arts	K-12
Parent/Teacher Rating Scale	Qualitative	Identification of observable high ability characteristic	K-12
CogAT	Quantitative	Measures of Verbal and Quantitative abilities	K-6
I-Ready	Qualitative	Measure of Achievement	K-6
ClearSight	Qualitative	Measure of Achievement	7-8
*iLearn	Quantitative	Achievement of Grade level academic standards	3-9
PSAT	Quantitative	Measure of Achievement	10-11

*\*iLearn and PSAT scores may be used as an additional resource but are not a key component to the identification process.*

### Eligibility and Placement

Elementary eligibility is determined by data review by the High Ability Coordinator, district Psychologist, and may include administrators and HA teachers who have gone through training on the general characteristics of a high ability student and the definition of a high ability student. Each student's data is reviewed individually and as a relative score to their grade level peers. Classroom teachers may share insights on the strengths the student has exhibited during class. It is also during this time that the teacher may show a student profile to share specific examples of the student's strengths in math or language arts.

Teachers are looking for students performing in the 96% or greater, using local norms and considering the standard error of measurement. All data is reviewed collectively but not as a cumulative score. CogAT, I-Ready, PSAT do have greater value than others. Each piece of data is looked at as a glimpse of the student's potential for high ability identification.

For specific eligibility teachers will consider the following data:

**K-6**

- CogAT Stanine 96%
- I-Ready at or above grade level
- Outstanding products in student portfolio

### **Identification General Intellect**

A student will be designated HA-General Intellect if:

Students performing at or above grade level on the Language Arts and Math portion of an individual or group standardized achievement test (I-Ready (-6, ClearSight 7-8) will be given CogAT (elementary only).

**OR**

Students performing at or above the 96% on CogAT will be designated HA – General Intellect.

Placement:

Identified students grades K-3 will be placed with a homeroom teacher serviced through differentiated instruction. The high ability teacher will push into classes throughout the school year and work with the general education teacher to provide STEM lessons and coding lessons, and to provide guidance on HA services for those students.

### **Identification Math Domain**

A student will be designated HA-Math if:

Students performing at or above grade level within I-Ready Math (K-6) and performed within the 96th percentile on the CogAT Reasoning/Quantitative domains will be designated HA – Math.

Newly identified students who perform at or above grade level within ClearSight (7-8) will be designated HA-Math or advanced placement - Math.

**OR**

Demonstrates outstanding potential or performance in math according to the teacher recommendation portfolio.

Placement:

Students identified will participate in an accelerated math program for grades 4-6 combined with a STEM program focused on agriculture and solar energy. Classroom teachers will determine appropriate general education classroom accommodations for grades K-3 high ability students. Such accommodations may be but are not limited to: compacting, acceleration, or enrichment.

### **Identification Language Arts Domain**

A student will be designated HA-Language Arts if:

Students performing at or above grade level within I-Ready Reading (K-6) and performed within the 96th percentile on the CogAT Reasoning/Quantitative domains will be designated HA – Language Arts.



Newly identified students who perform at or above grade level within ClearSight (7-8) will be designated A-Language Arts or advanced placement - English.

**OR**

Demonstrates outstanding potential or performance in reading according to the teacher recommendation portfolio.

Placement:

Classroom teachers will determine appropriate general education classroom accommodations for grades K-3. Such accommodations may be but are not limited to: compacting, acceleration, or enrichment.

Students, grades 4-6, will be asked to participate in the HA Language Arts program.

**7-12**

For specific eligibility teachers will consider the following data:

- PSAT Scores at or above 96th Percentile
- SIGS score of 110+ on parent Home Rating Scale (one subtest)
- SIGS score of 110+ on School Rating Scale (one subtest)
- Student portfolio demonstrating exemplary work when compared to similar students in specific domain
- ILearn Above
- ClearSight

### **Identification General Intellect High School**

A student will be designated HA-General Intellect if:

PSAT scores show an above grade level average in Math and Language Arts at or above 96th percentile

OR

Student portfolio demonstrating exemplary work in Math and Language Arts when compared to similar students in specific domain

Placement:

Students will be placed in clusters of similar ability students in Math and Language Arts. Students will be placed in the honors tract and will be encouraged but not required to participate in AP classes. Students, whose math needs surpass those offered at the middle school, may be provided transportation to the high school to receive instruction for high school credit.

### **Identification Math Domain**

A student will be designated HA-Math if:

PSAT scores show an above grade level average in Math at or above 96th percentile.

OR

Demonstrates outstanding potential or performance in math according to teacher recommendation, portfolio or rating and observation scales assessment (SIGS) within the population of students with the same experience or environment.

Placement:

Students will be placed in clusters of similar ability students in their math courses. Students will be placed in the honor classes and will be encouraged to participate in AP classes. Students, whose math needs surpass those offered at the middle school, may be bused to the high school to receive instruction for high school credit. A need assessment will determine appropriate general education classroom accommodations for students. Such accommodations may be but are not limited to: compacting, acceleration, or enrichment.

### **Identification Language Arts Domain**

A student will be designated HA-Language Arts if:

PSAT scores show an above grade level average in Language Arts at or above 96th percentile.

OR

Demonstrates outstanding potential or performance in Language Arts according to teacher recommendation, portfolio or rating and observation scales assessment (SIGS) within the population of students with the same experience or environment.

Placement:

Students will be grouped in clusters with students of like abilities. They will participate in honors classes and be highly encouraged to participate in AP classes. A need assessment will determine appropriate general education classroom accommodations for students. Such accommodations may be but are not limited to: compacting, acceleration, or enrichment.

## **High Ability Program Description**

Programs below are designed specifically for students who have been identified as High Ability according to the corporation's definition. The John Glenn School Corporation strives to offer the most effective programs to meet the individual needs of its high ability students. It is for this reason that student placements and our program's content may vary from year to year based on our current identified student's needs and interests.

### **Elementary**

#### **Level One: Grades K-3**

Identified students grades K-3 are served by their homeroom teacher through differentiated instruction. Assessments are used to determine the students' need for curriculum enrichment, compacting and acceleration. The high ability teacher will monitor student progress throughout the school year and work with the general education teacher to ensure proper services for high ability students.

#### **Level Two: Grades 4-6**

Walkerton and North Liberty Elementary share a full-time High Ability teacher to offer acceleration and enrichment opportunities in Math and STEM focused on agriculture and solar energy.

#### *Language Arts Program*

Students who meet program requirements in Language Arts or General Intellect are able to participate in the language arts program of their home school. The identified students are clustered in one room per grade level for ELA where the teacher may focus on enriching the general education curriculum by offering a more in depth exploration of grade level standards. The cluster group is daily within the students' language arts period. Material covered varies depending on the student's needs and interests.

#### *Math/STEM Program*

Students are accelerated to their appropriate level of math based on mastery of grade level standards. Students who have mastered grade level standards through sixth grade take Pre-Algebra coursework in a self contained class of the same ability. The class is presented at a pace that is appropriate for high ability students. Students are shown a higher level of energy understanding specifically in how it relates to agriculture. This is accomplished through the use of many labs that show how we manipulate energy to benefit us. The underlying focus of the STEM program is to help students foster an ability and willingness to question the world around them and investigate why the world does what it does.