Kankakee Valley School Corporation
High Ability Plan 23-24

Indiana Law: Effective July 1, 2007, Indiana schools have been required to identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12 (refer to IC20-36-2-2). Specific identification processes remain a local decision and will vary according to district size, building configurations, demographics, etc.

The Indiana Code defines a student with high ability as one who: (1) 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: (2) is characterized by exceptional gifts, talents, motivation, or interests (IC 20-36-1-3).

It is the mission of the Kankakee Valley School Corporation that students are excited about learning. This excitement is sparked by engaging them in rigorous and relevant learning opportunities that interest and challenge them to think critically while preparing for college, careers, and the military.

1. **Identification**

Elementary/Middle School: All students in grades K, 2, and 5 will be given the CogAT

Students who score in the 85th--95th percentile on the CogAT assessment AND score between the 94th-95th percentile on Spring NWEA may be considered as a High Ability Learner after collecting qualitative data from the teacher.

Students may qualify as high ability in language arts, math, or general intelligence.

Middle School:

Students who earn a Level 4" Above Proficiency" rating based on CogAT, NWEA, and/or ILEARN Math test and/or the English Language Arts test may be invited to take advanced classes in the eighth grade. This class's membership is not limited to high ability students.

High School:

Every student's academic placement is continually reviewed. Performance on the PSAT 9, PSAT 10, PSAT 11, SAT, ACT and state-required assessments will be used to determine appropriate academic placement. It must be noted that cut scores for the assessments are subject to change depending on the testing cohort.

All Grade Levels:

Once a student has qualified as "high ability," they will remain in the program unless the student begins to struggle with the placement. At that time, a meeting with the parents and teacher will be held, and an

intervention 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 student's placement may be changed.

- Parent, Teacher, Administrator Meeting
- Intervention Plan Created, Implemented, Assessed
- Student continues to struggle with High Ability placement
    - Follow up meeting with Parent, Teacher, and Administrator
    - Student's placement may be changed

Students who move into the district between testing periods, 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 KVSC criteria. Participation in a different school district's high ability program does NOT necessarily guarantee that the student will qualify in the KVSC program.

Parents may appeal a decision to qualify a student for high ability services by writing a letter to the assistant superintendent and 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 with the results of the identification team's decision.

2. Curriculum and Instruction

A. Grades 1-3- Identified high ability students will be placed in a cluster group in the same homeroom class. The homeroom teacher will differentiate instruction to meet the needs of all students in the class. The high ability cluster of students will be placed in a class that is comprised of other students in the average ability range and slightly below average ability range. The high ability cluster will not be placed in

the same classroom as the "above average" cluster or the "far below average." For example: If there are three sections,

Section 1	**Section 2**	**Section 3**
High Ability	Above Average	Average
Average	Average	Below Average
Below Average	Below Average	Far Below Average

B. Grades 4-5- The identified students will be invited to attend the self-contained high ability class.

C. Grades 6-8 - Identified High Ability students will be clustered together and move throughout their core classes as a cohort group.

D. Grades 9-12 - Identified High Ability students will have the opportunity to participate in honors, AP, and dual credit classes. They will take classes on track to earn the Academic Honors Diploma.

3.Guidance and Counseling

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The Kankakee Valley School Corporation acknowledges that gifted students have unique social and emotional needs, and counselors and social workers are available in each school to support these diverse needs.

4. Professional Development

As part of the High Ability Grant, teachers who are working with high ability students will be offered professional development opportunities to continuously inform them of best practices and improve learning for high ability students.

5. Program Evaluation

The district broad-based planning committee will meet annually to evaluate and revise the program.

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