

Beech Grove City Schools

High Ability Program Manual

HIGH ABILITY

The Beech Grove City Schools Corporation, in accordance with Indiana Code 20-36-2, has developed and provides appropriate educational experiences to high ability students in grades kindergarten through grade 12. By definition, “A High Ability Student is 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.” (Indiana Code 20-36-1-3) The BGCS High Ability program provides a learning environment that offers the level of challenge necessary for a student’s intellectual and personal growth and encourages learning beyond the regular curriculum with an emphasis on critical thinking to provide students with skills necessary for College and Career Readiness. Details of the BGCS program can be found in the program manual.

MISSION STATEMENT

The mission of Beech Grove City Schools is to build a culture of excellence in which all students meet high standards, become life-long learners, and become successful in a competitive global society.

In order to accomplish our mission, a “continuous progress” model is utilized where all students are challenged in a data driven, systematic way to reach their potential. “Continuous Progress” is an educational philosophy where individual student learning follows a sequential and developmentally appropriate continuum of knowledge articulated in the Core Curriculum Standards adopted by the Board of Education.

Student achievement for high ability students is assessed using both cognitive and skill based measurements.

INTRODUCTORY BELIEF STATEMENTS & GUIDING PRINCIPLES

(Adapted from NAGC Programming Criterion, 2000)

- Differentiated curriculum forms the necessary foundation of all educational services provided.
- Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the needs of diverse learners.
- Instructional pacing and student grouping must be flexible to allow for the accelerated learning of highly able students as appropriate.
- Learning opportunities for high ability students must consist of a continuum of differentiated options, approaches, and materials.
- Appropriately trained personnel must direct services for the education of highly able learners.
- High ability education must be integrated into the general education program.
- Requisite resources and materials must be provided to support the high ability education program.
- A continuum of programming services must exist for highly able learners.
- Policies for early entrance, grade skipping, ability grouping, and dual enrollment should exist and be followed.
- A written formal program evaluation that is purposeful, efficient, and ethical should be completed periodically.
- Highly able students, especially underachieving high ability students, will receive counseling services and effective curriculum to meet their unique racial, socioeconomic, and career needs.
- Staff development for educators who work with the highly able will be comprehensive and consistent.
- Student identification processes for high ability services must be research-based, formal, communicated, cohesive, coordinated, comprehensive, and non-discriminatory against racial, ethnic, or socioeconomic background.
- Student identification instruments must measure diverse abilities and talents.
- Student identification procedures must include provisions for informed consent, retention, reassessment, exiting, and appeals.

PROGRAM GOALS & OBJECTIVES

1. Promote increased awareness, recognition, advocacy and support for the unique academic and social/emotional needs of highly able students.
2. Develop and implement a K-12 High Ability Program with effective processes for identification, curriculum, entry-exit, and staffing.
3. Provide a consistent continuum of educational service options, grades K through 12, that accommodates the diverse learning needs of highly able students and provides students with critical thinking and problem solving skills leading to achieving at high performance levels.
4. Provide learning environments that nurture advanced potential and performance ability into high performance and offer the level of challenge necessary for intellectual and personal growth.
5. Support staff development and provide assistance to teachers in meeting the needs of high ability students in their classrooms through differentiation techniques.
6. Encourage learning beyond the regular curriculum that emphasizes critical thinking by delving deeper into standards and their application.

DEFINITION OF HIGH ABILITY

“High Ability Student is 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.”
Indiana Code

INDIANA CODE FOR HIGH ABILITY PROGRAMS

Definitions, requirements for state and local educational institutions and further high ability education codes can be found on the Indiana Department of Education website at:

