

Western Boone County Community Schools

**Program for
High Ability Learners**

Western Boone County Community Schools

Program for High Ability Learners

- I. Student Identification/Qualification**
 - a. Multifaceted**
 - b. Appeal Process**

- II. High Ability Programming**

- III. Continuation in program**

- IV. Exit procedures**

- V. Guidance and Counseling**

- VI. Professional Development**

- VII. Program Evaluation**

High Ability Belief Statement

Western Boone County Community Schools are a partnership of school and community that ensures each child has the opportunity to maximize personal academic growth in a safe learning environment. The school and community recognize that not all children learn at the same rate. Some children possess the ability to learn at an advanced level in areas of general aptitude, language arts, and math. We recognize that children who possess advanced intellectual capabilities come from various cultural, ethical, and socioeconomic backgrounds. The corporation will provide curriculum that meets the academic, social, and emotional needs of all students.

Student Identification and Qualification

A. Multi-Faceted Identification Process

Western Boone employs a multi-faceted identification process to identify high ability learners.

The following measures will be used to identify students as high ability:

Grade(s)	Achievement	Aptitude	Qualitative/Observational Assessments	Additional Information/Alternate Assessments Considered
K-2	NWEA MAP Growth Reading/Math	CogAT	Kingore Observation Inventory	Terra Nova (administered as needed)
3-6	NWEA MAP Growth Reading, Math	OLSAT	Kingore Observation Inventory	Terra Nova (administered as needed)
7-8	NWEA MAP Growth Reading, Math	OLSAT	Kingore Observation Inventory	Terra Nova (administered as needed)
9-10	NWEA MAP Growth Reading, Math	OLSAT (9 th) PSAT (10 th)	SIGS	
11-12	NWEA MAP Growth Reading, Math	PSAT SAT	SIGS	

Students who score at or above the 90th percentile in three of four areas (reading achievement, math achievement, aptitude, and/or demonstrate sufficient evidence of gifted characteristics on a Kingore observational assessment) are identified as high ability learners.

All students in grades kindergarten, two, and five will participate in an approved aptitude assessment to determine likelihood of giftedness. Based on the results of the aptitude assessment, students will be considered for additional assessments to evaluate

for potential high ability identification. Parents of students selected for further evaluation will be notified and will be provided an opportunity to permit or decline additional testing for high ability identification.

In addition, students may be considered for evaluation with a teacher or parent request, or if the student is a new enrollee whose previous school records indicate that the child was formally identified as a high ability learner at the school where the child was previously enrolled.

If a student does not meet the qualification criteria to be identified as high ability, a teacher or parent may submit a formal appeal in writing using the Appeal for High Ability Identification Form available from the school principal or high ability coordinator.

B. Appeal Process

Parents or teachers who wish to appeal a student's high ability identification may do so by obtaining an appeal form from the building principal or high ability coordinator and returning it to the classroom teacher or high ability resource teacher. Additional student data will be considered during the Appeals Committee meeting. A minimum of three (3) certified members of the BBPC will meet to review the appeal packet and determine if sufficient evidence exists to support a formal high ability identification.

High Ability Programming

High ability programming is provided for students in all grades K-12. Elementary students who are identified as high ability learners receive differentiated classroom instruction designed to meet the specific academic needs of high ability learners. Differentiated core instruction is provided by classroom teachers and the High Ability Resource teacher. The High Ability Resource Teacher meets regularly with students identified as HA learners to deepen conceptual understandings in core subjects through outcome-based projects and activities that encourage creative solutions. Students meet with the High Ability Resource teacher 2-3 times per week.

Honors level, Advanced Placement (AP), and Dual Credit (DC) courses are available to students in grades 7-12 who are identified as high ability learners. Advanced Placement and Dual Credit courses are available in the areas of mathematics, English/Language

Arts, Science, Social Studies, Fine Arts, and Technology Education. Students must apply and meet additional prerequisite requirements to enroll in Honors, AP, and DC courses.

Continuation in High Ability Programming and Exit Procedures

Removal of services for students identified as high ability learners must be considered carefully. Before exiting the High Ability program, a conference should be held to identify and consider underlying causes for the student's lack of success. An improvement plan may be considered and reviewed before removing a student from some or all facets of the high ability program.

