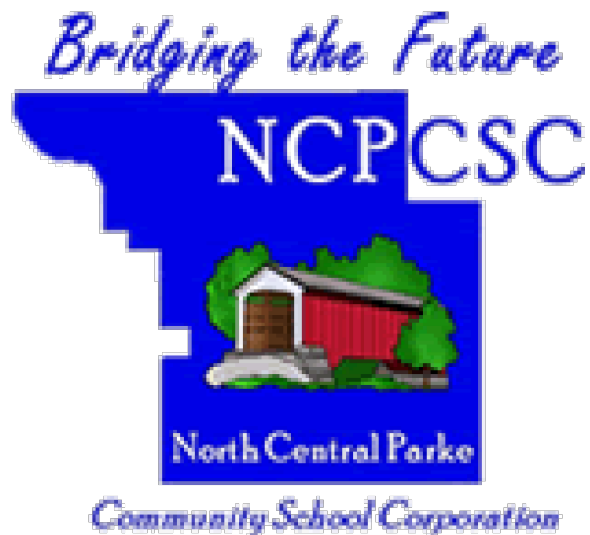


# North Central Parke Community Schools High Ability Plan



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# North Central Parke Community School Corporation High Ability Plan

## Philosophy

The mission of the North Central Community School Corporation High Ability Program in accordance with Indiana Code (IC 20-36-1 Sec. 3) is to encourage students in grades K-12 regardless of their social, cultural, or socio-economic status, or other disability which might interfere with learning, who demonstrate exceptional learning ability and/or outstanding talents in language arts and math, to sustain their intellectual curiosity and provide accelerated and enriched learning experiences.

The NCPCSC supports the following to fulfill this mission:

- Curricular accommodations, as described by our high ability specialists, will occur in our regular classrooms to provide continuous levels of challenge for all identified high ability students through differentiated curriculum instruction with appropriate pacing based on student need, content acceleration, or grade skipping.
- In addition to the regular classroom, a range of instructional settings, both within the school as well as the community, will be available for specialized instruction that is integrated with the regular curriculum considering the intellectual, social, and emotional needs of high ability students.
- It is the responsibility of the school faculty and the larger community, to ensure the following:
  - Ongoing identification of high ability students
  - Provision of appropriate and systematic services to meet the unique learning needs of high ability children

## Definition

In accordance with Indiana Code (IC 20-36-1-3 Sec. 3), North Central Parke Community School Corporation defines High Ability students as those who “perform at or show the potential for performing at an outstanding level of accomplishment in at least one (1) domain when compared with other students of the same age, experience, or environment; and are characterized by exceptional gifts, talents, motivation, or interests.”

## **Program Goals**

1. North Central Parke Community Schools will provide flexible curricular accommodations to identified HA students in grades K-12 in the areas of Language Arts and Math.

Objective: Based on a needs assessment HA students, will be provided with the following service options: early entrance to kindergarten, cluster grouping, differentiated curriculum instruction within the general classroom or cluster group, grade skipping, and subject skipping.

Objective: Collaboration and Professional Development will match the curricular accommodations and be related to the intellectual, academic, social, and emotional needs of the HA students will be provided to staff members through professional development opportunities, high ability licensed specialist(s)/teachers, on-site consultation, and workshops. All professional development will be based on current research and best practices for HA students.

2. The curriculum standards for HA students will be aligned to and extend the grade level curriculum that follows the Indiana Academic Standards.

Objective: The Screening and Identification Committee will evaluate the current grade level curriculum and provide necessary extension in relation to current state and national standards for HA students in Language Arts and Math.

3. The match between service options and the identification process offered by NCPCSC will be evaluated by the BBPC on a yearly basis.

Objective: Student demographics will be evaluated to ensure all populations are being identified and served equally.

Objective: Parents and teachers of HA students will be surveyed at the end of three years to determine satisfaction of service options provided to high ability students.

## **Program Description**

North Central Parke Community School Corporation is dedicated to providing services to students in the regular classroom who have been identified as high ability students in language arts, math, or both, from K to 12<sup>th</sup> grade regardless of social, cultural, or socio-economic status, or other disability which might interfere with learning. These students will be provided with a differentiated curriculum that is beyond the regular classroom curriculum and is focused on the academic, social, and emotional

needs of high ability students. All teachers who provide services to high ability students will be involved with ongoing research-based professional development and will participate in collaboration with the high ability specialist(s) and the High Ability Coordinator. The High Ability Coordinator will oversee the implementation of the services. The BBPC will determine the service provisions offered and will determine changes to be made annually. All stakeholders will receive notification of the program through the corporation website.