<https://www.in.gov/doe/students/high-ability-education/>

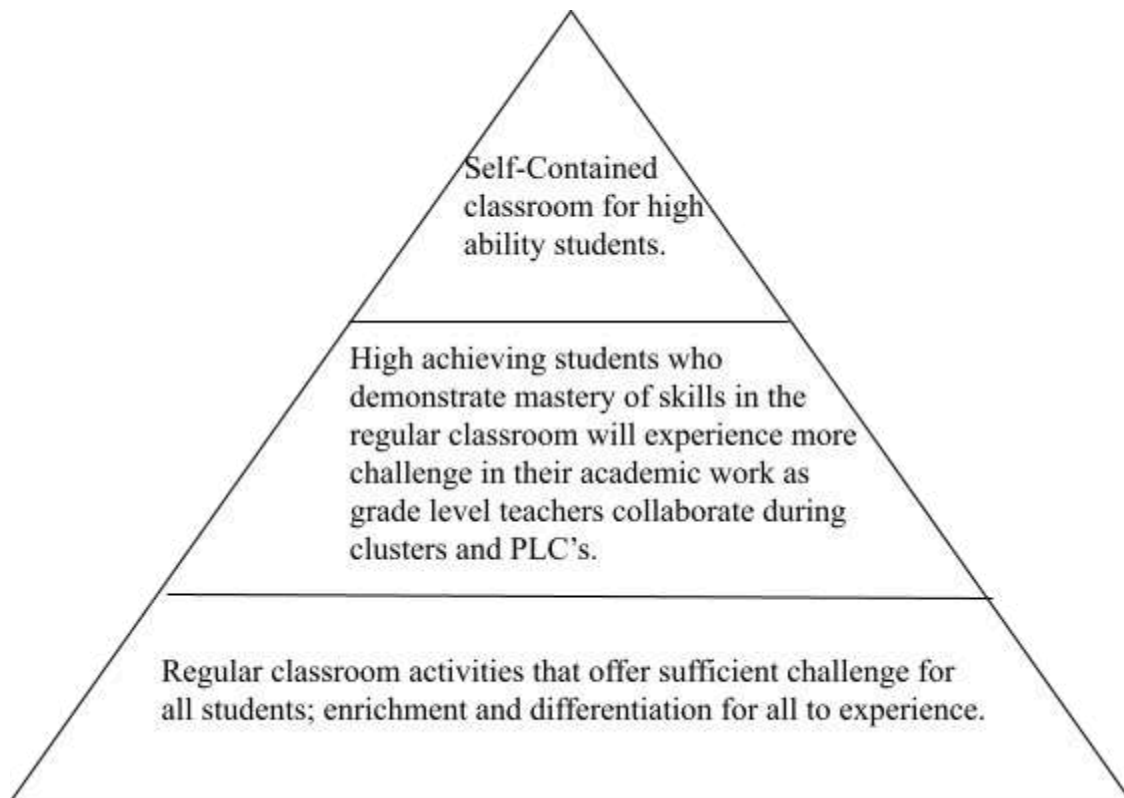
CHARACTERISTICS OF A GIFTED CHILD

Although there are many definitions of giftedness, according to the National Association of Gifted Children, gifted children do have many common characteristics. It is important to note however, that there is a distinction between a child who is bright and does well in school versus a truly gifted child. This chart distinguishes some of those characteristics.

A Bright Child	A Gifted Child
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail; elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes the assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates new designs
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Is alert	Is keenly observant
Is pleased with learning	Is highly self-critical
Enjoys straightforward, sequential presentation	Thrives on complexity

SERVICE DESCRIPTIONS

Many experts in the field of working with exceptional students now speak about high ability education in terms of levels of service. These educational specialists state that many students are highly able in some areas and that even the most highly able students may struggle in some areas. In addition, all students benefit from enrichment activities. With this in mind, appropriate high ability services may not be exclusive and strictly defined but should strive to be inclusive and individual.



ELEMENTARY SCHOOL SERVICES (GRADES K-6)

Programming

Grade K-6 students demonstrating high ability in English Language Arts and/or Math will have a learning plan customized to meet their individual needs based on the BGCS High Ability Tiered Support System. The language arts and/or math teachers, along with the Building Based High Ability Team, will identify appropriate learning goals that correspond to the students' achievement and ability levels. Students will be assigned to classes that include students with a variety of ability levels. Teachers will provide differentiated instruction and flexible grouping instructional strategies to meet the students' needs. In addition, an after-school STEM class/curriculum at each building will be offered to High Ability students to provide relevant hands-on experiences reinforcing critical thinking and problem solving skills. Progress toward the learning goals will be evaluated regularly and end of the year achievement will be reviewed with parents in the spring. The Indiana DOE's High Ability Modules along with a STEM curriculum and cart will be used to enhance learning.

Identification

In Kindergarten, all incoming KINDERGARTEN students are administered the Cognitive Ability Test (CogAT) Screener during the fall. Students who score at 85% and above on the screening are invited to participate in further assessment for high ability services. With parent permission, these students are assessed using additional assessments including, but not limited to, the Cognitive Ability Test (CogAT) Quantitative Battery, NWEA (Reading), Fountas and Pinnell Benchmark Assessment System, and IReady math. Results are examined by the Hornet Park Building Based High Ability Team to determine appropriate placement for the kindergarten year and first grade years.

