



High Ability Handbook/Framework

Name of District and Contact Person	Fort Wayne Community Schools - Amelia Pflieger	
District Mission Statement for High Ability	Fort Wayne Community Schools recognizes that some students perform at, or show the potential to perform at, an outstanding level of accomplishment in the core academic areas of language arts and mathematics. These students are found in all socioeconomic, cultural, and ethnic backgrounds, and Fort Wayne Community Schools recognizes the need to identify such students through systematic, on-going procedures.	
District Definition of High Ability Student	<p>Fort Wayne Community Schools defines a high ability student as one who:</p> <ol style="list-style-type: none"> 1. Performs at, or shows the potential (raw ability for high performance, but for one reason or another are not necessarily demonstrating high achievement) 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: 2. Is characterized by exceptional gifts, talents, motivation, and interests (IC 20-36-1-3). 	
Multifaceted Student Assessment Plan Components	Grade Level(s) that measure is given	Name of Measure
Norm-References Aptitude Measure (also referred to as ability or intelligence measure)	Initial Identification in Spring of Kindergarten	Cognitive Abilities Test (CogAT)
	2 nd and 5 th Grade	Cognitive Abilities Test (CogAT)
	Select 8 th grade students new to FWCS since their 6 th grade year	Cognitive Abilities Test (CogAT)
	High School referral on a case by case basis	Cognitive Abilities Test (CogAT)
Norm Referenced Achievement Measure (or other evidence of ability to perform <u>above</u> grade level)	Initial Identification in Spring of Kindergarten	Iowa Basic Skills Test (IBST)
	2 nd and 5 th Grade	Iowa Basic Skills Test (IBST)
	Select 8 th grade students new to FWCS since their 6 th grade year	Iowa Basic Skills Test (IBST)
	High School referral on a case by case basis	Iowa Basic Skills Test (IBST)

Qualitative Indicators	Initial Identification in Spring of Kindergarten	Scales for Identifying Gifts Students (SIGS)
	2 nd and 5 th Grade	Scales for Identifying Gifts Students (SIGS)
	Select 8 th grade students new to FWCS since their 6 th grade year	Scales for Identifying Gifts Students (SIGS)
	High School referral on a case by case basis	Scales for Identifying Gifts Students (SIGS)
Selection Procedures	<p>Students in Kindergarten, 2nd grade, 5th grade, and select 8th grade students are administered the Cognitive Abilities test screener. Using local norms, students that achieve in the 88th percentile or higher on this universal screener will then take the Full Battery Cognitive Abilities Test. Using national norms, students are identified as high ability in math and/or language arts using the procedure below.</p> <p><u>English/Language Arts</u></p> <ul style="list-style-type: none"> • Pathway 1: Cognitive Abilities Test (CogAT) Standard Age Score Verbal Percentile of 89th or higher • Pathway 2: CogAT Standard Age Score Verbal Percentile of 80th-88th and score on the SIGS (Scales for Identifying Gifted Students) Teacher Form and Parent Form on Language Arts scale of 96th percentile of higher (general norms) • Pathway 3: All information from Pathway 2 and a norm-referenced achievement test (Iowa Basic Skills Test - IBST) score of 92nd percentile or higher. <p><u>Math</u></p> <ul style="list-style-type: none"> • Pathway 1: CogAT Standard Age Score Quantitative Percentile of 89th or higher • Pathway 2: CogAT Standard Age Score Quantitative/Nonverbal partial composite of 89th percentile or higher. 	