## **Academic Provisions**

- Early entrance to kindergarten (students who are not eligible as determined by the state age requirement policy on file)
- Cluster grouping with students of similar intellect in the regular classroom through the regular school day (all HA students)
- Grade skipping if the student shows superior abilities and mastery of grade level content in language arts and math proven through NWEA testing, grade level content tests, and counselor recommendation
- Differentiated curriculum in pace, content, sequence, and depth based on individual student needs (all HA students)
- Curriculum compacting and curriculum tiering (individual need)
- Content acceleration as determined by NWEA/ scores, teacher recommendation, and consultation with a high ability specialist to determine student need
- Independent study (individual need)

## **Middle School Provisions**

- Grade or subject skipping
- Subject acceleration
- Honors classes in core areas (if available)
- Independent study (individual need with principal and counselor approval)

## **High School Academic Provisions**

- Dual Enrollment/Early College
- Early Graduation
- Advanced Placement Courses
- Grade or subject skipping
- Early enrollment into courses, or testing out (passing Core test w/o taking class; individual need with principal and counselor approval)

- Independent study (individual need with principal and counselor approval)

## Identification

All stakeholders (parents and guardians, teachers, administrators, and community members) of North Parke Community Schools Students will be notified of the screening/identification process as well as characteristics of high ability students and the nomination/identification timeline through the elementary newsletter, the school website, fall and/or new student registration. Language translations will be provided for stakeholders as needed. The nomination period for the following school year will begin in the fall with parent/teacher nominations and then with winter NWEA/CoGat Screening/Full Battery testing of students in grades K, 2, 5, and 8. Nominations from parents/guardians, and teachers, will be included in this time frame. The building coordinator will be responsible for constructing the initial list of candidates and convening a meeting of the Identification and Screening Committee to begin the screening process. A parent meeting may be conducted by the building principal or designee and high ability specialists to answer questions about the screening and identification process and academic provisions. The Identification and Screening Committee consisting of the HA Coordinator, high ability specialists, and the appropriate school counselor will consider all of the information provided to determine eligibility for services. The Identification and Screening Committee acknowledges that talent may not be fully developed, but will emerge over time. Students will be assessed using achievement tests, intelligence tests, and by alternative measures. Students eligible will be notified by April 30th. Students who are not eligible at that time will have the opportunity to reapply the following year.

Staff members will be informed by the high ability specialists of the necessity to include all students in the initial screening process during professional development opportunities. The professional development of certified staff will include but not be limited to: characteristics of high ability students, differentiated instruction and other service options, checklists, avoiding bias and discrimination, changes in the law, and current topics in gifted education.

## Screening Pool

	Students must meet at least 2 of the stated qualifications to be considered for further cognitive testing. The Adams-Pierce Checklist will be given to each nominated student’s teacher and parent. Any student who moves into the district could be screened based on information from their previous school or parent stating that the student had received services previously.
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K-1	<ul style="list-style-type: none"> <li>● Parent or teacher nomination (fall)</li> <li>● A score of 8 or better on the Adams-Pierce Checklist</li> <li>● Students will be screened using CoGAT in January</li> </ul>
2-5	<ul style="list-style-type: none"> <li>● NWEA/MAP test score in the 90<sup>th</sup> percentile in both areas of Language Arts and Math (winter)</li> <li>● Parent or teacher nomination (fall)</li> <li>● A score of 8 or better on the Adams-Pierce checklist of characteristics</li> <li>● Students will be screened using CoGAT in December (5<sup>th</sup>) and January (2<sup>nd</sup>)</li> </ul>
6-10	<ul style="list-style-type: none"> <li>● NWEA/MAP test score in the 90<sup>th</sup> percentile in both areas of Language Arts and Math (winter)</li> <li>● 10<sup>th</sup> grade AP potential</li> <li>● Parent and/or teacher nominations</li> </ul>

## Assessment Tools

### Performance Tests

- NWEA- K, 2<sup>nd</sup>, 5<sup>th</sup>, 8<sup>th</sup>, and all other previously labeled students to measure growth

### Potential Tests

- InView
- CoGat
- OLSAT
- K-BIT2 screening tool for new students and kindergarteners (Kaufmann Brief Intelligence Test)

### Alternative/Additional Measures

- Parent Nomination
- Adams-Pierce Characteristic Checklist
- Portfolio (if warranted)

All students in grades K-12 are eligible to be nominated for screening/identification by parent nomination and/or teacher nomination. Beginning in the winter, Students in K-10 will be given the NWEA test (for HA purposes). Students who score at or above the 90<sup>th</sup> percentile in language arts and math, can be nominated for further screening. A single piece of the criteria will not qualify or disqualify a student. Students who do not qualify initially can be nominated each year.

The NWEA and CoGat (InView, OLSAT) testing will be administered by certified staff. The High Ability Coordinator will administer and score the K-BIT2 after permission has been granted. All achievement and intelligence testing, parent and teacher nominations and checklists will be assessed by the Identification and Screening Committee. If additional assessments are deemed necessary, parents/guardians will be notified and permission will be obtained. Upon initial identification of a student he/she will continue to receive services throughout their school years. (See exit procedures)

<i>Identification/Qualification Procedures</i>	
K, 2, 5, 8	<p>General Intellectual</p> <ul style="list-style-type: none"> <li>● Composite Age Percentile score between 96 and 99 in Math (Quantitative/Non-Verbal) and Language Arts (Verbal) on CogAT. Local norms may be used.</li> <li>● Percentiles of 94 or 95 will be considered, but further data will be acquired to determine eligibility.</li> <li>● 95<sup>th</sup> percentile or above in Math, Language and Reading on NWEA</li> <li>● Parent nomination</li> </ul> <p>Or a combination of the following for Language Arts:</p> <ul style="list-style-type: none"> <li>● Composite Age Percentile score between 96 and 99 in Language Arts (Verbal) on CogAT. Local norms may be used.</li> <li>● 95<sup>th</sup> percentile or above in language and reading on NWEA</li> <li>● A score of 8 or above on the Adams-Pierce Checklist</li> </ul> <p>Or a combination of the following for Math:</p> <ul style="list-style-type: none"> <li>● Composite Age Percentile score between 96 and 99 in Math (Quantitative/Non-Verbal) on CogAT. Local norms may be used.</li> <li>● 95<sup>th</sup> percentile or above in Math on NWEA</li> <li>● A score of 8 or above on the Adams-Pierce Checklist</li> </ul>