Parents, teachers, and administrators should consider exiting HA services when:

- Challenge exceeds healthy level of frustration
- Student is unable to keep up with pace of instruction
- Parents and teacher(s) agree that exit is best for student

Other considerations: HA is not a reward and exit should not be based on:

- Student behavior
- Failure to complete homework or classwork

Guidance and Counseling

Support for students identified as high ability learners vary with the age and instructional level. Students identified as high ability learners participate in college and career counseling and preparation through College Go week activities, field trips, quarterly counseling blocks (7-12), and individual career planning and post-graduation meetings with a school counselor (7-12).

Elementary: Students in kindergarten through sixth grade learn to recognize and address characteristics common to high ability learners such as perfectionism, organization, time management, motivation, etc., during small group instruction, with the high ability resource teachers. When necessary, teachers or administrators may recommend more individualized support by implementing a classroom plan designed to support the student's development in the classroom or with individual sessions with the

school counselor.

Secondary Students: For students in grades 7-12, support is available through the student's school counselor. Teachers or parents of high ability students who observe or suspect a student is struggling with social or academic difficulties associated with characteristics of giftedness can refer a student to their school counselor for strategies to help them manage issues associated with high ability learners, such as organization and time management, outside pressures and realistic expectations, perfectionism, and self-pressure. Students struggling with social issues related to their academic abilities may also meet with his or her counselor individually to develop a plan to learn and implement strategies to overcome and manage their individual challenges related to academic giftedness.

Professional Development

Administrators, counselors, and teachers of high ability learners at all levels are encouraged to attend state and local professional development conferences and workshops designed for teachers to meet the needs of high ability learners. Workshop invitations and information is disseminated to teachers when received from outside sources to ensure teachers are aware of when state and local workshops will be held. Teachers who attend workshops are encouraged to share strategies and information with other teachers of high ability students. The High Ability Coordinator and resource teacher are encouraged to attend the Indiana Association for Gifted conference annually to stay abreast of current and best practices related to high ability education. Secondary teachers who teach Advanced Placement courses are encouraged to participate in Summer Institutes hosted by College Board.

Program Evaluation

The Broad Based Planning Committee will be comprised of a diverse representation of stakeholders representing teachers, administrators, counselors, parents, high ability coordinator, and a high ability resource teacher. The BBPC will meet annually to evaluate identification procedures, program design and annual goals and attainment. Data gleaned from formative and standardized measures will be used to evaluate overall program effectiveness in meeting the academic needs of students identified as high ability learners and in the generation of new program goals.

Forms and Appendices

For Committee Use

Date Received: _____

Recent assessments:	Score	Percentile
Terra Nova Reading:	_____	_____
Terra Nova Math:	_____	_____
CogAT Aptitude:	_____	_____
OLSAT Aptitude	_____	_____
NWEA MAP Reading*:	_____	_____
NWEA MAP Math*:	_____	_____
ILEARN Reading *(Grades 3-6):	_____	Above Proficiency/Proficient/ Approaching Proficiency/Not Proficient
ILEARN Math *(Grades 3-6):	_____	Above Proficiency/Proficient/ Approaching Proficiency/Not Proficient
Other: (specify)	_____	_____

*Attach historic scores

Class Performance:	Current Grade	Last Quarterly Grade	Most Recent Semester Grade
Reading:	_____	_____	_____
Math:	_____	_____	_____

<i>Teacher Classroom Observation Survey:</i>	Sufficient Evidence	Insufficient Evidence
--	---------------------	-----------------------

<i>Parent Observation Survey:</i>	Sufficient Evidence	Insufficient Evidence
-----------------------------------	---------------------	-----------------------

Additional Information:

Committee Placement Decision:	G.I.	Math Only	ELA Only	DNQ
-------------------------------	------	-----------	----------	-----

Rationale: _____

Date: _____

High Ability Coordinator

High Ability Teacher

Name/Title

Name/Title

Name/Title

Name/Title

Name/Title

Name/Title