

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

HIGH ABILITY PLAN

MISSION

The Crawfordsville Community School Corporation(CCSC) High Ability Program challenges students to reach their potential by providing various opportunities designed to meet their intellectual, social, and emotional needs. The corporation recognizes these learners are found in all socio-economic, cultural, and ethnic groups.

Definition of a High-Ability Student

The Crawfordsville Community School Corporation recognizes that a high-ability student performs at, or shows the potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and whose educational needs and individual growth capabilities are above grade level curriculum in the general intellectual and specific academic domains of math language arts, social studies, and science. High ability, exceptional gifts, talents, motivation, or interests characterize students (Indiana Code 20-36-1-3).

IDENTIFICATION PLAN

An identification committee comprised of high-ability teachers from across the district and chaired by the High Ability Coordinator will meet to determine the placement of students that are identified through achievement, aptitude, and recommendation. The identification committee will look to utilize these data sources to determine which students are eligible for our high ability program.

Universal Spring and Summer For Entering Kindergarten Students

Elementary staff trained in administering the Young Children's Achievement Test (YCAT-2) administer the YCAT-2 to each incoming kindergarten student as an initial screening of early achievement in mathematics, reading, writing, and spoken language. Students who assess the above-age level (generally looking for one year above) will then be invited to meet with the kindergarten high-ability teacher for additional qualitative screening along with the assessment of academic readiness for kindergarten and evaluation of the student's verbal, perceptual, and auditory processing using the administration of the norm-referenced Phelps Kindergarten Readiness Scale (PKRS - II). Selection will be determined based on the student's YCAT-2 and PKRS-II results and the teacher interview.

Annual Spring Identification K-12 based on achievement and recommendation

All kindergarten through 8th-grade students will be given the i-Ready Diagnostic to measure norm-referenced achievement three times a year. The placement committee will consider students who score at or above the 85th percentile on two or more math and language arts diagnostic assessments. The placement committee will also

consider students who score at or above the 90th percentile in either math or language arts on all three assessments.

Parents who complete and submit a SIGS-2 Home Rating Scale (HRS) can also place their child into the identification pool each spring. The identification committee will review student's achievement, aptitude, and teacher input.

Classroom teachers who wish to recommend a student for consideration will also complete and submit the SIGS-2 SRS.

1st, 3rd, and 6th Grade Identification

All kindergarten, 2nd, 5th, and 8th grade students in these grade levels who are not currently in the high-ability program will be administered the Cognitive Abilities Test (CogAT) screener to measure aptitude. Students with a composite score at or above the 89th percentile on the CogAT screener will be administered the full CogAT test. All students currently in the high-ability program will be assessed with the full CogAT test. The placement committee will consider all students scoring at or above the 89th percentile in the full test's verbal, quantitative, non-verbal, and/or composite scores.

Parents who complete and submit a SIGS-2 Home Rating Scale (HRS) can also place their child into the identification pool each spring. Classroom teachers who wish to recommend a student for consideration will also complete and submit the SIGS-2 SRS. The identification committee will review the recommended students.

Grades 7-12

Each year, school administrators and teachers will review current achievement data for students who still need to be identified but may be in need of high-ability services. They may refer these students for further review by contacting the building principal or High Ability Coordinator and sending any additional data to be considered. Students identified as high-ability students will continue to receive services unless they withdraw through our exit procedure.

Identifying Students New to Crawfordsville

Any student new to CCSC will be assessed for high-ability placement upon parent or student request. Placement is automatic if the parent or student provides documentation that the student was identified as a high-ability in their previous school. Placement may also be assigned if the parent or student provides any assessment data from their previous school that indicates that they are performing significantly above grade level.

Identification Appeal Procedure

A parent, guardian, or caregiver may appeal the corporation's decision on identifying their child by submitting a written or emailed request to the district High Ability Coordinator. The appeal aims to bring new information to the committee's attention that

could lead to a different decision. These may include alternate measures of aptitude and/or achievement. The identification committee will convene to review the appeal and any additional information the parent submits and decide the most appropriate placement for the student.

Exit Procedure

If a student, parent, principal, or teacher believes participating in high-ability services is no longer appropriate, they may request that the school consider withdrawing the student from the high-ability program. The school will then work collaboratively with all stakeholders to determine if withdrawal is in the student's best interest. As a part of this process, the school, working collaboratively with the student and parents, may create a plan that includes realistic goals, supports, responsibilities, and a timeline for review. All parties will then monitor the student's progress, communicate as necessary, and reassess the situation after an appropriate period of time of at least nine weeks. If little or no progress has been made, the student will be withdrawn from the program.