1, 3, 4, 6, 7	<ul style="list-style-type: none"> <li>● Teacher/parent nomination</li> <li>● Score of 8 or better on the Pierce Adam Checklist</li> <li>● 95<sup>th</sup> percentile or above in Math and/or Language and Reading on NWEA</li> <li>● Previous school label where national norms were used for qualification.</li> </ul>
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## Qualified Students

	Students who meet the following qualifications will be labeled High Ability
K	<ul style="list-style-type: none"> <li>● CoGAT screener/and or full battery test with a stanine score of 8 or 9</li> </ul>
2, 5, 8	<ul style="list-style-type: none"> <li>● CoGAT screener/and or full battery test with a stanine score of 8 or 9</li> <li>● 95<sup>th</sup> percentile or above in Math and/or Language and Reading on NWEA from beginning to middle/end of year testing</li> </ul>

Records of each nominated and identified student will be kept on file throughout his/her elementary years with the high ability coordinator.

## Socio-Emotional Guidance and Counseling Plan

It is the goal of North Parke Community Schools to meet the socio-emotional needs of all of the High Ability learners including those from low socioeconomic backgrounds, twice-exceptional learners, Limited English Proficiency, or having cultural differences. In an attempt to meet the needs of those students the following action plan will be implemented. The plan was developed in accordance with the Indiana Standards for High Ability Education and agreed upon by the Broad-Based Planning Committee. Students in grades 6-8 will take an annual field trip to a college campus. This plan will be coordinated by the counselors.

## IN Standard 1

### Meeting Unique Needs

- A. Teachers, parents, administrators, and school services personnel are provided with information and training regarding the characteristics of students with high ability and their related socio-emotional development.
  - The high ability specialists along with the school counselor will provide professional development sessions to staff members who work directly with high ability students. These sessions will be provided to disperse information and materials concerning the socio-emotional needs and at-risk behaviors of high ability students. All sessions will be documented to provide evidence of training. A resource document of available in-house as well as outside materials will be written and updated yearly.
  - Parents/guardians will receive information upon identification of their student about the socio-emotional needs and at-risk behaviors of high ability students to be made aware of resources available to them including workshops, conferences, printed materials, web based resources, and community agencies. (Brochures are available in the guidance office.)
  
- B. Teachers incorporate techniques to support affective learning in their classrooms.
  - The guidance counselor will provide teachers with strategies to incorporate into daily activities, ie. journal writing, discussion groups, guided reading/guided viewing, role playing, pair problem-solving, project-based learning, spatial strategies, and mode switching.
  
- C. A counselor with specific training in the socio-emotional needs of students with high ability provides counseling and guidance services.
  - The guidance counselor will attend workshops/conferences to stay current with research and special needs of high ability students.
  - All high ability students will meet once per semester with the guidance counselor to discuss the topics of understanding learning differences, giftedness, dealing with expectations, perfectionism, stress, peer pressure, competitiveness, self-esteem, uneven development, and so forth. Students will be divided into grade level (grades 7-9 and 10-12) groups to better serve their developmental needs.
  - Individual students will have access to the guidance counselor as needed to assist student with issues associated with classroom, parental, or social stressors. The guidance counselor will keep a record of individual student sessions in the student management data file for future reference.
  - Teachers, parents, or guardians may contact the guidance counselor to refer a student for services. A referral form must be completed with the specific reasons for the referral listed. The guidance counselor will contact the person

making the referral before meeting with the student. Students with problems beyond the counselor's training will be referred to an outside agency with parental/guardian consent.

- D. Guidance and counseling services to meet the socio-emotional needs of students with high abilities are ongoing, K-12.
  - Students who are identified as high ability will be provided guidance and counseling services by the school counselor throughout their elementary/secondary years to address academic, career, and personal/social development. As part of the exit plan to the Jr.-Sr. High School, all documentation will be passed on from the elementary counselor to aid in the transition.
- E. Referrals are made to community resources/professionals when necessary.
  - Parents of students who have been referred to the counselor but were not able to be served within the confines of the school will be provided with community agency professionals who are trained to assist with the needs of high ability students. The counselor will continue follow-up services with the agency and parents.
- F. Opportunities will be provided for parents, teachers, school services personnel, and administrators to collaborate with one another regarding services for high ability students.
  - Parents of high ability students will be included on building-level School Improvement Team, High Ability Broad-Based Planning Committee, Textbook Adoption Committee, and other school committees.

## IN Standard 2

### Affective Curriculum

- A. A complete, written effective curriculum containing services in academic development, career development, and person/social development is provided and documented for students with high ability.
  - The high ability specialists, guidance counselor, and high ability coordinator, following training and research, will develop a scope and sequence for academic development, career development, and personal/social development for high ability students. Topics to be included: what it means to be gifted, positive relationships, motivation, leadership skills, perfectionism/failure, making positive choices, and feeling different.