In Grade 2, all students are administered the Cognitive Ability Test (CogAT) Screener during the fall. Students who score at 85% and above on the screening are invited to participate in further assessment for high ability services. With parent permission, these students are assessed using additional assessments including, but not limited to, the Cognitive Ability Test (CogAT) Quantitative Battery, NWEA (Reading), Fountas and Pinnell Benchmark Assessment System, and IReady math. Results are examined by the Central Elementary Building Based High Ability Team to determine appropriate placement and tiered support for second and third grade.

In Grade 6, all students are administered the Cognitive Ability Test (CogAT) Screener during the winter. Students who score at 85% and above on the screening are invited to participate in further assessment for high ability services. With parent permission, these students are assessed using additional assessments including, but not limited to, the Cognitive Ability Test (CogAT) Quantitative Battery, NWEA (Reading), Fountas and Pinnell Benchmark Assessment System, and IReady math. Results are examined by the Beech Grove Middle School Building Based High Ability Team to determine appropriate placement and tiered support for 7th and 8th grade.

At all grade levels, students may participate in the assessments with a strong teacher recommendation. The CogAT is used for identification of students in grades K, 2-6, as needed. Assessment results are used to determine students' strengths/capabilities.

Request for Review

A request for a review of records can be made by a parent on behalf of a student who is not selected for high ability programming. The request should include evidence a parent wishes to have considered by the review committee such as student work samples, a portfolio, outside testing, etc. This supporting evidence will be reviewed by the School's Building Based High Ability Team, which will in turn make the final determination for placement for the current school year. (See Appendix for a copy of the Request for Review Form)

Exit Procedures

Students who are not successful may be exited from the High Ability Program at any time. This process may be initiated by the school or by the parent. Before a student is removed from programming, the School's Building Based High Ability Team will meet to establish a Student Improvement Plan. The goal of the Improvement Plan is to set forth interventions which will assist the student in being successful in the high ability placement. Improvement steps will be identified, a timeline will be set for completion and then the committee will reconvene to determine the success of the plan. If improvements have been made, additional supports can be added to continue the placement. If the interventions have not assisted the student in being successful, then the student may be exited from the program. (See Appendix for copies of the Student Improvement Plan and Exit Procedure Form)

MIDDLE SCHOOL SERVICES (GRADES 7-8)

Programming

High ability students in grades seven and eight may experience acceleration and/or enrichment in language arts, mathematics, and science. Differentiation is emphasized as an important methodology. Service under the differentiation philosophy may take on a variety of service plans based upon the student's needs. Some options may include, but are not limited to: cohort classes/cluster groupings, high school credit courses, and individual learning options.

Identification

In the winter/spring of their 6th grade year, students are identified for high ability services in the middle school. All students are administered the Cognitive Ability Test (CogAT) Screener. Students who score at 85% and above on the screening are invited to participate in further assessment for high ability services. With parent permission, these students are assessed using additional assessments including, but not limited to, the Cognitive Ability Test (CogAT) Quantitative Battery, NWEA (Reading), Fountas and

Pinnell Benchmark Assessment System, and IReady math. Results are examined by the Beech Grove Middle School Building Based High Ability Team to determine appropriate placement and tiered support for 7th and 8th grade. Students continue receiving the tiered High Ability support through middle school unless they are exited from the program. Students may also enter the High Ability program at any grade through demonstration of advanced proficiency of grade level curriculum and/or additional assessments, such as those taken by previously identified HA students.

Request for Review/Appeal

A request for a review of records can be made by a parent on behalf of a student who is not selected for high ability programming. The request should include evidence a parent wishes to have considered by the review committee such as student work samples, a portfolio, outside testing, etc. This supporting evidence will be reviewed by the BGMS Building Based High Ability Team, which will in turn make the final determination for placement for the current school year. (See Appendix for a copy of the Request for Review Form)

