

**Elementary High
Ability Program
Procedures**

GRIFFITH PUBLIC SCHOOLS

MISSION AND DEFINITION

- Griffith Public Schools commits to identifying students that meet the parameters of high ability. It is our desire to challenge those students by providing them alternative, differentiated curriculum and educational opportunities designed to meet their intellectual needs and reach their academic potential. As a district, we recognize that young students will need an environment that incorporates their social emotional needs as we challenge those students.
- Griffith Public Schools also recognizes these learners are found in all socio-economic, cultural, and ethnic groups.
- High Ability, per Indiana Code, is defined as a student 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 is characterized by exceptional gifts, talents, motivations, or interests. (20-36-1-3)

PROGRAM PILLARS

- Content (advanced)
 - Critical thinking
 - Creative thinking
 - Communication
 - Collaboration
 - Commitment
 - Confidence
 - Community

WHAT MAKES HIGH ABILITY DIFFERENT?

1. Accelerated curriculum
2. Differentiated specials
3. Robotics
4. Foreign language
5. Public speaking
6. Focus on creation (audio visual, editing, projects)
7. Social emotional learning

IDENTIFICATION AND PATHWAYS

There are four pathways the High Ability Committee considers when identifying students for the program. Students must meet all of the requirements in at least one of the pathways listed below.

1.

- 95 or higher on CogAT VQN Composite (AGE and GRADE percentile, if not on both, teacher recommendation is required)

2.

- 90 or higher on CogAT VQN Composite (age percentile)
PLUS
- 90th achievement percentile or higher on BOTH Math and an average of Reading and Language NWEA (2nd and up)

3.

- 90 or higher on CogAT VQN Composite (age percentile)
PLUS
- Teacher recommendation

4.

- 90th achievement percentile or higher on BOTH Math and an average of Reading and Language NWEA (2nd and up)
PLUS
- Teacher recommendation

...AND ARE IDENTIFIED WITH AN EXCEPTIONALITY

- Students who score within a 5-point range to above scores and identified exceptionalities, i.e. IEP, 504, ELL, will be considered per state requirements.

APPEALS PROCESS

- Griffith Public Schools always invites parents to have a voice. If a parent feels strongly about a student becoming enrolled in the program, the parent is invited to appeal the decision.
- The appeal must be made in writing to the principal with new evidence supporting the appeal. Evidence other than retesting or reevaluation of current data must be presented.
- Evidence that is also not considered are: above proficiency on ILEARN, high grades, teacher only recommendations, and/or high benchmarks within a teacher's classroom.
- An alternative measure of ability and/or achievement will need to be provided with the written appeal.
- If such evidence is delivered to the principal, a committee consisting of administrators, educators, and teachers will reconvene to discuss the placement and evidence.

HIGH ABILITY STUDENT EXPECTATIONS

- I will agree to do my very best on all assignments and assessments.
- I will submit all assessments on or before their due dates.
- I will maintain an 80% or better in ALL subjects.
- I understand that it is okay to ask for help when a task is not fully understood.

HIGH ABILITY PARENT EXPECTATIONS

- I understand and agree to the terms and conditions of the High Ability Program.
- I understand that my child should be punctual daily and follow all attendance expectations established by the district.
- I understand that the rigor of this program will require my child to participate in project-based learning, coding, novel studies, and preparing and making presentations.
- I understand that I will be contacted, and my child may be placed on academic probation if my child has difficulty with the rigor of the program.
- I understand that if my child is placed on academic probation, a High Ability Committee will meet to determine the best academic placement for my child for the next quarter.

FREQUENTLY ASKED QUESTIONS

- Does the Elementary High Ability Acceptance Signature Page need to be signed annually?
 - Yes, parents and students will need to sign the acceptance page annually.
- Are High Ability classes self-contained or will students switch classes?
 - High Ability classes are self-contained.
- Once my child is promoted from the fifth grade, will they automatically have High Ability classes at the middle school?
 - The Jr./Sr. High School does not offer High Ability classes. When students exit the Elementary School High Ability Program, he or she will be considered for participation in Honors and/or AP classes.

NEW TO GRIFFITH

- At Griffith Public Schools, we warmly welcome you into our Griffith family. If you believe your child should be placed into our High Ability Program, we ask that you provide evidence of previous enrollment from a High Ability Program. Without evidence of high achievement, we cannot place a new student into High Ability for that year. However, the student will be tested during normal testing windows in the current year. If requirements are met, they will be placed into the program the next year.

EXITING THE PROGRAM

- If a student is failing to thrive in the High Ability classroom, the teacher will express those concerns with the parent.
- A plan of action will be created to help the student. This action plan is limited to one grading period, and if change does not occur, the student will be removed from the program.
 - Students previously on probation cannot be placed on probation for a second time within the program in first-fifth grade.
- A formal meeting will be held to discuss progress and/or exit procedures from the High Ability Program.