- All staff will be provided with copies of the written curriculum and strategies/guidelines to implement it such as bibliotherapy, discussion groups, role playing, pair problem-solving, journaling, career exploration and planning.
- B. Students with high ability are provided with college/career exploration and development experiences earlier than their same age peers and consistent with their strengths.
- Beginning in fifth grade students of high ability, with the guidance of a high ability specialist, will be grouped to begin exploring career possibilities focusing on the academic requirements
- C. Students with high ability need to be provided with guidance to empower them to investigate selective college opportunities and information regarding financial aid that allows them to fully develop their personal and academic potential.
- Middle and High School high ability students will be expected to delve further into career exploration and college planning with their grade-level peers by utilizing web-based resources, mentorships, and/or college-based programs for gifted students.

**IN Standard 3**

**Developing Potential**

- A. Teachers are trained to recognize problem behaviors in students with high ability and to refer them to appropriate school personnel. Administrators and school services personnel are trained to make community referrals when necessary.
- The high ability specialists and school counselor will attend training or complete coursework to gain knowledge of the socio-emotional needs and at risk behaviors of high ability students.
  - The guidance counselor and high-ability specialists will provide in-service training to all staff during professional development opportunities concerning the problem behaviors of high ability students. Teachers will be provided a list of the most common problem behaviors to keep on file. Teachers will be instructed to contact the guidance counselor to refer any student who exhibits at risk behaviors for further evaluation.
- B. Students with high ability who are at-risk or do not display satisfactory performance in regular or high ability classes are monitored and provided with appropriate intervention services. Parents are provided information and support regarding their at-risk students with high ability.

- Students of high ability will be cluster grouped in the regular classroom to have access to peers of similar ability and to allow for academic challenge that may not be available with traditional (heterogeneous) grouping.
  - Progress reports will be sent to parents to monitor progress of students. If the student falls below satisfactory levels a conference will be scheduled with the student, parent, teacher, high ability specialist, and counselor to develop an academic plan for the student.
  - Parents/guardians will be given informational sources regarding appropriate home-based intervention strategies for the at-risk student. Resources will include printed material, web sites, and community contacts for further information, if needed.
- C. Teachers, administrators, school services personnel, and parents/guardians are trained to collaborate in implementing intervention strategies for at-risk students. These intervention strategies can take place at home, at school, or in the community.
- The guidance counselor and high-ability specialists will provide in-service training to all staff during Professional Learning Communities concerning the problem behaviors of high ability students and strategies to help them.
  - Parents/guardians will be provided with contact information for their child's teacher, high ability specialist, guidance counselor, and administrator.
  - Teachers will hold parent/teacher conferences twice per year for all high ability students.
- D. Ongoing services by teachers, counselors and administrators are provided and documented as appropriate.
- Progress reports will be sent home a mid-term of each grading period to parents/guardians.
  - Students who are not making adequate progress will also have copies sent to the High Ability Coordinator and guidance counselor to be placed in their file. A conference will be scheduled if the student's progress does not improve.

## **Appeal Process**

All placement decisions will be made by the Screening and Identification Committee composed of the high ability specialist(s), teachers of high ability students,

the appropriate principal, the High Ability Coordinator, and the appropriate counselor. The High Ability Coordinator and campus coordinator will maintain the files of all students who were nominated for identification and identified students in the office.

***Petition Procedure (Due Process)***-If any parent/guardian disagrees with a non-placement decision for a student, the parent/guardian may petition the committee in writing for reconsideration. Additional assessments may be utilized to support or not support committee decisions. Parents may choose to enlist the services of a licensed psychologist to administer individual intelligence test at their own expense. The decision of the committee will be final unless professional evidence disagrees with the committee's decision.

## **Exit Procedure**

There are four means by which students may be removed from the high ability program:

1. Students moving from the district will be removed from the program and copies of all placement data will be forwarded to the student's new district so that the transition will be facilitated.
2. Students may be removed from the program by parent written request. An exit interview will be conducted to assess the reasons for requested removal and counsel will be provided to encourage reconsideration if removal is not in the best interest of the students as determined by the Identification and Screening Committee. All reasonable attempts will be made to address parent concerns, but removal will be granted when counseling is unsuccessful.
3. Children who are unsuccessful in the program may be removed after interventions have been attempted and failed to resolve problems. The following interventions will be implemented as appropriate:
  - a. Behavior issues
    - i. Parent meeting-student and parent(s) will meet the teacher, guidance counselor, and the high ability coordinator to address behavior concerns.
    - ii. Counseling services-the child will meet with the school guidance counselor and teacher of high ability to discuss behavior issues and to develop an appropriate behavior plan.
    - iii. Follow up reports will be provided to parent(s)/guardian(s) and guidance counselor.
    - iv. Behavior issues are not a reason for dismissal, but should be addressed as special needs.

- v. Exit interview-an exit interview with the student (if appropriate) and parent(s)/guardian(s) will be conducted to discuss removal and what must occur for the child to re-enter the program.
- b. Failure to meet minimum performance standards (passing grades)
- i. Parent meeting-student and parent will meet with the teacher and high ability coordinator to discuss an intervention plan and to create a performance contract.
  - ii. Counseling-services will be provided to determine if there are external issues affecting performance that must be addressed to help the student succeed.
  - iii. Removal-will occur only if interventions are unsuccessful and services are not beneficial for the student after parent meeting and counseling.
  - iv. Exit interview-will be conducted with the student and parents to discuss results of interventions and what must occur if readmission to the program is to be considered.

All students who are receiving services will be monitored for progress and achievement by the Identification and Screening Committee to ensure success in the program. Grade reports and comments will be submitted to the committee at the end of each nine weeks.

