

Loogootee Community School Corporation
High Ability Plan
Revised Fall 2022

Mission Statement

It is the mission of Loogootee Community School Corporation High Ability Program to identify high ability students and provide for their academic and intellectual growth through varied curricular offerings.

It is the mission of this corporation to maximize the academic potential of students, K-12, who show or have the potential to show academic achievement or talent beyond their chronological peers regardless of the student's socioeconomic, cultural, or ethnic background. Teachers, administrators and the community as a whole will work together to ensure these needs are met.

Definition of Giftedness/High Ability

Gifted students, K-12, perform at or have the potential to perform at an outstanding level of accomplishment in at least one domain when compared to others of the same age, experience, or environment.

Program Goals

1. Identify students who qualify for curriculum modified to meet the needs of the high ability population.
2. Implement a Broad-Based planning committee to design and monitor the continuous development and implementation of the levels of service program for high ability students. The committee must consist of community members, students, parents, other stakeholders, but not limited to teachers, administrators, school board members, school counselors, and high ability coordinators.
3. Implement a multifaceted, on-going identification plan and procedures to select students, grade K-12, who might qualify as high ability.
4. Provide training to staff on methods to be used to meet the needs of high ability students.
 - Devote teacher-training time to best teaching practices for maximizing the potential of high ability students.
5. Provide appropriate curriculum for high ability students.
 - Place high ability students with teachers who demonstrate exceptional performance with differentiated instruction.
 - Implement teaching strategies in the classroom that align with the learning styles of high ability students.
 - Execute service options which will meet the academic needs of high ability students through differentiation, acceleration and other enrichment options.
 - Plan and teach a curriculum aligned with the Understand by Design Curriculum Model.

6. Evaluate and modify the High Ability Program
 - The Broad Based Planning Committee will conduct a survey. The committee will determine and execute the best programming options for high ability students.
7. Provide for the unique emotional needs of high ability students
 - Counseling services will be made available for high ability students.
 - Integrate acceptance, understanding, and appreciation for giftedness into the school atmosphere.

Program Description

High Ability students are serviced in the general education classroom with differentiated instruction, Understanding by Design Curriculum Model, project-based learning activities, Bloom's Taxonomy, and higher-order thinking skills.

Those students selected to the high ability program will be identified based on procedures outlined in this policy. High ability students will be offered unique experiences to maximize their learning potential. Students will be involved in the whole class, small group, and individual projects. Students will be encouraged to discuss, explore, and solve on their own. Those academically talented students in grades K-12 who meet the criteria for high ability will be identified on the STN site.

Scope of High Ability Program

Although much of the identification for the High Ability Program occurs during the elementary grades, a teacher or parent at any grade level (K-12) may petition that a student be tested for identification as a High Ability Student. In addition, service options will be available for students throughout their academic career in Loogootee Community Schools.

Service Options

1. Primary grades (K-2)
 - a. Early entrance to Kindergarten
 - b. Language Arts cluster grouping with a teacher suited to teach students with high ability in language arts.
 - c. Curriculum compacting and differentiation for students showing high ability in mathematics
 - d. Differentiation strategies in the classroom to meet individual needs of high ability students
 - e. Reading tier in grades K-2 for high ability students focusing on higher level thinking skills and project-based learning.
 - f. Math tier in 2nd grade focusing on higher level thinking skills and project based learning.
 - g. Additional counseling, differentiated support, services and additional curriculum that meets the social, emotional, and differentiated academic needs of high ability students are provided during a one hour block of WIN (What I Need) time daily.
 - h. Students explore and survey a broad array of careers through our PLTW curriculum at this younger age range and through interest inventories.

2. Upper-elementary grades (3-5)

- a. Grade skipping
- b. Language Arts cluster grouping with a teacher suited to teach students with high ability in language.
- c. Curriculum compacting and differentiation for students showing high ability in mathematics.
- d. Opportunity to qualify for extracurricular Academic competitions, such as Spell bowl (grades 4-5)
- e. Reading tier in grades 3-5 for high ability students focusing on higher level thinking skills and project-based learning.
- f. Math tier in grades 3-5 for high ability students focusing on higher level thinking skills and project based learning.
- g. Additional counseling, differentiated support, services and additional curriculum that meets the social, emotional, and differentiated academic needs of high ability students are provided during a one hour block of WIN (What I Need) time daily.
- h. Students explore and survey a broad array of careers through our PLTW curriculum at this age range and through career interest inventories.
- i. Opportunity to qualify for extracurricular academic competitions

3. Middle school grades (6-8)

- a. Advanced placement courses for students entering middle school with high ability math needs.
- b. Advanced placement courses for students entering middle school with high ability language arts needs.
- c. Advanced placement courses for students entering middle school with high ability science needs.
- d. Advanced placement courses for students entering middle school with high ability social studies needs.
- e. Differentiated strategies used in the classroom to meet individual needs of high ability students
- f. Project-based learning is required in every classroom at a minimum of one time per year
- g. Opportunity to qualify for extracurricular academic competitions
- h. Additional counseling, differentiated support, services and additional curriculum that meets the social, emotional, and differentiated academic needs of high ability students are provided during a one hour block of WIN (What I Need) time daily.
- i. Students explore and survey a broad array of careers through our PLTW curriculum, project-based learning experiences, and career interest inventories through Beable software.

