

Flat Rock-Hawcreek High Ability Program Outline

High Ability Definition:

A High Ability Student in Flat Rock-Hawcreek Schools is one who performs at, or shows the potential for performing at, an outstanding level of accomplishment in general intellectual, mathematical, or language arts domains when compared to other students of the same age, experience or environment. High Ability students are characterized by exceptional gifts, talents, motivation, or interests. (IC 20-36-1).

High Ability Mission:

FRHC recognizes that regardless of background, students will perform, show potential to perform, or display at an outstanding level accomplishments in the core academic areas of English Language Arts and Mathematics. FRHC schools are committed to providing a high ability program that challenges students to meet their full potential as lifelong learners and global citizens.

High Ability Program Goals:

- Provide a variety of program options to provide advanced content and differentiated instruction specifically designed to help high ability students achieve maximum student growth.
 - Support staff development and provide assistance to teachers in recognizing the characteristics of high ability students and meet the needs of high ability students in their classrooms through differentiation techniques.
 - Provide clear and accessible communication to parents regarding the multi-faceted identification process and high ability services offered.
 - Provide clear and accessible notice to teaching staff at all schools regarding which students are identified.
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Multifaceted Identification Plan

In FRHC schools, students are identified for High Ability Math, High Ability Language Arts, or High Ability General Intellectual (Both). High Ability identification assessments will occur district-wide in grades K, 2, 5, and 6 at the elementary level as well as 7-11 at the secondary level. There are multiple pathways involved in this process.

Pathway 1

Student has outstanding ability/potential:

All students in grades K, 2, and 5 will be administered the CogAT, Screening Form assessment. The CogAT is a nationally normed test of aptitude which includes verbal, quantitative, and non-verbal components. At the 6th grade level students will take a norm referenced Algebra Prognosis Test. Students performing at or above the 96% will be considered high ability students.

Pathway 2

Test for outstanding achievement/performance:

In addition to CogAT, students in grades 3-6 will take the ClearSight assessment to determine achievement performance in the Fall and Spring semester. Students in grades 7 - 11 will also take the ClearSight assessment to determine achievement at the secondary level.

Pathway 3

Qualitative, Descriptive Measure:

Students that test just below the cutoff for Pathway 1 and 2, but within the Standard Error of Measure may use Pathway 3 to determine qualification. The classroom teacher will be asked to complete a rating scale. FRHC will use the Scales for Identifying Gifted Students (SIGS) for this measure. A good score on the rating scale is not enough to qualify a student by itself. Qualitative data cannot supersede quantitative data. If a student scores at or above the cutoff for either Pathway 1 or 2, teacher impressions, emotional or behavioral issues, not doing homework, or lack of parental involvement will not exclude a child from high ability identification.

Resulting Qualification:

The results from the multifaceted assessments are compiled and reviewed by the Identification Committee in the spring of the school year. The committee is composed of the district high ability coordinator and representative(s) from schools in the district. The committee for the identification of elementary students will meet at a separate time and likely have different members than the committee for the identification of junior and senior high students.

Parents of students identified by the committee will receive a letter notifying them of placement in high ability services and be provided identification.

Identification Matrix

Method	Purpose	Measures	Instructional Implications	Grades
CogAT	Provide a reliable and valid measure of student reasoning and problem-solving abilities	Verbal, nonverbal, and quantitative reasoning abilities similar to those required of school learning tasks	Identification of students for accelerated learning curriculum in English Language Arts and Math	K, 2, & 5
ClearSight	Determine mastery of grade level standards in math, reading, and writing	Achievement of academic standards	Identification of students for remediation, talent development, and high ability programming	3-11
Algebra Prognosis	Determine mastery of abstract mathematical concepts	Quantitative reasoning	Identification of students for placement in secondary mathematics courses and high ability programming	6
SIGS		Qualitative measures of leadership, creativity, motivation, and academic merit	Identification of students for talent development, and high ability programming	K - 12

Common Identification Questions:

Q: Once a student qualifies for the high ability program, does he/she have to requalify every year?

A: Cognitive growth is not always consistent. Consequently, placement is not necessarily permanent. All students will be systematically evaluated for instructional placement in Kindergarten, Second, Fifth, and Sixth grade. Placement decisions

Q: Can my child be exited from the high ability program?