**Key Personnel**

<b><u>Responsibility</u></b>	<b><u>Personnel Responsible</u></b>
<ul style="list-style-type: none"> <li>● Licensed in high ability education or engaged in ongoing professional development based on research and best practices.</li> <li>● Understand that services offered to high ability students are designed to supplement and extend the regular classroom curriculum and must be ongoing.</li> <li>● Attend state/national conferences for high ability learners.</li> <li>● Establish and maintain financial resources from the local board of education and the State Department of Education.</li> <li>● Submit state grant to the State Department of Education.</li> <li>● Liaison for changes in the law to all stakeholders associated with high ability students.</li> <li>● Establish the Broad Based Planning Committee for the district with representatives from administration, high ability specialists, classroom teachers, parent(s)/guardian(s) and students from all demographics, and community members.</li> </ul>	<p><b>High Ability Coordinator</b></p>

<ul style="list-style-type: none"> <li>● Develop needs assessments for staff and students.</li> <li>● Provide communication to the central office in relation to all areas of the High Ability Plan.</li> <li>● Receive all information for students who are being nominated and distribute that information to the Identification and Screening Committee.</li> <li>● Obtain permission from parent(s)/guardian(s) for additional testing.</li> <li>● Notify parent(s)/guardian(s) of placement or non-placement for the following school year.</li> <li>● Maintain records for students who have been nominated for screening and/or identified.</li> <li>● Distribute High Ability Plan to all stakeholders.</li> </ul>	<p><b>High Ability Coordinator</b></p>
<ul style="list-style-type: none"> <li>● Attend state conferences for high ability learners.</li> <li>● Develop and implement services based on state and national standards for students who are identified high ability pre-K-6<sup>th</sup> .</li> <li>● Develop and implement a screening and identification process, researching the most effective tools to ensure representation of low economic backgrounds, twice exceptional learners, and Limited English Proficiency.</li> <li>● Develop policies for early entrance, grade skipping, ability grouping, and curriculum modifications.</li> <li>● Develop curriculum along with a scope and sequence based on best practices and state and national standards for high ability students that allows for modification, extension, and integration into the regular curriculum.</li> <li>● Evaluate each student identified to determine the services that should be offered. (Cluster grouping, grade skipping, content acceleration, subject skipping, etc.)</li> <li>● Provide information to parents concerning process for nomination and identification, characteristics and at-risk behaviors, counseling services, appeal processes, service options, community agencies, and resource materials. This information can be provided through meetings, newsletters, the school website, or conferences.</li> <li>● Assess services yearly to develop additional services for high ability students.</li> <li>● Organize and implement district and state evaluation procedures.</li> <li>● Conduct exit interviews for students who are leaving the program or transitioning to Middle or High School.</li> <li>● Attend the district professional development planning meeting to provide input to the team concerning the professional development needs of the high ability coordinator, high ability specialist(s), administrators, guidance counselor, and classroom teachers. The needs of the group will be addressed as either staff development opportunities using pre-determined days set by the local board or</li> </ul>	<p><b>Building Level Administrator High Ability Coordinator High Ability Specialist/s</b></p>



<p>during Professional Learning Communities that occur each Wednesday. Staff members who desire to attend professional development outside the district will make a request to the building administrator.</p>	
<ul style="list-style-type: none"> <li>● Licensed in high ability education in the past 5 years or if previously licensed remained current with research, best practices, and changes in the state and national standards.</li> <li>● Attend state/national conferences for high ability students.</li> <li>● Attend workshops/conferences on differentiated instruction for high ability students.</li> <li>● Attend conferences or enroll in classes to gain knowledge of the socio-emotional and affective needs of high ability students.</li> <li>● Remain current with research and best practices.</li> <li>● Integrate high ability programming into the general education program.</li> <li>● Knowledge of writing curriculum plans for students who have been granted early entrance, have skipped grades, or have been content accelerated.</li> <li>● Provide professional development to all staff members who work directly with high ability students. Professional development will be based on needs assessments distributed to the staff at the end of each school year to allow planning for the following school year. Develop and maintain appropriate materials to facilitate programming services for high ability learners.</li> <li>● Collaborate with the classroom teachers to incorporate instructional strategies into the regular classroom to ensure ongoing academic challenge in language arts/math.</li> <li>● Monitor identified students' progress each grading period and at the end of each semester.</li> </ul>	<p><b>High Ability Specialist(s)</b></p>
<ul style="list-style-type: none"> <li>● Understand that services offered to high ability students are designed to supplement and extend the regular classroom curriculum and must be ongoing.</li> <li>● Understand all components of the District High Ability Plan. Select qualified teachers who hold certification/licensing in high ability education.</li> <li>● Develop and distribute the roles and responsibilities to all persons working with high ability students.</li> <li>● Evaluate staff members who work directly with high ability students to ensure that services available to students are being utilized. Allow for and schedule release time for classroom teachers and high ability specialists to attend conferences, collaborate, and plan for curricular accommodations.</li> </ul>	<p><b>Building Level Administrator</b></p>