Exit Procedures

Students who are not successful may be exited from the High Ability Program at any time. This process may be initiated by the school or by the parent. Before a student is removed from programming, the BGMS Building Based High Ability Team will meet to establish a Student Improvement Plan. The goal of the Improvement Plan is to set forth interventions which will assist the student in being successful in the high ability placement. Improvement steps will be identified, a timeline will be set for completion, and then the committee will reconvene to determine the success of the plan. If improvements have been made, additional supports can be added to continue the placement. If the interventions have not assisted the student in being successful, then the student may be exited from the program. (See Appendix for copies of the Student Improvement Plan and Exit Procedure Form)

HIGH SCHOOL SERVICES (GRADES 9-12)

Programming

Differentiation occurs for high ability students in both English and Mathematics instruction through the course selection process as guided by their counselors. (Specific course information can be found on the BGHS website). Highly ability freshmen will participate in Honors, Advanced, or PreAP courses in English and Mathematics and start a course progression leading them on a path for College and Career Readiness. Pre-Advanced Placement courses are available in various Math, English, Science, and Social Studies. These classes offer highly ability students an opportunity to be involved in a college preparatory curriculum, providing a program more suited to these students' needs and future plans. These courses will also provide the rigor necessary to prepare students to succeed in Advanced Placement and Dual Credit courses. Advanced Placement (AP) courses will be offered to students who desire advanced

instruction in various areas. Any student opting to take AP courses will be required to take the appropriate AP exam if he/she wants to receive a weighted grade for the course. Currently, BGHS offers 23 AP courses in science, mathematics, foreign language, art, and social studies. College credit courses are also provided. These are cooperative programs between Beech Grove High School and Indiana University, Ball State University, IUPUI, Marian University, Ivy Tech and Vincennes Universities. Students have the option to take the course not only for high school credit but also for college credit. Students bear the responsibility for the cost of taking these courses for college credit. Dual credit courses include English, Math, Science, Engineering and Medical options, as well as others. When students have taken all available BGHS courses, they may enroll in area universities in order to meet requirements for graduation. Opportunities to participate in academic competitions are in place. These include Quiz Bowl, Hoosier Spell Bowl, Academic Super Bowl, Academic Decathlon, and Brain Game. Students may participate in Project XL, a creative arts competition sponsored by Indiana Farm Bureau Insurance. A mentorship program is also in place. Students may participate in a work-related mentorship with, for example, a doctor, a lawyer, or an engineer, or they may apply to participate in a creative arts mentorship position. Finally, students are encouraged to participate in the various summer enrichment programs offered by many universities.

Identification

All eighth grade students will be given the PSAT. Students are admitted to honors classes based on PSAT scores, current success in high ability classes and/or teacher recommendation. However, BGHS maintains an open enrollment policy in honors classes except where specific prerequisites are indicated. Approximately 15% of students in an individual grade level are recommended for honors classes. However, non-recommended students who wish to take these more challenging courses may pursue scheduling them by completing the appeals process. Students recommended for honors programs may opt not to be placed in the honors classes with parent permission. Because of BGCS's desire for greater numbers of students to be enrolled in college level courses, students may demonstrate eligibility for these classes by achieving the following: strong scores on the PSAT/SAT, the recommendation of a teacher in the content area, a personal commitment to a rigorous curriculum, and/or an intent to take the college-level examination.

Request for Review

The student's current teacher in the content area being appealed must complete a "High Ability Checklist" for the student. The student must also provide his or her grades and a sample of his/her applicable academic work. A high school assistant principal may also schedule an interview. Finally, the BGHS Building Based High Ability Team will review the documentation and make a decision.

Exit Procedures

Removal from an honors course is based on inappropriate placement, parent request, or low performance. When a student's performance does not meet the standards established for an honors class, communication occurs among the student, the parents, the honors teacher, the guidance counselor, and the department chairperson (if necessary) to examine the problem. If the honors placement is not

appropriate, the student will be rescheduled to a regular class. However, if the student is placed correctly, but not performing at an acceptable level, an improvement plan will be generated and assistance provided to help the student reach his or her potential. If the interventions have not assisted the student in being successful, then the student may be exited from the program. (See Appendix for copies of the Student Improvement Plan and Exit Procedure Form)

PROCEDURES FOR NEW STUDENTS

Parents of new students should indicate on enrollment paperwork whether or not their child has participated in high ability programming at a previous school. Parents should supply supporting data from a previous school district or private testing to determine if the child fits a profile of a student to be tested for Beech Grove City Schools' High Ability programming. If appropriate, the child may then be invited to an assessment session to determine eligibility for BGCS HA programs. Placement in a previous district is not an automatic placement in BGCS, as districts often have different measures and criteria for placement. The assessments used to determine placement for new students will be the same as those used for identification of current BGCS students.