4. High school grades (9-12)

- a. Opportunity for earn college credit through AP courses in Chemistry, Spanish IV, and French III
- b. Opportunity to earn dual credit in Anatomy and Physiology I & II, Biology, Plant and Animal Biology, English 11, English 12, College Algebra, Trigonometry,

Qualitative Math, Calculus, Spanish III, Accounting, Business, US History, Engineering, and Psychology.

- c. Students are allowed to take online college courses during the school day.
- d. Differentiated strategies used in the classroom to meet individual needs of high ability students
- e. Project-based learning is required in every classroom at a minimum of one time per year
- f. Opportunity to qualify for extracurricular academic competitions
- g. Additional counseling, differentiated support, services and additional curriculum that meets the social, emotional, and differentiated academic needs of high ability students are provided during a one hour block of WIN (What I Need) time daily.
- h. Students explore and survey a broad array of careers through our PLTW curriculum, project-based learning experiences, and career interest inventories through Beable software.

Screening Procedures

High ability students are differentiated from others through ability / potential, achievement / performance, and qualitative / observational screenings.

Screening will also be administered under the following circumstances:

1. A student transfers into the corporation, who has never been previously enrolled
2. A student is recommended by his/her classroom teacher or parent

The following quantitative measures will be used as identification procedures to identify those students who need further eligibility determination for high ability identification and programming:

Ability / Potential Screening:

Group Administered Test - all tests will be evaluated with consideration to standard error of measurement

- All Kindergarten will take the Cognitive Abilities Test (CoGat)
- All Second Grade students will take the Cognitive Abilities Test (CoGat)
- All Fourth Grade students will take the Cognitive Abilities Test (CoGat)
- All Sixth Grade students will take the Cognitive Abilities Test (CoGat)
- The top 20% of those students not selected based on the CoGat test will be given the Iowa Test of Basic Skills (ITBS)
- All Tenth Grade students will take the PSAT.
- Students that score above the 90th percentile on the PSAT and ITBS will be given the opportunity to be placed in the High Ability program.

Achievement / Performance Screening:

Group Administered Test - all tests will be evaluated with consideration to standard error of measurement

- All students in grades 2-10 will take the NWEA Test.

- Students that score above the 90th percentile on the NWEA will be given the opportunity to be placed in the High Ability program.

The following qualitative measures will be used as identification procedures to identify those students who need further eligibility determination for high ability identification and programming:

Qualitative / Observational Screening:

- Student portfolios will be evaluated at every grade level by the High Ability Committee composed of High Ability Coordinator, Building Administrator, Non-core Academic Specialist, High Ability Advising Teacher.

Eligibility Determination & Placement

An identification team consisting of the elementary principal and the high ability coordinator will meet to review each student's CoGat and ITBS scores. The team will decide, based on need, what programming options would be beneficial for each student and what could be feasible for the school corporation.

Petitioning Procedure for High Ability Programming:

The petitioning procedure is for students who are not currently identified to receive high ability programming or have been dismissed from the High Ability Program. Parents have nine weeks after the start of the school to appeal the decision if his or her child was not identified as a high ability student. The final date to submit a petition will be the official day in which the first grading period ends. If the student was dismissed from the High Ability Program, parents have nine weeks from the final dismissal decision to petition.

There will be a petitioning procedure. It states the following:

1. The first step is to initiate a meeting with your child's classroom teacher. Inform the teacher of your intent to petition the decision that your child was not identified to receive high ability programming or that you are petitioning the decision that your child was dismissed from high ability programming.
2. Once the teacher receives the notification of a petition, he or she should contact the school principal and set up a conference.
3. If the issue has still not been resolved, a conference shall be held with the identification team and the following qualitative measures may be examined:
 - Teacher Rating
 - Identification team examines the rating to determine if the student displays characteristics of a high ability student
 - Parent Evaluation
 - Parents provide responses to an interest survey about their child. See Appendix A
 - May utilize Recognizing Gifted Potential as a qualitative measure

- An identification team (consisting of the principal, classroom teacher representatives, the high ability coordinator, and at least two other specialists in the school corporation) will examine the answers to see if the student displays characteristics of a high ability student. The team examines each student's CoGat and ITBS scores, the teacher evaluation, parent questionnaire, and their portfolio.
4. If the issue still has not been resolved, it shall be taken to the school board during the next school board meeting.
 5. Parents or School Corporation can then choose after this step to contact the state education agency and initiate a formal hearing.

