



HIGH ABILITY PROGRAM INFORMATION

PROGRAM OVERVIEW

1. Corporation Mission

Students of all ages are empowered as lifelong learners to acquire knowledge to meet the new realities of the 21st Century in a learning environment which promotes excellence and fosters mutual respect, and the realization of the utmost potential.

2. Corporation Bylaws and Policy

In accordance with State law, Board of School Trustees shall develop a plan to provide appropriate educational experiences to high ability students in the School Corporation in grades kindergarten through grade 12.

The plan must include the following components:

- A. A broad based planning committee that meets periodically to review the Corporation's plan for high ability students;
- B. A student identification system that is multifaceted and includes performance based assessment, potential based assessment, and alternative assessment;
- C. Professional development;
- D. Development and implementation of local services for high ability students;
- E. Systematic program assessment.

High Ability students shall be considered those who, through valid assessment:

- A. perform at or show potential for performing at an outstanding level of accomplishment in at least one (1) of the following domains:
 - 1. general intellectual;
 - 2. general creative;
 - 3. specific academic, technical and practical arts;
 - 4. visual and performing arts;
 - 5. interpersonal; and
- B. is characterized by exceptional gifts, talents, motivation, or interests.

The Superintendent shall develop administrative guidelines which shall include those for valid identification, curriculum development and implementation, and assessment of the learning outcomes.

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3. Program Mission

The mission of our High Ability Program is to accurately identify and provide students best practice instruction to ensure maximum student growth. Instructional staff will provide challenging and appropriate instruction in content areas to allow for high levels of accomplishment within the areas of general intellect, creativity, and critical thinking.

4. Definitions

The Indiana Department of Education requires school districts to identify high ability students, K-12, and provide them with appropriately differentiated curriculum and instruction. 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.” We identify students as high ability in one of the following categories: General Intellectual, Math only, or Language Arts Only.

IDENTIFICATION

ELEMENTARY

At the elementary level of Charles A. Beard Schools, students are identified for High Ability Math, High Ability Language Arts, or High Ability General Intellectual. Identification tools include the Cognitive Abilities Test (CogAT 7), Northwest Evaluation Association Tests (NWEA), and teacher input rubric.

Kindergarten and second grade students are given the CogAT 7 assessment. These assessment scores along with teacher input rubrics are used by the High Ability Committee for final qualifications.

Individual requests for assessment can be made for students at any time, not just the above mentioned grade levels. Requests can be made by teachers, parents, or the student themselves.

If, at the end of the identification process, teachers, parents, or students disagree with the committee’s determination, they can initiate an appeal of the identification. A statement will then be requested by the parent, teacher, and student when applicable. Scores and statements will then be reviewed by the Superintendent. The Superintendent’s decision will be held as final.

INTERMEDIATE

As in the elementary level, at the intermediate level, students are identified for High Ability Math, High Ability Language Arts, or High Ability General Intellectual. At 6th grade, students are given the CogAT 7 assessment. Grades K-10 are given the NWEA assessment which can also be used to determine eligibility if their scores are higher than 96th percentile in the spring test.

Results of the above stated assessments as well as teacher recommendation rubrics are used to determine qualification for High Ability services.

Individual requests for assessment can be made for students at any time, not just the above mentioned grade levels. Requests can be made by teachers, parents, or the student themselves.

If, at the end of the identification process, teachers, parents, or students disagree with the committee's determination, they can initiate an appeal of the identification. A statement will then be requested by the parent, teacher, and student when applicable. Scores and statements will then be reviewed by the Superintendent. The Superintendent's decision will be held as final.

HIGH SCHOOL

At Knightstown High School we work diligently to provide a rigorous academic curriculum designed to prepare students for advanced course work at the secondary and post-secondary level.

1. Advanced Placement Program

The Advanced Placement Program is a course of study designed to give students opportunities similar to those of the college freshman year. It is a rigorous curriculum designed for the most committed students. AP courses require large amounts of outside preparation, yet they offer unique opportunities for college preparation.

At the completion of the AP course, students have the opportunity to take an AP test. This process allows the students to receive college credit for the course. The amount of credit assigned depends upon both the student's score and the guidelines of the specific college the student will attend. In all cases, AP courses are designed for students who plan to enroll in a four-year degree program.

Due to the unique curriculum of the AP program, AP instructors recommend students show high aptitude in each specific AP course area. Qualifiers, similar to those of any Gifted and Talented program, exist. Therefore, because of these qualifiers and because numerous other opportunities for the college-bound student exist, admission to the AP program will be by invitation only.

After your child receives an AP invitation letter and after you and your child decides to commit to the rigors of that program, please sign and return the invitation letter. A school-parent-student partnership is essential for success in an AP course.