	<ul style="list-style-type: none"> • Pathway 3: CogAT Standard Age Score Quantitative or Quantitative/Nonverbal Percentile of 80th-88th and score on the SIGS Teacher Form and Parent Form on Math scale of 96th percentile of higher (general norms) • Pathway 4: All information from Pathway 3 and a norm-referenced achievement test (IBST) score of 92nd percentile or higher. <p><u>Students with IEPs:</u> Accommodations will be made for students in accordance with the language written in their IEP's. Please note that accommodations noted in a student's IEP should be used only if doing so will not alter the nature of the ability the test is intended to measure. Examples of common accommodations for CogAT include, but are not limited to:</p> <ul style="list-style-type: none"> • Repeated directions • Separate location • Large-print edition • Assistance with the answer document <p><u>Students with ILP's:</u> Accommodations will be made for students in accordance with the language written in their ILP's. Please note that accommodations noted in a student's ILP should be used only if doing so will not alter the nature of the ability the test is intended to measure. Examples of common accommodations for CogAT include, but are not limited to:</p> <ul style="list-style-type: none"> • Small group/Individual administration • Repeated directions • Test administered by ELL Teacher or individual providing language services • Directions administered in a language other than English
<p>Appeals Procedure</p>	<p>Parents will need to notify the school for rationale for why the district process for identification was not valid for the child. The school will initiate the appeal process by utilizing the Student Support Team Process. The appeals process is as follows:</p> <ol style="list-style-type: none"> 1. The High Ability coordinator reviews student data file and may request alternative assessments. 2. Fort Wayne Community Schools Student Support Team reconvenes at the school to consider new qualitative and quantitative data. 3. Student Support Team makes decision on identification.

	<p>4. High Ability coordinator reports results to petitioner.</p>
<p>Exit Procedure</p>	<p>If a student, parent, or teacher believes a high ability placement or identification is no longer appropriate, he or she may:</p> <ol style="list-style-type: none"> 1. Arrange a student support team (SST) meeting, including the parent and the teacher. Depending on the age, the student may need to be included. 2. SST examines issues of concern and discuss interventions that may be implemented. 3. SST follows implementation of interventions for at least 30 days. After 30 days SST meets to review effectiveness of interventions and whether the student should exit and no longer be identified and serviced as a High Ability student. 4. If an exit is deemed appropriate, the parent signs permission to “d-flag” student for high ability placement and services. 5. Parent permission for exit and documentation of SST are sent to the High Ability coordinator. 6. High Ability coordinator removed high ability tag for student in PowerSchool.
<p>Curriculum and Instructional Strategies Plan</p>	<p>Description</p>
<p>Level of Service Options (Differentiation at all grade levels)</p>	<p>Tier I: Foundation for All Students</p> <p>Tier I is the foundation for addressing the Academic and Readiness to Learn needs of all students. This foundation includes core academic standards, and grade level appropriate social, emotional, and behavioral expectations for all. Scientifically based practices support students’ successes. Screening, progress monitoring, and pre-post assessments guide data informed decision-making. Differentiated instruction provides challenges and supports that allow at least 80-90% of all students to be successful and to maximize their potential. For gifted (high ability) students, this level is met through the means of differentiation in the general education classroom.</p> <p>Tier 2: Targeted Responses</p> <p>Tier 2 provides targeted, data based responses <u>in addition to</u> the Tier I foundation for all students. Five to ten percent of students may need these focused challenges</p>

	<p>or supports in order to be successful and maximize their potential. Progress monitoring assessments and processes document student progress and guide decision-making. For gifted (high ability) students, interventions such as targeted above-level differentiation may be implemented at this level of gifted support.</p> <p>Tier 3: Intensive Personalized Responses</p> <p>Tier 3 is designed to address specific individual needs. For students who struggle the most, this requires precise, intensive and personalized challenges. About 1-5% of students will require Tier 3 responses that go beyond the differentiated practices and targeted responses of Tiers 1 and 2 in order to be successful. Tier 3 may include an alternative to the Tier 1 foundation for parts or all of the school day. For gifted (high ability) students, a specialized curriculum, radical acceleration, and long-term memberships may be used to meet the 1-5% of gifted students' needs in this level.</p>
<p>District Services for High Ability Students</p>	<p>Elementary: Service Options:</p> <ul style="list-style-type: none"> • Curriculum is planned and differentiated for all students at all grade levels, so that all identified students may receive rigorous and precise curriculum meeting their high ability needs in math and/or language arts. <p>Acceleration:</p> <ul style="list-style-type: none"> • Early entrance to kindergarten will be considered on a case-by-case basis. Utilization of the ESI-K assessment data will be used to accept a student as an early entrance to kindergarten. • Content area acceleration: Referrals for content area acceleration must follow the Student Support Team process for acceleration. Decisions on content area acceleration will be considered on a case-by-case basis. • Grade level acceleration (grade skipping): Referrals for grade level acceleration must follow the Student Support Team process. Decisions on grade level acceleration will be considered on a case-by-case basis.
<p>Elementary Service Options Beyond Levels of Service</p>	<ul style="list-style-type: none"> • Camp Invention – Summer Camp for FWCS High Ability students • Subject Level Acceleration • Magnet Schools