GUIDANCE & COUNSELING

Elementary

Kindergarten through sixth grade students increase their understanding about themselves through the reading and discussion of materials dealing with issues such as perfectionism, hiding one's abilities, taking appropriate risks, and accepting differences. These students are also taught organizational techniques, time management strategies, and study skills that help them become more effective students. For students with chronic study or management problems, assistance can be provided through the high ability teacher or school counselor. Lessons may be addressed to the whole class, if appropriate, so that our youngest learners are growing in their understanding of high ability education.

Middle School

Individual assistance is provided for middle school high ability students having social emotional or academic difficulties. Strategies for organization and time management can be continued at the middle school level by each high ability team of teachers or the grade level counselor. Counselors are also available to work individually with students who have difficulties with the social issues related to their giftedness. Motivation, perfectionism, etc. can all be addressed through individual and small group counseling sessions.

High School

The high school guidance department works with students in scheduling appropriately challenging classes or by introducing the student to alternative educational providers. Guidance counselors on each team are available for individual counseling in grades 9-12.

PROFESSIONAL DEVELOPMENT PLAN

Educators, K-12, are encouraged to attend local workshops on differentiation, as they become available. Teachers are invited to attend the state (DOE•IAG) high ability conference and any workshops sponsored through the Educational Service Centers and other organizations related to high ability studies. Guidance counselors are encouraged to attend any workshops or programs pertaining to the social and emotional needs of highly able students. To promote and support differentiated instruction, teachers are provided opportunities to develop differentiated lessons, to collaborate with fellow teachers in the development of differentiated projects, or to improve the curriculum. Support is available to teachers who are working with the high ability students. Administrators also attend workshops and programs pertaining to the education of highly able students. Finally, teachers are encouraged to earn high ability endorsement on their licensure, to participate in small group discussions about best practices in high ability education, to attend self-selected workshops and seminars on progressive approaches to high ability education, and to follow-up these beneficial learning opportunities with on-site, job-embedded activities.

SYSTEMATIC ASSESSMENT PLAN

Each school year, the BGCS Broad Based High Ability Team meets yearly to examine the mission of our schools and determine if the High Ability Program is meeting the needs of exceptional learners. Programming effectiveness is examined, goals are developed, state requirements are reviewed and revisions are discussed. Below is a description of the systematic program evaluation plan.

The BGCS Broad Based High Ability Team (BGCS BBHAT) is responsible for directing the evaluative process, reviewing and updating the current program plan of improvement annually. Program evaluation is systematic with the following areas evaluated on a regular basis: beliefs and goals, student identification and placement, curriculum and instruction, and program design. The evaluation process involves the use of IDOE High Ability Program Elements Checklist/Rubric, collection and analyzation of data, and data-based revision/improvement. The information collection strategies used are discussions, interviews, surveys, standardized test results (including, but not limited to ILEARN, NWEA, Curriculum Associates IReady, TRC data, PSAT, SAT, ACT, AP exams, Dual Credit, and additional common benchmark assessments), and other sources of information. Based on the analysis of the data collected and the IDOE HA Checklist/Rubric, the BGCS BBHAT formulates a plan of action to improve the overall program for high ability students.

ADDITIONAL INFORMATION

Early Entrance to Kindergarten

Kindergarten - Each child of legal settlement shall be eligible for Kindergarten providing that s/he has attained the age of five (5) on or before August 1st. This requirement shall also apply to children who transfer into the School Corporation and who may have attended private or public kindergarten in another locality.

First Grade - If a child seeking to enroll in first grade has not attended kindergarten, the Superintendent and Principal shall make a determination as to whether the student will enroll in kindergarten or first grade based upon the assessment model found in the administrative guidelines (see AG 5112C).

The Superintendent shall establish administrative guidelines which ensure compliance with State law, proper documentation of birth as well as a certified copy of any custody order or decree, appropriate screening, placement, and periodic assessment of children in kindergarten and first grade programs, and certification that proper immunization is completed or in process. These guidelines shall also include an appeal procedure for early entrance to kindergarten or first grade that is in accordance with any guidelines promulgated by the State Department of Education.