HIGH ABILITY SERVICES

Elementary (K-5)

Elementary students may be identified as having high math, language arts, or both abilities. Students who have been identified as having high ability will be placed in a classroom containing only identified high-ability students or a classroom comprising a cluster of identified students and students who are not identified as high ability. The number of identified students at each grade level in the building will determine the classroom makeup. Both classroom models' curriculum has been designed to be one grade level above the standard curriculum. Students whose abilities are beyond this level will receive differentiated instruction to ensure they are challenged throughout the school year. If a student is identified as having high ability in only one subject area, they will only participate in the high-ability curriculum for that subject. For quantitative ability, students K-5 are placed in self-contained math courses using the Everyday math curriculum at least one year advanced from peers. In language arts, students are self-contained, and teachers differentiate to the student's current assessed level. Students generally are reading more than a year above grade level. Students begin using the MCT Language Arts curriculum for grammar and vocabulary at the second-grade level.

Middle School (6-8)

Middle school students are identified as having high math, language arts, science, and social studies abilities and are placed in honors courses accordingly. Honors courses are above our general education and college-bound course tracks. Students will participate in a specialized curriculum designed for high-ability students in classrooms with other identified students in the area of identification. Middle school students who are identified as having high ability in language arts will generally also participate in the

advanced social studies class. Students who are identified as having a high ability in math will generally also participate in the advanced science class.

High School (9-12)

There are numerous opportunities for identified high-ability students to participate in courses that are appropriate for their abilities. Crawfordsville High School offers fourteen (14) Advanced Placement courses, ten (10) honors classes in English, Math, and Science, three (3) dual credit courses, and twenty-one (21) fine arts classes to meet the talents and skills of our high ability students. In math, students can progress through all offered math courses at an accelerated pace and even attend college courses at Wabash College for additional math courses if needed to meet their needs.

Guidance and Counseling

CCSC recognizes high-ability students' unique social and emotional needs due to the rigors of an advanced curriculum and that their emotional management may or may not be as developed as their academic ability. Our elementary counselors and teachers provide tier-1 Social Emotional Learning (SEL) support through the Second Steps curriculum embedded in their classroom experience. Since our elementary program is self-contained, the counselors can direct lessons specifically to the needs of our high-ability students. The Second Step embedded program provides techniques to solve problems, handle intense emotions, collaborate with peers in work and play, and put their creative imaginations to good use as they function in and out of the classroom environment.

Middle school students participate in social-emotional lessons during the Advisory period. The school counselors also provide classroom-based lessons modified to meet the needs of a high-ability and deliver lessons specifically designed for the high ability classroom, such as test-taking strategies and test anxiety.

High School students participate in both SEL and academic and college counseling. Learning is provided through classroom presentations by school counselors and the school social worker and includes small group discussions, various SEL topics, and individual counseling. College and Career counseling is provided multiple times a year through classroom presentations, small groups with college representatives/community workforce partners, and individual post-secondary planning with the student's respective counselor.

PROFESSIONAL DEVELOPMENT

CCSC will send teachers, counselors, and administrators to the State and national gifted and talented conferences for professional development. This year a summer seminar day was implemented for K-5 high-ability teachers to be trained in the program's purpose, identification of students, differentiation of the curriculum, and support systems available for students and staff. Teachers attend two high-ability vertical alignment meetings annually to discuss curriculum, instruction, and assessment.

PROGRAM EVALUATION

The High Ability Coordinator will form and guide the Broad-Based Planning Committee. The committee will consist of at least three (3) students (5th through 12th); at least three (3) parents (elementary, middle, and high school representatives); at least one high ability teacher from each of our three (3) elementary schools, two (2) from the middle school, and two (2) from the high school; one (1) elementary counselor and one (1) secondary counselor; one (1) elementary administrator and one (1) secondary administrator; and at least (1) community member. A member representing more than one category may count toward all that apply. The committee shall meet three times a year. The committee will be responsible for reviewing the High Ability Plan; discussing courses, curriculum, counseling, professional development, achievement, and identification; and, assisting in completing the High Ability Program Evaluation.