<ul style="list-style-type: none"> <li>• Allow for and schedule release time for classroom teachers and high ability specialists to attend conferences, collaborate, and plan for curricular accommodations.</li> </ul>	
<ul style="list-style-type: none"> <li>• Certified to work with students of high ability and understand the unique needs associated with them.</li> <li>• Understand instructional strategies and models for high ability students and how to instruct classroom teachers to apply them to the regular classroom.</li> <li>• Develop a socio-emotional and affective curriculum for high ability students.</li> <li>• Provide counseling twice per year to small groups of students to discuss and develop strategies for issues related to being high ability.</li> <li>• Provide services to individual students who are not making adequate progress or who are exhibiting at risk behaviors.</li> <li>• Conference with parents/guardians, high ability teachers, and classroom teachers, concerning underachievement or at-risk behaviors.</li> <li>• Provide information to classroom teachers regarding strategies for assisting high ability students in the regular classroom.</li> <li>• Attend conferences/training for socio-emotional and affective needs of high ability learners.</li> <li>• Provide information to parents about outside/community agencies that are qualified to assist in strategies for students of high ability.</li> <li>• Provide documentation for the student file if the student has been referred for counseling services.</li> </ul>	<p><b>Guidance Counselor</b></p>
<ul style="list-style-type: none"> <li>• Understand the characteristics of high ability learners in the general and underrepresented populations such as low socio-economic, twice-exceptional, and Limited English Proficiency.</li> <li>• Understand the nomination procedure.</li> <li>• Understand that services offered to high ability students are designed to supplement and extend the regular classroom curriculum and must be ongoing.</li> <li>• Understand the different types of services offered: differentiated instruction/curriculum, grade skipping, and content acceleration.</li> <li>• Classroom teachers need to be accommodating to students who are placed in their classroom in the circumstances of grade skipping and content acceleration.</li> <li>• Provide curricular accommodations to each identified student.</li> <li>• Collaborate with high ability specialist on strategies and best practices for high ability students.</li> <li>• Attend professional development opportunities provided for all staff members.</li> </ul>	<p><b>Classroom Teacher</b></p>

<ul style="list-style-type: none"> <li>• Provide student achievement data to the Identification and Screening Committee each grading period and at the end of each semester.</li> <li>• Refer students to the guidance counselor who exhibit at risk behaviors.</li> </ul>	<p><b>Classroom Teacher</b></p>
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## Professional Development Plan

Professional Development will be ongoing, systematic, aligned to the school/district plan, the high ability mission, research-based, goal oriented, and based on the needs of the staff. The opportunities made available will provide experiences that are research-based and promote best practices for high ability students. In-service opportunities will be provided during pre-determined staff development days or during the school day with substitute provisions. Each semester time will be set aside for collaboration among staff members. Staff members who are presented with off-site professional development opportunities aside from the ones provided may seek permission from the building administrator. Each year the plan and provided opportunities will be evaluated for effectiveness with input from the classroom teachers, high ability specialist(s), guidance counselor, and administrators. Modifications to the plan will be made based on this input.

# Appendix

## What Do You Need to Know About High Ability Students?

High ability students have unique characteristics that require different strategies to meet their needs. What is the best way that you can learn about these students?

Please rank the formats 1-4 that you feel would be an effective way of developing your skills in the field of high ability education.

- |   |                           |
|---|---------------------------|
| _____ Whole-Group Workshop                  | _____ Study Groups        |
| _____ Conference Attendance                 | _____ Online Resources    |
| _____ Demonstration Classrooms              | _____ Peer Review         |
| _____ Coaching from high ability specialist | _____ Curriculum Examples |
| _____ School or Classroom visits            | _____ Independent Study   |

Please rank the topics 1-4 that would be the most beneficial to you.

- |   |                             |
|---|-----------------------------|
| _____ Differentiated Instruction            | _____ Characteristics       |
| _____ Resources                             | _____ Socio-emotional needs |
| _____ Curriculum (compacting, tiering, etc) | _____ Cluster grouping      |
| _____ Parent                                | _____ Other _____           |

Please return to Beth Faust  
by \_\_\_\_\_

Timeline	North Central Parke CSC
April	<ul style="list-style-type: none"> <li>● Screening will be done to determine eligibility for early entrance to kindergarten by qualified staff</li> <li>● Parent/student notification of qualification status</li> </ul>
May	<ul style="list-style-type: none"> <li>● Evaluation of current year by BBPC</li> <li>● Parent/student must accept or decline services</li> <li>● Teacher/parent/student surveys 3-year cycle</li> </ul>
August	<ul style="list-style-type: none"> <li>● School begins</li> <li>● Parent notification of services available for HA students on website</li> <li>● Conferences with teachers receiving HA students for upcoming year</li> <li>● BBPC established for new school year meeting dates established</li> </ul>
September	<ul style="list-style-type: none"> <li>● NWEA fall testing grade K-10</li> </ul>
October	<ul style="list-style-type: none"> <li>● Parent Nominations</li> <li>● Parent/student notification of qualification status</li> <li>● Parent/student must accept or decline services</li> </ul>
December/January	<ul style="list-style-type: none"> <li>● K, 2, 5, 8 testing-CoGat screener-full battery if applicable</li> <li>● NWEA MOY assessment K, 2, 5, 8, and all others who have been previously identified</li> </ul>
	<p><i>Any student who moves into the district will be considered for HA services, their records will be reviewed by the Identification and Screening Committee, if a student was previously identified they will continue to receive services at North Central Parke Community School Corporation.</i></p>

Screening and identification for elementary students will begin in the winter of each year. The initial list of students will be submitted to the HA coordinator based on NWEA Middle of the Year scores, along with the initial CoGat Screener, and by parent/teacher nomination. Students who qualify will proceed to further testing with parent permission. Parents/guardians will be notified by letter in April of the status of his/her students for the following school year. Each year at the beginning of school in August, the BBPC for the year will be established and meeting dates will be established. Services, for HA students, will begin in August and continue throughout the school year. Students will be monitored through progress reports to the HA coordinator during each grading period and at the end of each semester to ensure progress. The high ability

specialist(s) and HA coordinator will conference with the classroom teachers who will have the cluster groups of HA students at the beginning of each school year and as needed throughout the year. NWEA testing will be given in September and January in grades K, 2, 5 and 8 the NWEA for grade 8. Early in August, notification of the nomination procedure will be placed on the school website.

