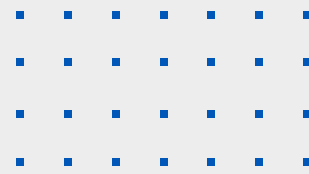


CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

HIGH ABILITY PLAN



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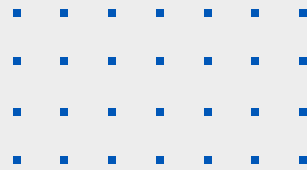
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Mission & Definition



Mission

The Crawfordsville Community School Corporation(CCSC) High Ability Program challenges students to reach their potential by providing various opportunities to meet their intellectual, social, and emotional needs. The corporation recognizes that these learners come from 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).

Multifaceted : : : : : Identification Plan

An identification committee composed of high-ability teachers from across the district and chaired by the High Ability Coordinator will meet to determine the placement of students identified through achievement, aptitude, and recommendation. The committee utilizes 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 score above age level (generally one year above) will then be invited to meet with the kindergarten high-ability teacher for additional qualitative screening. Selection will be determined based on the student's YCAT-2 and the teacher interview.

Annual Spring Identification K-12 based on achievement and recommendation

All kindergarten through 8th-grade students will be given the mClass or IXL Diagnostic assessments 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 and 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 the 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.

Multifaceted :: :: :: :: :: Identification Plan

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-battery CogAT test. All students in the high-ability program will be assessed with the full CogAT test unless the student has scored at or above the 89th percentile in two or more areas, including verbal, quantitative, non-verbal, and composite scores on a previous full-battery CogAT assessment. The placement committee will consider all students scoring at or above the 89th percentile in at least two areas of the full test's verbal, quantitative, non-verbal, and/or composite scores. The placement committee will consider all students scoring at or above the 95th percentile in at least one of the full test's verbal, quantitative, and non-verbal scores.

Students who previously scored at or above the 89th percentile in two or more areas will not be required to complete the CogAT test for future placement considerations.

Students who previously scored below the 50th percentile in any area will not be required to participate. Any student may retest with a student, parent, or teacher request.

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.

Multifaceted :: :: :: :: :: Identification Plan

7th - 12th Grade Identification

Each year, school administrators and teachers review current achievement data for students who still need to be identified but may need 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 for consideration. 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. The High Ability Coordinator will consider automatic placement if the parent or student provides documentation that the student was identified as a high ability student 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 High Ability Coordinator will have 30 days to consider and complete the appeal process. 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.

Multifaceted : : : : : Identification Plan



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 with the High Ability Coordinator and 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 at least nine weeks. If little or no progress has been made, the student will be withdrawn from the program.

Students who did not score at or above the 89th percentile on two consecutive CogAT assessments (K, 2nd, 5th, or 8th) may be removed from the program unless the identification committee can provide qualitative reasons for the student's best interest to continue.

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' curricula have 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.

High Ability Services



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 identified as having high ability in language arts will generally also participate in the advanced social studies class. Students with high math ability will generally also participate in the advanced science class. Middle School High Ability Students may earn high school credit in Algebra 1, Spanish 1, Japanese 1, Preparing for College and Careers, Health, and Engineering Essentials. This helps students have greater scheduling flexibility in high school to take multiple AP courses.



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 eighteen (14) in-person 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



Elementary (K-5)

Once per quarter per grade level, the counseling team member will provide a targeted 15-20 minute lesson to high-ability students in their classroom that focuses on a preventative topic.

Middle School (6-8)

Once per quarter per grade level, the counseling team member(s) will provide a targeted 15-20 minute lesson to high ability students. They will receive one lesson in each of the following classes: English, Math, Science, and Social Studies on a topic of relevance to highly-abled learners.

High School (9-12)

Three times per year per grade level, the counseling team member(s) will provide a targeted 15-20 minute lesson to high ability students. They will receive one lesson in the following classes: English, Math, and Science on a topic relevant to highly able learners.

CCSC (K-12)

Once per quarter, communication will be sent to parents on an affective topic for them to target or have more information on at home.

Professional Development



CCSC will send teachers, counselors, and administrators to the State and national gifted and talented conferences for professional development. This year, we will provide funds to cover four 3-credit courses for a Gifted and Talented Certificate through either Ball State University or Purdue University (if High Ability Grant funds are approved). This may cover one teacher or administrator to complete all four required courses, or up to four teachers or administrators completing one course toward certification.

We will provide a summer seminar day for K-12 high ability teachers to be trained in the program's purpose, identification of students, curriculum differentiation, and support systems available for students and staff. Teachers will attend one high ability vertical alignment meeting 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.