

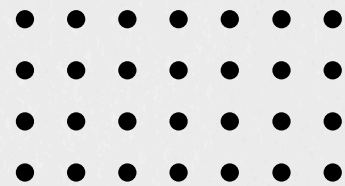


GRIFFITH
PUBLIC SCHOOLS



GRIFFITH PUBLIC SCHOOLS

HIGH ABILITY PROGRAM



MISSION



Griffith Public Schools commits to identifying students that meet the parameters of high ability, and 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 DEFINITION



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)

IDENTIFICATION



COGAT Test for grade K, 2, 5, 7, 9

assesses a student's learned reasoning and problem-solving abilities in verbal, quantitative, and nonverbal domains



NWEA

a computer-adaptive, assessment used to measure student achievement and growth in math, reading, and language usage helping educators understand student strengths and weaknesses.



Teacher Recommendation Class Progress



QUALIFICATION

1

PATHWAY 1

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

2

PATHWAY 2

90 or higher on CogAT
VQN Composite (AGE
percentile)
PLUS
93rd achievement
percentile or higher on
BOTH NWEA Math and
Reading

3

PATHWAY 3

90 or higher on
CogAT VQN
Composite (AGE
percentile)
PLUS
Teacher rec.

4

PATHWAY 4

93rd achievement
percentile or higher on
Math and/or Reading
NWEA
PLUS
Teacher rec.

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

Students who have been retained must qualify based on a given pathway and the high ability committee will discuss their placement for the coming year.

SERVICE OPTIONS



SELF CONTAINED

All of the students in the class have been identified as high ability in both ELA and Math, and all of the instruction can be at the appropriate pace and level.



BETWEEN CLASS ABILITY GROUPS

A schedule is constructed so that all students at the grade level have math/ELA at the same time. During the two subject specific times, students are grouped at their instructional level with the identified high ability learners in the same group with a teacher trained in high ability supports. The remainder of the day, students would be in heterogeneous classrooms.



SPLIT GRADE LEVEL GROUP

In this model, students are grouped from two or more consecutive grade levels within the same classroom. A high ability teacher will work with identified students to differentiate and provide instruction to all students with a shared curriculum.



HIGH ABILITY ROOM

In this model, students leave the general education room for ELA and/or Math to be instructed by a High Ability teacher specifically in those areas of strength. Students will cover all remaining subjects in the general education classroom.

PROGRAM PILLARS

CONTENT

CRITICAL THINKING

CREATIVE THINKING

COMMUNICATION

COLLABORATION

COMMITMENT

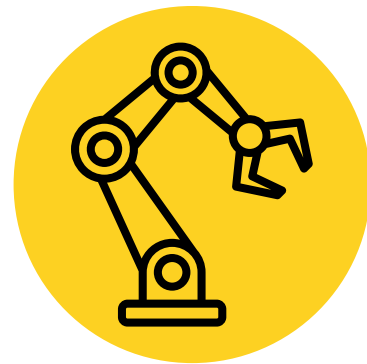
CONFIDENCE

COMMUNITY

WHAT MAKES HIGH ABILITY DIFFERENT?



CURRICULUM



ROBOTICS



CREATION



**PUBLIC
SPEAKING**



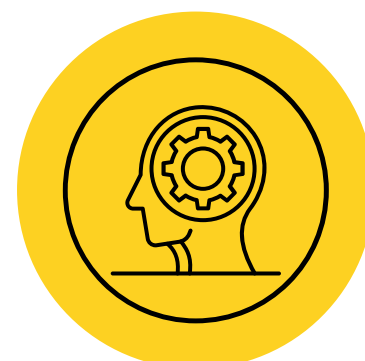
**DIFFERENTIATED
SPECIALS**



**SOCIAL
EMOTIONAL
LEARNING**



**LICENSED HIGH
ABILITY TEACHERS**



**EXECUTIVE
FUNCTIONING SKILLS
FOCUS**

HIGH ABILITY 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.

HIGH ABILITY STUDENT EXPECTATIONS



I will agree to do my very best on all assignments and assessments.



I will submit all assignments and projects on or before their due dates.



I will maintain an 80% or better in ALL subject areas.



I understand that it is okay to ask for help when a task is not fully understood.

HIGH ABILITY PARENT EXPECTATIONS



Agree to The terms and conditions of the High Ability Program.



Have your child punctual daily and follow all attendance expectations established by the district.



Agree to The rigor of the program and the expectations of remaining in the program.



Agree to Being contacted to discuss that your child may be placed on academic probation if he/she has difficulty with the rigor of the program.



Allow the High Ability Committee to meet to determine the best academic placement of your child for the next quarter if he/she is placed on academic probation.

EXITING THE PROGRAM

- **STEP 1**

If a student is failing to thrive in the High Ability classroom, the teacher will express those concerns with the parent. Students are expected to maintain 80% or above per quarter.

- **STEP 2**

An action plan will be created to help the student. This 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.

- **STEP 3**

A formal meeting will be held to discuss progress and/or exit procedure from the High Ability Program.



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 for students that qualify for both ELA and math. If students only qualify for one subject, he/she will switch classes for the high ability course.
- ? 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.



QUESTIONS



Mrs. Ambre Cain, High Ability Coordinator
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