**North Central Parke CSC High  
Ability Program**

**Parent Nomination Form**

Student's name \_\_\_\_\_ Age \_\_\_\_\_ Birthdate \_\_\_\_\_

Address \_\_\_\_\_

Parent(s)/guardian(s) \_\_\_\_\_ Phone \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Please circle the number that best describes your student: 4-almost always; 3-regularly; 2-occasionally; 1-seldom or never

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Has a wide range of interests                       | 4 | 3 | 2 | 1 |
| 2. Has advanced vocabulary, expresses him/herself well | 4 | 3 | 2 | 1 |
| 3. Completed a project once it is begun                | 4 | 3 | 2 | 1 |
| 4. Is observant  | 4 | 3 | 2 | 1 |
| 5. Uses many different ways of solving problems        | 4 | 3 | 2 | 1 |
| 6. Is persistent, sticks to a task                     | 4 | 3 | 2 | 1 |
| 7. Is impulsive, acts before he/she thinks             | 4 | 3 | 2 | 1 |
| 8. Is independent and self-sufficient                  | 4 | 3 | 2 | 1 |
| 9. Questions everything                                | 4 | 3 | 2 | 1 |
| 10. Becomes bored easily                               | 4 | 3 | 2 | 1 |
| 11. Likes to read (other than school books)            | 4 | 3 | 2 | 1 |
| 12. Sets high standards for self                       | 4 | 3 | 2 | 1 |
| 13. Has a keen sense of humor                          | 4 | 3 | 2 | 1 |
| 14. Tends to dominate others if given the chance       | 4 | 3 | 2 | 1 |
| 15. Recalls facts easily                               | 4 | 3 | 2 | 1 |
| 16. Puts unrelated ideas together in new ways          | 4 | 3 | 2 | 1 |
| 17. Is adventurous                                     | 4 | 3 | 2 | 1 |
| 18. Is eager to learn                                  | 4 | 3 | 2 | 1 |
| 19. Is creative in thoughts and ideas                  | 4 | 3 | 2 | 1 |



Student name \_\_\_\_\_ Person making nomination \_\_\_\_\_

1. Please explain why you believe that your child should be considered for high ability services. Include observations that you have made about your student's behavior that has led you to believe he/she should receive services.
  
2. Describe your student's reading habits, patterns, and interests.
  
3. What is your student's favorite leisure time activity?
  
4. What are your student's special interests (animals, collections, hobbies, etc.)?
  
5. What is your student's approach to tasks (deliberate, rushes into, etc.)?
  
6. Describe your student's imagination (pretends, creates dramatic play situations, etc.)
  
7. Describe your student's attention span (sticks to a task, gets bored easily, etc.)?
  
8. Please list any other information that might be useful.

**North Central Parke CSC**  
**Parent Permission for Testing**

Dear parent/guardian:

Your child has been nominated for high ability services. North Central Parke Community Schools require parent permission to administer a group intelligence test which will be the CoGat test. This test provides further information about your student's academic ability and if he/she meets the criteria for High Ability Services. All parents/guardians will receive the results of the screening and identification process.

Please sign and return this form to the elementary office. Students will not be tested without parent permission. Forms must be received by **December.**



YES, I give permission for my child to be tested for High Ability Services.

NO, I do not wish for my child to be tested for High Ability Services.

Student name \_\_\_\_\_

Current Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

## Teacher Nomination Form

Student \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Return this form and the Adams-Pierce Checklist to the building principal.

Please refer to the information provided with this form. Characteristics of Gifted Students, bright vs. gifted, and Exceptions.

1. What are some of the things that you have observed in this student's behavior or school work that lead you to believe he/she is high ability?
2. What problems, if any, is he/she having in school as a result of this high ability?
3. Describe briefly the student's reading habits, pattern, and levels.
4. Describe briefly the student's major interests, hobbies, art activities, etc.
5. Describe any special project or study this student has done.
6. Please give any other information about this student that you believe is relevant to his/her abilities or interests.

## Adams & Pierce Academic Checklist for Identifying Gifted Students

Name \_\_\_\_\_ Grade \_\_\_\_\_

Rater \_\_\_\_\_

Directions: Consider these behaviors in relationship to other children of the same age. Read each statement and decide if the student you are considering exhibits each behavior most of the time. Place a check in the blank beside every statement that describes the student you are considering. Count the number of checks and place the total in the blank marked SCORE.

