

**John Glenn School  
Corporation**



**High Ability  
Program Plan**

updated 2022-2023

## **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:

- a continuous level of challenge for all students, including high ability, through various curricular modifications in the regular classroom grades K-12.
  - a) Enrichment in grades K-6
  - b) Flexible ability grouping in the regular classroom grades K-6
  - c) Cluster Grouping for specialized instruction in grades 4-6
  - d) Advanced Placement and acceleration grades 7-12
  - e) Differentiated curriculum grades K-12
- Collaborative support within the regular curriculum
- Meeting 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 includes 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 appropriately differentiated curriculum and instruction. Per IC 20-10.1-5.1-2, the state defines a high ability (gifted) 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.” 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) Perform at, or show 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) Are 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, second, and fifth 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 IDOE High Ability Handbook
  - Refer to the Indiana State Standards to support a high ability curriculum.
- Offer professional development opportunities for educators, so they can learn to recognize characteristics of giftedness and how to meet the unique needs of high ability students.
  - Provide general education teachers, high ability teachers, coordinators, and administrators educators opportunity to earn HA certification.
  - Coordinator attends the Indiana Association of Gifted Conference.
  - 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.
- 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 7-12 will have an accelerated math curriculum based on the student's pre-assessment scores and ability.
  - Objective 2- Grades K-6 will be provided differentiation and acceleration in language arts which extends the curriculum in depth and breadth.
  - Objective 3- 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, high ability teacher, and classroom teachers administer the CogAT online assessment (Riverside Assessments) to all students grades K, 2, 5.

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

Step Three: High Ability teacher, District Coordinator, and administrators 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 10% IReady Reading or Math diagnostic will be identified as High Ability within that domain.

Step Four: Students falling within the standard error of measure for these tests will be submitted to the Identification Committee for further review. If their information is strong enough, the student may be identified.

Step Five: Parents are notified of their child's evaluations and invited to the high ability or general education program. If they choose 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 Six: Final list is prepared and staff is notified of students who will be participating in the high ability program.

HA students previously identified at other schools will be included in the 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.

HA students previously identified at other schools will be included in the 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.

HA students previously identified at other schools will be included in the program.

<b>Instrument</b>	<b>Measurement</b>	<b>Purpose</b>	<b>Implemented Grade Levels</b>
<b>Student Portfolio</b>	Qualitative	Evidence of students strength in the specific domains of Math or Language Arts	K-12
<b>Parent/Teacher Rating Scale</b>	Qualitative	Identification of observable high ability characteristics	K-12
<b>CogAT</b>	Quantitative	Measures of Verbal and Quantitative abilities	K-6
<b>I-Ready</b>	Qualitative	Measure of Achievement	K-6
<b>ClearSight</b>	Qualitative	Measure of Achievement	7-8
<b>*iLearn</b>	Quantitative	Achievement of Grade level academic standards	3-9
<b>*PSAT</b>	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 teacher, district Psychologist, and may include administrators and HA coordinators 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 96th percentile
- I-Ready 90th percentile or higher
- Teacher Rating scale characteristics
- Outstanding products in student portfolio (as needed)

### **Elementary K-6 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-6 will be placed with a homeroom teacher serviced through differentiated instruction. The high ability teacher will push into classes throughout the school year (at the teacher's request) and work with the general education teacher to provide guidance on HA services for those students through professional development around cluster grouping.

General Intellectual Students, grades K-6, will be asked to participate in the HA STEM enrichment pull-out program.

### **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:

Classroom teachers will determine appropriate general education classroom accommodations for grades K-6 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-6. Such accommodations may be but are not limited to: compacting, acceleration, or enrichment.

**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 appropriate services for high ability students.

#### *STEAM Enrichment Program (Pull Out)*

The underlying focus of the Enrichment 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. Enrichment provides students an opportunity to develop and expand important skills. It also enables students to realize their potential in a variety of settings beyond the classroom. Enrichment will provide students with college and career guidance in the form of field trips, projects, experts, mentors, and job shadowing

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

Walkerton and North Liberty Elementary share a full-time High Ability teacher to offer a STEM enrichment pull-out program.

#### *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 meets daily within the students' language arts period. Material covered varies depending on the students' needs and interests. The certified HA teacher acts as the Lead Cluster Teacher to advise, assist, and oversee groups.

#### *Math Program*

The identified students are clustered in one room per grade level for Math. The cluster group is daily within the students' math period. Material covered varies depending on the students' needs and interests. Students are accelerated to their appropriate level of math based on mastery of grade level standards. The certified HA teacher acts as the Lead Cluster Teacher to advise, assist, and oversee groups.

#### *General Intellectual Enrichment Program*

The underlying focus of the Enrichment 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. Enrichment provides students an opportunity to develop and expand important skills. It also enables students to realize their potential in a variety of settings beyond the classroom. Enrichment will provide students with college and career guidance in the form of field trips, projects, experts, mentors, and job shadowing.