Additional Instrumentation for Petitioning Procedure

See Appendix A and E

1. The petitioning person (classroom teacher or parent) compiles a portfolio of student's work demonstrating that student's strengths in math, language arts, or creativity.
2. The high ability coordinator receives the portfolio and adds any additional material from the student's records that show evidence of exceptional performances (past test scores, grades, awards, honors, etc.). The coordinator also adds any notes about special circumstances (limited English proficiency, etc.)

Expectation of Student Behavior and Performance in the High Ability Program

1. The student will be an active participant in classroom discussions and activities.
2. The student will complete projects and work assigned by the High Ability teacher.
3. The student will behave in a manner that is not disruptive to the education of the other students in the class.

Exit Procedure

When a teacher notices that a particular student identified as high ability is not meeting the standards of the High Ability Program, he or she will hold a conference with the student, parent(s), and any other person who may be of relevance to the conference (administration, support staff).

1. All parties present will discuss possible modifications to the current curricular to improve student performance. The teacher will complete an education intervention form within one week of the conference and provide copies to all who were present. See Appendix B and C.
2. Once the educational intervention has been completed (at least one grading period) the teacher will determine further action as follows:
 - a. If the student's progress has improved enough to continue with the current high ability programming, the teacher will meet with student and parent(s) to follow-up.
 - b. If the student still does not meet the standards after the education intervention, the teacher will conference with the parent, the high ability coordinator,

school administrator, and the student. At this conference, a decision will be made as to the best placement of the student (removal from cluster group, different classroom, removal from special program, etc.) The Dismissal for from High Ability Programming will be completed and copies provided to the parents, Principal and high ability coordinator. See Appendix D

Timeline

May	June	August	November	January	March	April
Screening and Identification	Placement	Begin High Ability Services	Revisit Identification Procedures	Revise or Clarify procedures	Survey Parents of High Ability and Students	Review of High Ability Policy

- **May:** Screen and identify students who qualify for high ability, decide which programs or services will best meet each student’s educational needs. Inform the parents of the placement made.
- **June:** For each student who is identified as high ability, decide which programs or services will best meet each student’s educational needs. Inform the parents of the placement made.
- **August:** From the beginning of the school, begin the special services and programs for the high ability students.
- **November:** Revisit the identification procedures and decide if the students who were identified are performing at levels that distinguish them from other students who were not identified.
- **January:** Revise or clarify existing identification procedures.
- **March:** Survey parents of High Ability students and High Ability students to determine satisfaction with the program and identify areas of strengths and weaknesses.
- **April:** Broad-based planning committee meets to review survey and recommend policy changes.

Program Evaluation

A Broad Based Planning Committee is composed of corporation administrators, building administrators, high ability coordinator, counselor, community partners, and teachers from each building from a minimum of three different content areas.

The Broad Based Planning Committee meets quarterly throughout the year and is responsible for directing and conducting 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 generation of concerns and critical questions that guide the data gathering process. The information collection strategies used are discussions, interviews, standardized test results, and other sources of information.

Based on the analysis of the data collected, the Broad Based Planning Committee formulates a plan of action to improve the overall program for high ability students.

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.

Appendix A

Adapted from “Things My Child Likes to Do”
[“Things My Child Likes to Do”](#)

To: Parents of Students in the Loogootee Community School Corporation
From:

One of the major goals of our overall school program is to provide students with an opportunity to develop his or her individual strengths and creative thinking abilities. Although the work your child does in school gives us many opportunities to observe his or her strengths and interests, the activities that your child pursues at home can also help us to find ways for enriching his or her school program. For this reason, we are asking you to complete the attached questionnaire and return it to us at your earliest convenience.

The attached questionnaire contains 14 items. Each of the items deals with a general type of interest or activity that you may or may not have seen in your child. To help clarify the 14 items, we have also included an example. Please keep in mind that each example is included only to help clarify the meaning of the item. In other words, you should remember that you are rating your child on each of the 14 general items rather than the specific example.

If you have any questions about this questionnaire, please contact the person whose name and telephone are listed below. We very much appreciate your assistance in helping us to provide the best possible educational program for your child.