- \_\_\_\_\_ Persistent when working on a difficult task, following to completion
- \_\_\_\_\_ Often finds unusual solutions to math problems
- \_\_\_\_\_ Reads fluently
- \_\_\_\_\_ Constantly ask questions; wants to know more
- \_\_\_\_\_ Comprehends at an advanced level
- \_\_\_\_\_ Shows ability beyond grade level in math problem-solving
- \_\_\_\_\_ Often chooses reading as a free-time activity
- \_\_\_\_\_ Has a good understanding of numbers and number sense
- \_\_\_\_\_ May not be the top student in the class, but shows evidence of academic potential
- \_\_\_\_\_ Works math, logic, or strategy puzzles during free time
- \_\_\_\_\_ Enjoys a wide range of reading materials
- \_\_\_\_\_ Becomes absorbed in a subject of interest
- \_\_\_\_\_ Has an advanced vocabulary
- \_\_\_\_\_ Learns new material faster than most other students
- \_\_\_\_\_ Enjoys learning about math and mathematical ideas

\_\_\_\_\_ **SCORE**

Center for Gifted Studies & Talented Development

## **Characteristics of High Ability Students that Tend to Screen Them out of Identification**

- Bored with routine task and refuse to do the rote homework
- Resists being moved into another topic
- Is self-critical and impatient with failures
- Is critical of others, of the teachers
- Makes jokes or puns at inappropriate times
- Is not interested in details and hands in messy work
- Refuses to accept authority and is non-conforming and stubborn
- Tends to dominate others
- May fail to complete homework and classroom assignments
- May not pay attention to time limits or deadlines
- Is a non-conformist, may not be well liked by peers
- Often disagrees vocally with others and with the teacher; questions reasons for decisions
- Is emotionally sensitive and may overreact, get angry easily or is ready to cry if things go wrong

## Characteristics and Possible Behaviors Associated with High Ability

Characteristic	Possible Problematic Classroom Behavior
Early reading and/or quick mastery of reading	May be impatient with reading instruction, resists doing worksheets, and insists on reading own material which may be above grade level
Learns new things quickly and easily	May exhibit boredom and frustration when others do not catch on as quickly, not being allowed to move on or do something else. May be frustrated with the group when others are not as capable.
Has extensive vocabulary, background knowledge in a particular area, or memory of detail	May dominate discussions and refuse to listen to others' contributions. May argue in a sophisticated way.
Grasps math concepts quickly; solves problems involving critical thinking; is intuitive; enjoys logic and puzzles	May resist repetitive computation drills needed by others. May correctly or incorrectly jump to an answer without careful attention to detail. May make careless errors, have trouble with legibility of writing, refuse to do homework, and incorrectly assume all will be as easy as the first examples. May work problems in unconventional ways.
Interested in some things in depth. Grasps big picture, concepts, and forms connections.	May work hard in a new area of interest or just one subject, allowing other areas to suffer. May be impatient with others who do not see how things are connected and with material not at the right level of complexity.
Has a more intense energy level, activity level, or ability to concentrate; talks fast	May seek inquiry or be so completely involved with a task that he/she becomes frustrated with having to change tasks. Could seem overactive, stubborn or uncooperative with poor self-regulation
Extremely sensitive and/or introverted	May cry easily, prefer to work alone, may not readily participate orally, may (incorrectly) appear more immature in social development. May be upset by student cruelty to others or to the teacher becoming upset with the class. May be overly sensitive to others' remarks, but also be able to deliver singing criticism.
Thinks differently; is creative	May appear different and/or rebellious or may experience social isolation. Maybe a day dreamer. May ask tangible questions and seem off track. May question authority.
Great sense of humor	May be the class clown or use humor sarcastically.
Curious, observant	May be off task and have difficulty disengaging to change activities.
Perfectionistic	May set unrealistic standards for self and others, be overly concerned with details, be rigid in work routines. May find true-false or multiple choice questions frustrating in their lack of precision; may be argumentative and correct every small error made by others.
Displays interest in complex games, fantasy, non-fiction	May prefer to play with older children to adults. (May also prefer to play with younger children whom he/she can organize into activities.) May become involved in fantasy worlds or science fiction.

Likes to observe before participating	May have difficulty with change and become anxious with the new situations. Likes to be in control and know all the rules or details of the assignments. May be uncomfortable with open-ended assignments and ambiguity.
Sensitive to environment	May object to loud noises, bright lights, odors, or have many allergies.
Demonstrates leadership potential	May be considered bossy and unable to accept input or share control of ideas.
May have different friends in different activities and venues.	May have positive relationships but lack a “best” friend for all areas; may consider him/herself unpopular as a result of not being in one “in” crowd.

Reproduced from Guiding Students with High Abilities: Social and Emotional Considerations

Virginia H. Burney, Ed.S., Kristie L. Speirs Neumeister. PhD.

Turkey Run/Rockville Elementary

High Ability Checklist

Date \_\_\_\_\_

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Initial referral method: NWEA, CoGat, parent/guardian, teacher, other (please circle)

Person making the referral \_\_\_\_\_ parent/guardian/teacher, other (please circle)

Is parent/guardian permission on file for further testing? Yes \_\_\_\_\_ Date received \_\_\_\_\_  
No \_\_\_\_\_

<p>Student Scores:</p> <p>NWEA:    RIT    %tile</p> <p>Language    _____    _____</p> <p>Reading    _____    _____</p> <p>Math    _____    _____</p> <p>Adams-Pierce Checklist _____</p> <p>InView    _____    +,- _____</p>	<p>Recommendations:</p> <p>Student is recommended for services</p> <p>Yes _____ No _____</p>
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Comments:

Date: \_\_\_\_\_

Signatures of Screening and Identification Committee:

\_\_\_\_\_