

Turkey Run Community Schools High Ability Plan



Turkey Run Community School Corporation

High Ability Plan

Philosophy:

The mission of the Turkey Run Community School Corporation High Ability Program in accordance with Indiana Code (IC 20-10.1-5.1-2 Sec 2) 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 Turkey Run School Corporation 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 and social and emotional needs of high ability students.
- It is the responsibility of the school faculty and the larger community, to ensure the following:
 - On going 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 20-10.1-5.1-2 Sec 2) Turkey Run Community School Corporation defines High Ability students as those who demonstrate exceptional learning abilities and/or outstanding talents in the domains of language arts and/or mathematics in comparison to peers of similar age, environment, or experiences. They exhibit the potential to outperform their peers within the regular classroom. All students served by the corporation have the opportunity to be considered for High Ability programming regardless of race, culture, language, gender, religion, socioeconomic background or other disability which might interfere with learning.

Program Goals

Turkey Run Elementary School will provide flexible curricular accommodations to identified HA students in grades K-6 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 Learning Communities, high ability licensed specialist/teachers, on site consultation, workshops, and staff development in-service days. All

professional development will be based on current research and best practices for HA students.

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 current grade level curriculum and provide necessary extension in relation to current state and national standards for HA students in Language Arts and Math.

The match between service options and identification process offered by Turkey Run Community Schools 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 each academic year to determine satisfaction of service options provided to high ability students.

Objective: A needs assessment will be conducted to determine the discrepancy between services offered and needs of the students.

Program Description

Turkey Run Community School Corporation is dedicated to providing services to students in the regular classroom who have been identified as high ability students, ranking in the top 10% of the class, in language arts, math, or both, from pre-K to 12th 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 academic, social, and emotional needs of high ability students. All teachers who provide services to high ability students will be involved with on going 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 multiple exposures. (School newsletter, parent meeting, school website)

Academic Provisions:

- Early entrance to kindergarten (students who not eligible as determined by the state age requirement)
- 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/MAP 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 (student need based)
- Content acceleration as determined by NWEA/MAP scores, teacher recommendation, and consultation with a high ability specialist to determine student need
- Independent study (student need based)

Jr. Sr. High Academic Provisions:

- Distance Education
- Dual Enrollment

- Early Graduation
- Advanced Placement Courses
- Internships, mentorships
- Grade or subject skipping
- Early entrance to college
- Early enrollment into courses, or testing out (passing Core 40 test w/o taking class)
- Independent study (student need based)

Identification

All stakeholders (parents and guardians, teachers, administrators, and community members) of Turkey Run 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 web site, fall and/or new student registration, and Title 1 meetings. Language translations will be provided for stakeholders as needed. The nomination period for the following school year will begin in mid April following spring NWEA testing of students in grades 2-10. Nominations from parents/guardians, and teachers, will be included in this time frame. The building principal or designee 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 will 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 elementary 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/not eligible will be notified by mail in mid May. 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 weekly Professional Learning Communities. Professional development will also be done using this venue. The professional development of certified staff will include but not be limited to: student portfolios, 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. Staff Development days will also be utilized if necessary to ensure adequate training of the elementary staff.

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.
K-1	<ul style="list-style-type: none"> • Teacher nomination based on KOI • Parent nomination • A score of 8 or better on the Adams-Pierce Checklist
2-10	<ul style="list-style-type: none"> • NWEA fall or spring test score in the 90th percentile in both areas of Language Arts • 90th percentile in Math • parent or teacher nomination • a score of 8 or better on the Adams-Pierce checklist of characteristics of high ability

Assessment Tools

Achievement Tests

- NWEA Northwest Evaluation Association MAP Measure of Academic Performance

Intelligence Tests

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

Alternative/Additional Measures

- Parent Nomination
- Teacher Nomination using the KOI (Kingore Observation Inventory)
- 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 fall of second grade, students will be given the NWEA test. Students who score at or above the 90th percentile in language arts, math or both, can be nominated for further screening. Students in grades 3-10 can be nominated based on their NWEA test scores at or above the 90th percentile in language arts, math or both. 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 InView testing will be administered by certified staff. The elementary school counselor 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 elementary years. (See exit procedures)

Identification Procedures	Turkey Run Elementary
K-1	Students can be nominated by parent or teacher at anytime during the school year, teachers will use the (KOI) Kingore Observation Inventory
2-12	Students can be nominated each spring by a parent/guardian, teacher, NWEA fall or spring test scores, portfolio of work

Qualified Students

	Students who meet the following qualifications will be labeled High Ability
K-1	<ul style="list-style-type: none"> • A score of 8 or better on the Adams-Pierce Checklist • A score of 120 on K-BIT2
2-12	<ul style="list-style-type: none"> • General Intellectual if they score at or above the 90th percentile in math and language arts on NWEA and 120 or above on the cognitive test (InView) Services will be offered to these students. <p>Or a combination of the following for Language Arts:</p> <ul style="list-style-type: none"> • 90th percentile or above in language arts on NWEA • A score of 120 or above on (InView) • A score of 8 or above on the Adams-Pierce Checklist <p>Or a combination of the following for Math:</p> <ul style="list-style-type: none"> • 90th percentile or above in math on NWEA (Additional in house testing within the math series will be used to determine placement and pacing) • A score of 120 or above on (InView) • A score of 8 or above on the Adams-Pierce Checklist
	(Students who meet the math or language arts criteria but do not score a combined 120 on InView will be evaluated in each area of the test and be considered as students of promise.)

Records of each nominated and identified student will be kept on file throughout his/her school years in the elementary office.

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. Identified students who have completed the 6th grade will have an exit interview with the elementary Identification and Screening Committee, parents, and the Jr. Sr. High Ability Identification and Screening Committee. During the exit interview the data used for identification as well as student achievement will be passed on to the Jr. Sr. High to ensure a smooth transition into their program.
4. 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.