2. Qualifying for Dual Credit

KHS has an exciting opportunity to offer Dual High School/College credit classes. These classes are taught by KHS Faculty that have been trained by a college to provide dual credit. There are several courses offered at KHS. These classes are rigorous and taught like

college courses. The classes require an application and approval process that will be explained to your child in the course as well as a fee upwards of \$25 a credit hour. ACP Courses Require a 2.7 GPA. ACP/Dual Credit classes fulfil a requirement for the Academic Honors diploma with 6 credits needed.

APPEALS PROCESS

A parent/guardian of a child who requests reevaluation for his/her child's eligibility must submit an appeal form stating the reasons they believe their child should receive high ability services. The Superintendent will review the student's record, receive input from any applicable staff members, and make a determination. The Superintendent will inform the parent/guardian in writing of their decision.

The Appeal Form can be found on the last page of this document.

EXIT PROCEDURE

Students who are identified do not need to re-qualify from year to year and are served in the high ability program unless concerns about performance or best fit arise. Procedures to exit students from the high ability program involve parents, teachers, and school counselors in making the best decision to meet each child's needs and may be initiated by any member of that team.

SERVICES

ELEMENTARY

Service options at the elementary level will be met in any combination of the following ways:

- **Cluster Grouping** - identified high ability students are grouped together in a classroom. Each classroom at each grade level has either a group of high ability students or a group of high achieving students, along with other students of mixed ability. All of our elementary teachers are highly qualified to differentiate instruction and to challenge all learners. Those teachers with the high ability cluster have received additional training on the unique needs of gifted learners.
 - **Early Entrance**- students who qualify will enter kindergarten earlier than is expected.
 - **Flexible Pacing**- the content and pacing of Reading and/or Math instruction are matched to the student's abilities and needs. Students are pre-tested and begin learning right where they are ready.
 - **Curriculum Compacting**- allows highly able students to "compact" or eliminate material already mastered in Reading and Math.
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- **Subject Acceleration** – on occasion some students go to a different grade level for instruction.

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INTERMEDIATE

Service options at the intermediate level will be met in any combination of the following ways:

- **Cluster Grouping** - identified high ability students are grouped together in a classroom. Each classroom at each grade level has either a group of high ability students or a group of high achieving students, along with other students of mixed ability. All of our elementary teachers are highly qualified to differentiate instruction and to challenge all learners. Those teachers with the high ability cluster have received additional training on the unique needs of gifted learners.
- **Flexible Pacing**- the content and pacing of Reading and/or Math instruction are matched to the student's abilities and needs. Students are pre-tested and begin learning right where they are ready.
- **Advanced Classes** – allows for preparation for qualification of AP courses at the high school level.

HIGH SCHOOL

KHS offers many advanced credit options including-

- ACP Speech/S121 Public Speaking (IU East)
- ACP Composition /W131 Elementary Composition I (IU East)
- AP Chemistry (Ivy Tech)
- AP Physics (Ivy Tech)

KHS has an exciting opportunity to offer Dual High School/College credit classes. These classes are taught by KHS Faculty that have been trained by a college to provide dual credit. These are the courses-

- ACP Speech/S121 Public Speaking (IU East)
- ACP Composition /W131 Elementary Composition I (IU East)
- AP Chemistry (Ivy Tech)
- AP Physics (Ivy Tech)

TIME LINE

The tentative timeline for our High Ability Program requirements are listed below.

July

- Final Report – Sections 1-6– Development and Submission

August

- Administrative PD – Compliance and Service Options
- High Ability Grant Draft Complete

September

- High Ability Grant Application Submitted

October

- Identification Materials Ordered

December

- Professional Development- Elementary
- Professional Development- Intermediate

March

- Recommendation Window Opens – Teachers
- Assessment Distributed
- Identification Process Begins

April

- BBPC Meeting

May/June

- Identification Process Complete
- Parent Notification
- Appeals Process
- Identification and IDOE Notification Complete

TEACHERS

In an effort to increase the number of teachers possessing a high ability licensing endorsement, Charles A. Beard Memorial School Corporation will begin offering a one-time \$1000 stipend for use of re-imbusement for the coursework required to receive this endorsement.

In order to receive the stipend, the teacher must notify the Human Resources Specialist by no later than April 1st of the year to receive the endorsement. (In future years, this date will be moved to January 15th.) They must also present their approved endorsement (transcripts) and updated license to the Human Resources Specialist no later than May 15th.

HIGH ABILITY PARENT APPEAL FORM

Student Name: _____

Current Grade Level and School: _____

Parent(s) Name(s): _____

Address: _____

Phone Number: _____

Reason for Request of Appeal: _____

Please know that the committee made their decision based upon valid data and upon what they believe to be the best placement for your child. Please support your appeal with information that you would like the committee to consider. You may attach additional sheets or write on the back of this form, if needed. Boredom, GPA, and grades alone are not a valid reason for appeal. If any outside testing has been done, please submit a copy of the testing reports.

Signature: _____

Date: _____

Send all appeals to Sara Stevenson, Knightstown Intermediate School, 1 Panther Trail, Knightstown, IN 46148 (765) 345-5455