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JAC-CEN-DEL SCHOOL CORPORATION

High Ability Program Manual

Jac-Cen-Del School Corporation High Ability Identification and Service Plan

Indiana Definition of High Ability: The Indiana Department of Education requires school districts to identify High Ability students, K-12, and provide them with appropriately differentiated curriculum and instruction. Specifically:

IC 20-36-2-2 School corporation high ability programs; criteria

Sec. 2. A governing body shall develop and periodically update a local plan to provide appropriate educational experiences to high ability students in the school corporation in kindergarten through grade 12. The plan must include the following components:

(1) The establishment of a broad-based planning committee that meets periodically to review the local education authority's plan for high ability students. The committee must have representatives from diverse groups representing the school and community.

(2) Student assessments that identify high ability students using multifaceted assessments to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement*, or disabilities are included. The assessments must identify students with high abilities in the general intellectual* domain and specific academic* domains. The results of an assessment under this subdivision must be recorded with the student test number assigned to a student.

(3) Professional development.

(4) Development and implementation of local services for high ability students, including appropriately differentiated curriculum and instruction in the core academic areas designated by the state board for each grade consistent with federal, state, local, and private funding sources. (5) Evaluation of the local program for high ability students.

As added by P.L.1-2005, SEC.20. Amended by P.L.84-2007, SEC.3

Mission Jac-Cen-Del School Corporation recognizes that some students perform at or show potential to perform at an outstanding level of academic achievement compared with others of the same age, experience, or environment. Jac-Cen-Del recognizes that these high ability learners are found in all socio-economic, cultural, and ethnic groups and that these learners require differentiated curriculum, instruction and assessment in order to meet their unique cognitive and affective needs.

Definition A high ability student is one who performs at, or shows the potential for performing at an outstanding level of accomplishment in core areas when compared to other students of the same age, experience, or environment, and is characterized by exceptional gifts, talents, and motivation.

Multifaceted Identification Plan:

Both norm-referenced and qualitative measures are used during the identification process. Students in Kindergarten, 2nd, 5th and 8th grade participate in a formal identification process.

Cognitive Abilities Test (CogAT) – All students in the respective grade levels will take the baseline screener.

- The top 20% in each grade will be given the CogAT full battery
- The students will be identified at 95% and above on the CogAT full battery
- Given to Kindergarten, 2nd, 5th, and 8th grade students
- Measures cognitive ability
- Verbal, Quantitative, and Nonverbal measures

NWEA - Measures of Academic Progress

- Given three times per academic year (Fall, Winter, Spring)
- Reading, Language Usage, and Mathematics
- Identification will be based on high map growth and high achievement

Scales for Identifying Gifted Students (SIGS)

- Students will be identified at scores of 130 or above
- Utilized when more information is needed about a student
- Rating scales completed by parents and staff

Differentiated curriculum and Instruction:

Services, for students in grades K-12, in the JCD high ability program include but are not limited to:

Elementary Programming:

- Early entrance for Kindergarten
- All classes 1-6 utilize a cluster grouping model for abilities
- Differentiated instruction within general education classroom
- Academic competition teams
- Curriculum compacting
- Strategic games in the classroom weekly
- Subject skipping to a higher grade level
- UDL- Universal Design of Learning. This is a platform for all learners that work at their own pace in STEM (Science, Technology, Engineering, and Math) as well as PTLW (Project Lead the Way)

Middle/High School Programming:

- Advanced Placement (AP) courses in Biology, Calculus, Computer Science, Chemistry
- Identified students not in AP classes are encouraged and given the opportunity to take the AP test
- Seventh and Eighth grade utilize a cluster grouping model for abilities
- Internships
- Dual Enrollment with Ivy Tech and Indiana University
- Differentiated instruction within general education classroom
- Career/College Counseling
- Subject level skipping to a higher grade level
- UDL- Universal Design of Learning. This is a platform for all learners that work at their own pace in STEM (Science, Technology, Engineering, and Math) as well as PTLW (Project Lead the Way)

Differentiated Guidance and Counseling Plan:

Elementary

All teachers and the student advocate are educated on the characteristics of high ability students. All identified high ability students work in groups with the student advocate to increase their understanding of perfectionism, hiding one's abilities and accepting differences. Topics also include organizational skills, time management, and study skills. Assistance with other issues that may arise with the identified high ability students can be provided through their high ability teacher, principal, and or student advocate.

Jr./Sr. High School

The junior high and high school counselor helps all students make class selections and assists with any other academic issues. The school counselor meets with students annually to assist them completing their career assessments and then reviewing career plans. The school counselor works with high ability students to schedule appropriately challenging classes such as AP or dual credit classes. Students in 10th and 11th grade take the PSAT NMSQT. The counselor then reviews AP Potential with identified students. Individual assistance is provided for highly able students who are having social or academic difficulties. Teachers and counselors discuss strategies for organization and time management with all students. The school counselor conducts group counseling sessions as needed for stress management.

Professional Development Plan:

All teachers and administrators working with High Ability students are provided professional development throughout the school year. This professional development includes strategies related to instructional differentiation, characteristics of a high ability student, and student identification. Some examples are:

- The Indiana Association for the Gifted Conference
- The National Conference for the Gifted (when accessible)
- High Ability Boot Camp
- Collaboration meetings among teachers with high ability students
- Teachers of high ability students will do their own research on professional development to help them better understand the characteristics of gifted students. They will also research curriculum and differentiation for gifted students. They will collaborate with their colleagues on their findings.
- UDL (Universal Design of Learning) training

In addition, teachers are provided opportunities to expand their knowledge of differentiation through various conferences, provided they meet high ability learner needs.

Program Evaluation Plan:

Administrators, teachers, and members of the Broad-Based Planning Committee evaluate the programming, identification process, and the differentiated curriculum and direct instruction yearly. This process helps develop and maintain cognitive, social and emotional development for the gifted students. The purpose of the evaluation is to look for areas of strengths, and challenges. A plan can then be developed for potential improvement in the High Ability Program for Jac-Cen-Del Schools.

Broad-Based Planning Committee: JCD has a broad-based planning committee that is a group of stakeholders to help guide high ability instruction. They meet quarterly during the school year. The BBPC is comprised of the following stakeholders:

- Teachers
- Administrators
- High Ability Coordinator
- Parents
- School Counselors
- Student
- Community Member

Appeals Process

If not selected for high ability programming, parents, or students can appeal the identification committee's placement decision. Once letters of notification of identification for high ability programming have been sent, appeals will be accepted for two weeks. Once an appeal has been submitted, a date will be given for when a response is to be made. Alternative measures may be given for achievement and aptitude. The district will be responsible for the cost of administering these additional measures. A committee will review the appeal and notify the family within two weeks of the appeal.

Exit Procedure

Exit procedures should be followed when students are not able to meet the expectation for the performance in high ability classes. If a student is not meeting expectations, a conference will be held with the parents, teacher, high ability coordinator, and the student to review progress and establish a set of interventions. Interventions will be put into place with fidelity for a minimum of one grading period before placement decisions are reconsidered. Then, a second conference will be held with the parent, teacher, high ability coordinator, and the student to review progress with interventions and to determine future placement. If removed from the program, the high ability identification will be removed from the student test number.