A: If a student, parent, or teacher believes a high ability placement for services is no longer appropriate, he or she may:

1. Arrange a conference with the parties involved, including parent and teacher.
2. Parent, student, and teacher examine issues of concern and discuss interventions that may be implemented.
3. Participants agree on a probationary period not less than one month to implement interventions.
4. At the end of the probationary period, the parent, student, and teacher meet to review progress and determine whether or not the student should exit placement.
5. Parent permission for exit and documentation of meetings/interventions are sent to the High Ability Coordinator.
6. High Ability Coordinator removes high ability designation for student in database (Skyward).

Q: What if a student moves into the district, but is not in one of the identification grade levels?

A: If a parent or teacher of a child who moves in is interested in accessing high ability identification, but the child is not in the identification grades (K,2,5,6) then that parent or teacher can request a programming conference to review performance data and discuss opportunity for assessment and involvement.

High Ability Curriculum and Instruction

Service models for the delivery of curriculum and instruction may vary from year to year based on the needs of individual students and the number of identified students. The services below are research-based and supported by the district, but may vary from building-to-building depending on student need, enrollment, number of classrooms, and number of identified students at each grade level.

High Ability is an academic placement as determined by the multi-faceted identification process. The needs of students who qualify for the High Ability Placement may be met in one or more of the following placements in each building:

Grades K-6 Elementary:

- **Ability Grouping** - Students are grouped by ability and readiness level. Groups can be formed and reformed to meet varied instructional purposes.
- **Cluster Grouping** - The practice of identifying a small group of high ability students at a grade level and placing them in the same classroom at that grade level with a teacher best-suited and qualified to work with high ability learners. Identified high ability students are grouped together in a classroom or classrooms.
- **Flexible Instruction Groups** - during a particular subject, e.g. math or reading, all teachers of the same grade divide all the students into instructional groups according to skill level and provide differentiated instruction for each leveled group.

Grades 7-8 Junior High:

- **Honors Language Arts** - offered at both the 7th and 8th grade level; This course is paced for those of high ability the learning experiences at a level, speed, and depth that meet their needs.
- **Honors & Advanced Math Placement**- Pre-Algebra offered at the 7th grade level and Algebra offered at the 8th grade level. High school credit is received for students placed at the high school Honors Algebra. Students are placed with the appropriate ability the learning experiences at a level, speed, and depth that meet their needs
- **Subject Skipping (Math)** - Some students may go to the high school to participate in Honors Algebra for high school credit; (being qualified as High Ability will not guarantee placement in this option)
- **Elective Options** World languages, Civics, Indiana Studies, Agricultural, and CS classes are elective offerings that may be of interest to High Ability students and will earn high school credit to students at the jr. high level.

Grades 9-12 High School:

Hauser High School course offering options challenge our High Ability students and prepare them for their continued advanced studies at a post-secondary institution. High Ability students may also have the opportunity for early graduation. See the High School Counseling document on the Hauser website for further details regarding program of studies, course offerings, diplomas, and graduation requirements.

- **Honor Courses** - These courses cover material at a faster rate and incorporate more challenging content. The pace and rigor of Honor courses are designed to prepare students for the demands of AP coursework.
- **Honors Advanced Placement Courses (AP)** - College Board Advanced Placement courses are of advanced or accelerated content comparable to introductory college level courses. An AP course includes the requirement to take the College Board Advanced Placement (AP) Exam. Performance on those exams is on a scale of 1-5. Colleges may give credit or advanced placement to students who have achieved certain AP exam scores. Students may receive weighted grades based on performance on the AP Exam.
- **Dual Credit Courses** - Dual credit courses are elective courses available at Hauser Jr.- High School to enable students to concurrently earn high school and college credit through Ivy Tech. Please check with the high school counselor to determine which of the current Dual Credit Courses are offered.
- **Technical Honors Courses** - Advanced technical courses are available in the high school and also through our partnership with C-4. Please contact the district High Ability coordinator or high school counselors for more information regarding technical course options.
- **Early College** - students begin their college education prior to the designated chronological age of entrance.

Guidance and Counseling Plan

Students with High Ability may require support with fostering positive social and emotional development and the development of self-regulatory skills (organization, time management, self-discipline, motivation, etc.) The counselors and home-school advisors are available to meet with students and parents to discuss the specific needs of their high ability children. Friendship groups, social skills groups, behavior plans, or individual sessions may be arranged to meet the social and emotional development of our students.