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	<ul style="list-style-type: none"> • School Enrichment Activities • Discovery Education – STEAM/STEM Schools • Early Entrance to Kindergarten • Grade Level Acceleration • Academic Competitions/Clubs <ul style="list-style-type: none"> ○ Spell Bowl ○ M.A.T.H. Bowl ○ Lego League ○ Interest Clubs
<p>Middle School Services Options Beyond levels of Service</p>	<ul style="list-style-type: none"> • Discovery Education – STEAM/STEM Schools • Honors with Distinction Classes • High School classes while in middle school • Grade Level Acceleration • Subject Level Acceleration • School Enrichment Activities • Academic Competitions/clubs <ul style="list-style-type: none"> ○ Academic Super Bowl ○ M.A.T.H. Bowl ○ Future Cities
<p>High School Service Options Beyond Levels of Service</p>	<ul style="list-style-type: none"> • PSAT Summer Boot Camp • Honors with Distinction classes • Advanced Placement • International Baccalaureate Program • Project Lead the Way • Dual enrollment in high school and college • Academic Competitions/Clubs <ul style="list-style-type: none"> ○ Academic Super Bowl ○ Speech and Debate ○ Student Government
<p>Elements of differentiation used by teachers in FWCS</p>	<ul style="list-style-type: none"> • Focus on larger concepts • Interdisciplinary Connections • Advanced reading and resources used

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	<ul style="list-style-type: none"> • Increased pacing of content with students • Increase depths of complexity • Utilizes above grade level standards • Higher level thinking questions • Structured Choice 	
Counseling and Guidance Plan	Description	
FWCS Counselor Curriculum	In the process of being designed by College and Career Readiness Manager with input from Coordinators and Counselors.	
Perfectionism	Click here for parent and teacher resources on perfectionism. Parents and teachers of gifted children often express frustration with the impossible expectations that their children hold for themselves.	
Strategies to use in Addressing Affective Issues for High Ability Students	Click here for more information on resources to use when addressing affective issues for High Ability students.	
Overexcitabilities	Click here for resources from Social Emotional Needs of the Gifted around overexcitabilities.	
Friendships	Click here for information on how parents can help high ability students with friendships and making friends.	
Professional Development Plan		
Year	Group	Timeline
Year 1 (2018-19)	Teachers and other school staff - Licensing	Evaluate the high ability grant to see if funds could be used to support licensure.
Year 1 (2018-19)	Principals, Asst Principals, Guidance Coordinators	Sessions at Professional Learning Communities around the topics of identification, grouping options, differentiation specific to high ability students.
Year 1 and each year thereafter (2018-19)	Teachers	Ongoing professional learning is needed to implement differentiation and other



		instructional strategies utilized for high ability students.
Year 1 and each year thereafter (2018-19)	Parents	<p>Hold 2 evening sessions (fall and spring) of one hour parent professional learning around the following topics:</p> <ol style="list-style-type: none"> 1. Characteristics and areas of concern for high ability students 2. Myths of high ability students 3. Identification process 4. Services for high ability students
Year 2 (2019-20)	Teachers, Principals, Assistant Principals, Guidance Counselors/Coordinators	<p>Scheduling of students How are high ability students scheduled for the following:</p> <ul style="list-style-type: none"> • Advanced Placement Classes • Dual Credit Classes • Honors Classes <p>Professional Learning around High Ability class enrollment and different instructional strategies.</p> <p>SAT Prep Boot Camp for SAT Instructors to increase high ability student's chance of scholarships.</p>
Systematic Program Assessment Plan	Description	
	Fort Wayne Community Schools will continually assess their programs to look for areas of growth and celebrate areas of strength. Fort Wayne Community Schools will utilize the master checklist to internally evaluate the high ability program	

effectiveness.

https://moodle.doe.in.gov/pluginfile.php/157444/mod_resource/content/0/DOECordinatorHandbookFall2017.pdf

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