

West Central School Corporation High Ability Plan

West Central School Corporation is committed to providing quality instruction to ensure all K-12 students reach their highest level of potential regardless of individual differences. Alternative education opportunities are provided to meet the intellectual, social and emotional needs of high ability students. West Central recognizes that high ability students are found in all populations.

District Definition of High Ability: High ability students demonstrate, or have the ability to demonstrate outstanding intellectual ability in Language Arts and/or Math when compared to other students of similar age, experience or environment. These students require service options beyond the general education curriculum to fully develop those abilities.

District Services for High Ability Students:

Elementary School	Cluster Grouping (When Possible) Classroom Differentiation Whole Grade or Single Grade Acceleration
Middle School	Cluster Grouping (When Possible) Classroom Differentiation Whole Grade or Single Grade Acceleration
High School	Classroom Differentiation Whole Grade or Single Grade Acceleration Honors Classes, Advanced Placement, Dual Credit

	Grade	Measure	Selection Method
Elementary	Kdg	CogAT IREADY NWEA	• Full CogAT scores at 95th percentile-ELA/MA or both automatically identified • 80th-95th percentiles must score at or above the 95th percentile on NWEA Reading tests for at least 2 tests over a 12 month period (does not need to be consecutive) • 80th-95th percentiles must score 'above grade level' on one IREADY Math test OR above 95th percentile on STAR Math tests for at least 2 tests over a 12 month period (does not need to be consecutive)

			• Teacher Recommendation • Work Samples, Portfolios
	2nd	CogAT IREADY NWEA	• Full CogAT scores at 95th percentile-ELA/MA or both automatically identified • 80th-95th percentiles must score at or above the 95th percentile on NWEA Reading tests for at least 2 tests over a 12 month period (does not need to be consecutive) • 80th-95th percentiles must score 'above grade level' on one IREADY Math test OR above 95th percentile on STAR Math tests for at least 2 tests over a 12 month period (does not need to be consecutive) • Teacher Recommendation • Work Samples, Portfolios
	4th	CogAT IREADY NWEA	• Full CogAT scores at 95th percentile-ELA/MA or both automatically identified • 80th-95th percentiles must score at or above the 95th percentile on NWEA Reading tests for at least 2 tests over a 12 month period (does not need to be consecutive) • 80th-95th percentiles must score 'above grade level' on one IREADY Math test OR above 95th percentile on STAR Math tests for at least 2 tests over a 12 month period (does not need to be consecutive) • Teacher Recommendation • Work Samples, Portfolios
Middle School	Grades 7-8	NWEA ILEARN	• Work Samples, Portfolios • Students in Math 7 who score at or above the benchmark of 45 on the O-H and at least 95 on the NWEA/IREADY will be considered for Algebra 1 as 8th graders • Teacher Recommendation • Students who earn Level 4 "Above Proficiency" rating on ILEARN math or ELA test in 7th grade may be invited to take advanced classes in 8th grade
High School	9-12	PSAT SAT	Work Samples, Portfolios

Continued Identification: Students will remain in the High Ability program unless the student begins to struggle with placement. At that time, a meeting with the parents, teachers and principal may be held and an intervention plan will be created, implemented and assessed. If, after several weeks, the student continues to struggle with the placement, another meeting will be held and the students' placement may be changed.

Students who move into the West Central school district will be placed in the high ability program if the family is able to produce the student's previous test scores and they would qualify under the WCSC criteria.

Appeal process: Parents may appeal a decision to qualify a student for high ability services by writing a letter to the principal and superintendent, explaining the reason for the appeal. Members of the identification team (BBPC) will meet to re-examine the test data and other qualitative information to determine if the student qualifies for the program based on the qualifications stated above. The parents will be contacted. This appeal will be reviewed by the Broad Based Planning Committee for reconsideration and will use assessment data and teacher observations to determine if the student is eligible for services or not. The decision of the BBPC is final.

Curriculum and Instructional Strategies Plan: Training and inservice in Differentiated Instruction will be provided to teachers. Differentiated instruction will be utilized in the classroom to differentiate instruction for students identified as being high ability. There are opportunities for identified students at the middle/high school level to participate in dual credit and AP courses.

Counseling and Guidance Plan: Counseling is offered for all students including those identified as High Ability.

Professional Development Plan: Teachers will be provided with opportunities to participate in both local and regional trainings related to high ability instruction and curriculum.