Sincerely,

Phone Number:

"Things My Child Likes to Do"

Your Name _____ Your Child's Name _____ Today's Date _____

Child's Age _____ Child's School _____

	Seldom or Never	Sometimes	Quite Often*	Almost Always*	Examples From Your Own Child's Life
1. My child will spend more time and energy than his/her agemates on a topic of his/her interest. (For example: Joan is learning to sew and spends every free minute designing new dress patterns and trying to sew them herself.)					
2. My child is a "self-starter" who works well alone, needing few directions and little supervision. (For example: After watching a film about musical instruments, Gary began to make his own guitar from materials he found around the garage.)					
3. My child sets high personal goals and expects to see results from his/her work. (For example: Marcy insisted on building a robot from spare machine parts even though she knew nothing about engines or construction.)					
4. My child gets so involved with a project that he/she gives up other pleasures in order to work on it. (For example: Don is writing a book about his town's history and spends each night examining historical records and documents—even when he knows he's missing his favorite TV show.)					
5. My child continues to work on a project even when faced with temporary defeats and slow results. (For example: After building a model rocket, Sally continued to try to launch it, despite several failures and "crash landings.")					
6. While working on a project (and when it's finished) my child knows which parts are good and which parts need improvement. (For example: After building a scale model of a lunar city, Kenny realized that there weren't enough solar collectors to heat all the homes he had built.)					
7. My child is a "doer" who begins a project and shows finished products of his/her work. (For example: Mary began working on a puppet show four months ago, and has since built a stage and puppets and has written a script. Tomorrow she's presenting her play to the PTA.)					

"Things My Child Likes to Do"

Seldom or <u>Never</u>	Sometimes	Quite Often*	Almost Always*	Examples From Your Own Child's Life
8. My child suggests imaginative ways of doing things, even if the suggestions are sometimes impractical. (For example: "If you really want to clean the refrigerator, why don't we move it outside and I'll hose it down—that will defrost it, too.")				
9. When my child <u>tells</u> about something that is very unusual, he/she expresses him/herself by elaborate gestures, pictures, or words. (For example: "The only way I can show you how the ballet dancer spun around is if I stand on my tiptoes on the record player and put the speed up to 78.")				
10. My child uses common materials in ways not typically expected. (For example: "I'll bring a deck of cards when we go camping. If it rains, we can use them to start a fire and if it's dry, we can play <i>Go Fish</i> around the campfire.")				
11. My child avoids typical ways of doing things, choosing instead to find new ways to approach a problem or topic. (For example: "I had trouble moving this box to the other side of the garage so I used these four broom handles as rollers and just pushed it along.")				
12. My child likes to "play with ideas," often making up situations which probably will not occur. (For example: "I wonder what would happen if a scientist found a way to kill all insects, then went ahead and did it.")				
13. My child often finds humor in situations or events that are not obviously funny to most children his/her age. (For example: "It was really funny that after our coach showed us a movie on playground safety, he sprained his ankle while lining us up to go back to class.")				
14. My child prefers working or playing alone rather than doing something "just to go along with the gang." (For example: "I always misspell the first word in a spelling bee; then I get to sit down and do something I like.")				

If your child scores in either of these two columns, it would be helpful if you would write a specific example in the last column, using the reverse side of this page if necessary.

Appendix B

Request for Conference

Date: _____

Dear Parent(s) of _____:

I would like to conduct a conference with you and _____ about his/her progress in the high ability program. At this point in the school year, I have concerns about your child not meeting the standards set forth in the high ability program. It is my goal for all of us to work together to try and improve your child's progress. Please fill out the bottom portion of this form and return it to me as soon as possible.

Sincerely,

Conference

Date of conference: _____ Time: _____

Location: _____

_____ Yes, I/we will be able to attend the conference at the above mentioned date and time.

_____ No, this date or time will not work for me/us. I will contact you as soon as possible to try and schedule a more convenient date/time.

Parent signature

Date

Conference Reminder

Date: _____

Dear _____:

This is a reminder that we have a conference scheduled for the following date and time. Please contact me as soon as possible to reschedule if you are no longer able to attend for any reason. Thank you.

Sincerely,

Date of conference: _____ Time: _____

Location: _____

People who will be in attendance:

Appendix C

Educational Intervention

Student _____ Grade _____

Teacher _____ Date of conference _____

Current High Ability Programming:

List the reasons for pursuing the Educational Intervention:

Classroom Interventions to be implemented by teacher:

Intervention to be implemented by student:

Interventions to be implemented by parent:

Date of follow-up conference: _____ Time: _____

The date of the follow-up conference must be AT LEAST one grading period after the initial conference.

Signed:

_____ Teacher	_____ Date
_____ Student	_____ Date
_____ Parent	_____ Date

Appendix D

Dismissal Form from High Ability Programming

Name of Student _____ Date _____

Teacher _____

Date of initial conference _____

Date of follow-up conference _____

Current high ability programming:

Changes made to student's placement or identification:

Effective Date: _____

Signed: _____

Teacher: _____

Parent: _____

Student: _____

High Ability Coordinator: _____

Principal: _____

*Note: The student will still be eligible for high ability services at a later date if need is determined by the procedures implemented by the school corporation.