Topics include: bullying, self-regulation, self-esteem, coping strategies, conflict resolution, test-taking strategies, and career exploration. All students in each grade level are exposed to the same lessons and materials. From there, students who require additional support in various content areas are referred to a small group or individual counseling, both provided by the school counselor. Referrals typically come from the classroom teacher, parent/guardian, and the students themselves.

At the elementary, junior high, and high school levels, we celebrate College Go! Week. Included in this initiative are all post-secondary options ranging from certifications/apprenticeships, military, two-year degrees, four-year degrees, and beyond. Classroom lessons on career exploration are also provided. Students look up careers that interest them and learn about the training required to work in that area. Our high ability students are exposed to challenging career options that utilize their strengths and appeal to their interests. Individual meetings are also arranged to explore the Pathways for each student entering high school and those opportunities are evaluated each year to best suit the individual High Ability student.

High Ability students complete quarterly self evaluations to assess their social and emotional strengths, concerns, and needs. This data is evaluated by the High Ability Coordinator, counseling department, and administration to determine avenues to better serve this population and support social and emotional needs.

Professional Development Plan

High Ability Licensure:

FRHC Schools will pursue the finest and most qualified teaching candidates for positions in our schools. High Ability qualifications are valued in this pursuit.

Professional Development:

Building-based professional development is offered through a variety of structures: (Team Meetings, Grade-Level Meetings, Professional Learning Committees, etc.) In addition to the variety of building offerings, participants (teacher & administration) will be selected to attend the Indiana Association for the Gifted Annual Conference, NAGC, Advanced Placement trainings, curriculum workshops, and other opportunities offered outside the district that align to our High Ability goals.

School Counselors also provide professional development to FRHC staff throughout the school year and have several dedicated PD sessions to guide educators and administrators in the development of high ability and “twice blessed” students during Early Release days that are built into FRHC’s school calendar each Tuesday of every week.

Program Evaluation Plan:

The district High Ability Plan will be reviewed on an annual basis by the Broad-Based Planning Committee. The Indiana State Board of Education requires the establishment of a Broad-Based Planning Committee (BBPC) that meets regularly annually to review the local education plan for high ability students. The committee must have participation from diverse groups representing the school and community.

The committee is an advisory group making recommendations to the district administration. Feedback from these meetings will be considered when editing and updating the district plan. Our High Ability Grant

application is reviewed and approved by the Indiana Department of Education annually. In addition, norm referenced data for each graduating class is tracked to support the district in evaluating long-term progress and success of high ability programming.

Anticipated Identification Timeline Overview

- August/September**.....CogAT screeners at levels K, 2, 5
- August/September**..... Fall ClearSight assessments complete
- October**..... PSAT at level 10
- January**.....Spring ClearSight assessments complete
- February**.....Full CogAT at levels K, 2, 5,
- February/March**.....SAT at level 11
- February/March**.....Algebra readiness assessment at level 6

Appendix A

FRHC High Ability Program Appeal Form

The High Ability Identification Team for this district uses a well-designed process, consistent with Indiana Code and Rules, based upon sound measures designed for use with high ability learners in order to find those students whose academic needs are far beyond those of typical students of the same age in our district. In this process, students are identified for services through multiple pathways including ability and/or achievement in Language Arts and/or Math.

An appeal process is in place in the event the identification committee team does not place a child in services and a teacher, parent, or other person close to the child challenges this decision. An official written appeal using this form must be provided to the district High Ability Coordinator (contact information below).

Student Name: _____

Current Grade & School:_____

Name of the Individual Making the Appeal: _____

Relationship to Student: _____

Contact Address, email, and phone number:

An appeal does not re-evaluate student data already considered in the official identification process. Scoring at the Pass Plus level on ILEARN, high grades, or strong performance on classroom benchmark assessments are not valid reasons for an appeal. The purpose of the appeal is to bring new information to the attention of the committee that could lead to a different decision. Detailed information listed below:

Signature of person making the appeal: _____ **Date**_____

***Appeals Procedure:** The High Ability Coordinator reviews the new information provided and the student profile(s). The Coordinator may request alternative assessments to be completed by the student(s) at the school. These may include alternative measures of ability and/or achievement, approved work samples, and/or interviews. The Identification Team reconvenes to consider all appeals and any new data. The Coordinator reports results to the petitioner. **High Ability Coordinator:** Stephanie Tom*