The appeal process is available upon written parental request to the building principal and Superintendent. Appeal consideration will be made according to the following criteria. If the child is five by August 15th, he/she will be put on a waiting list until after the first day of school. If class capacity goals have not been met or exceeded, students on the waiting list will be invited to attend. If a student has attended Hornet Park preschool for two years, will be five by Aug 15th, and has documented evidence of readiness, he/she will be accepted for early enrollment.

Administrative guidelines should also be established to ensure that students enrolling in the Corporation for the first time, at whatever level, submit the proper documentation and that records are promptly transferred. Any indication that a student might be a missing child should be reported immediately to the Superintendent who, in turn, shall communicate with the appropriate authorities.

I.C. 20-33-2-7

CURRICULUM AND INSTRUCTION

Tiered Support System for Services, Curriculum, and Instruction

The Beech Grove City Schools High Ability Program is designed to provide a challenging and appropriate education for identified students. Services are delivered according to student placement in one of three tiers. The first tier provides limited high ability services to the general student population. Tiers II and III deliver high ability services to identified students of high ability/high achievement. This is accomplished by:

1. Placing qualified students in a tier of service that is commensurate with their abilities.
 - (a) Offer students placed in Tier II
 - A classroom environment that delivers qualitatively differentiated curriculum, modified content, processes and/or products to acknowledge the academic needs of high ability students and provide appropriate rigor.
 - Provide ongoing professional development on differentiated instruction for Tier II teachers.
 - (b) Offer students placed in Tier III an enrichment curriculum with greater complexity and greater depth than the regular grade level curriculum.
 - Utilize curriculum specifically designed for high ability students.
 - Accelerate curriculum in language arts and math and enrich curriculum in social studies and science.
 - Provide identified students the opportunity to engage in a STEM enrichment after school program for High Ability. This opportunity will utilize a curriculum designed to deliver increased rigor and enhance critical thinking and problem solving skills.
 - Identified students experience an acceleration of one grade level in math (within the learning community).
2. Recognizing and supporting the social and emotional needs of High Ability learners.
 - (a) School counselors/Homeschool Advisors will be available to conduct classroom lessons on topics relating to high ability, such as understanding and accepting ways in which high ability people are different, tolerance for others, and perfectionism.
 - (b) Counselors/Homeschool Advisors will be available for individual counseling on similar topics/issues relating to High Ability.

Tiered System

A tiered system has been developed to provide a multifaceted program for students, enabling the school corporation to offer a continuum of services. This continuum of services provides for a variety of student needs to be met, ranging from high ability in math and/or English language arts to high ability in general intellect. The levels of service available within the High Ability program include:

Tier I

The general student population comprises the first tier. Students in this tier may experience enrichment lessons as deemed appropriate or relevant by the classroom teacher.

Tier II

These students are grouped together in a general education classroom with a Highly Qualified Teacher who provides instruction that is differentiated with a greater depth and breadth of content and materials. Tier II students may experience an acceleration of one grade level in math. At the secondary level, Tier II curriculum and instruction will be based on courses; Honors, Pre-AP, and advanced classes.

Tier III

This tier of instruction may be provided in and/or outside of the regular classroom. Students participate in a STEM enrichment learning opportunity after school once a week. Students engage in hands-on inquiry based activities that develop and enhance critical thinking, problem solving, and reasoning skills. Transportation is provided for students in grades who participate in the afterschool STEM program. Additionally, Students may be provided small group and/or individual instruction in the classroom with an advanced curriculum in Reading/English Language Arts and Math K-8. Students may also be provided advanced math curriculum (algebra) in grades 7-8. At the secondary levels, tier III curriculum and instruction will be based on courses; AP and/or Dual Credit.

Tier 1 - Advanced NOT High Ability	Tier II - Content Specific High Ability	Tier III - Across the Board High Ability
CogAt - 87% - 90% ILearn - above average IReady - above average NWEA - above average Possibly identified in 1 subject only Work Ethic	CogAt - 95% in one content area ILearn - above average IReady - above average NWEA - above average Identified in 1 subject Work Ethic Teacher Recommendation	CogAt - 95% median ILearn - above average IReady - above average NWEA - above average Work Ethic Teacher Recommendation Counselor Recommendation
Enrichment in class Honors classes	Cluster Work the grade above in content	High Ability Cluster High Ability multi-grade level

	area Honors AP Dual Credit	class High Ability class per grade High Ability pull-out during the grade level content class AP Dual Credit
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Elementary

Middle School

High School