

# Lake Central School Corporation

## High Ability Program Manual

*Lake Central School Corporation High Ability Program challenges students to reach their potential by providing a wide range of opportunities designed to meet their intellectual, social, and emotional needs. The corporation recognizes these learners are found in all socio-economic, cultural, and ethnic groups.*



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## **Mission**

Lake Central School Corporation High Ability Program challenges students to reach their potential by providing a wide range of opportunities designed to meet their intellectual, social, and emotional needs. The corporation recognizes these learners are found in all socio-economic, cultural, and ethnic groups.

## **Definition of a High Ability Student**

A high ability student is one who “performs at, or shows the potential for performing at, an outstanding level of accomplishment in one of the following domains, Mathematics, Language Arts, or general intellectual, when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.” (Indiana Code 20-36-1-3)

## **IDENTIFICATION PLAN:**

### **Assessment used to measure verbal and quantitative ability/potential**

**Elementary (K-4)** The CogAT (Cognitive Abilities Test) will be administered mid-year to all currently enrolled kindergarten and Grade 2 students who are not currently identified or are identified in only one area. Students scoring at the 96th percentile or above on either the verbal, quantitative, or the quantitative/nonverbal subtest will qualify for high ability services in either language arts, mathematics, or both.

**Middle School (5-8)** Students identified as a high ability student will continue to receive services unless they are withdrawn through our exit procedure. The CogAT (Cognitive Abilities Test) will be administered mid-year to all currently enrolled grade 5 students who are not currently identified or are identified in only one area. Students scoring at the 96th percentile or above on either the verbal, quantitative, or the quantitative/nonverbal subtest will qualify for high ability services in either language arts, mathematics, or both.

**High School (9-12)** Students identified as a high ability student and participating in high ability programming, will continue to receive services unless they are withdrawn through our exit procedures. Student scores on the PSAT will be reviewed each year and students who show potential will be identified and counseled into appropriate courses.

### **Assessment used to measure verbal and quantitative achievement/performance**

**Elementary (K-4)** Students who score at the 88th to 95th percentile on at least one of the above CogAT subtests, will be screened further in the appropriate content area using the IOWA Test of Basic Skills at one grade level above their current grade level. Students scoring at the 96th percentile or above on the IOWA Test of Basic Skills Math Total or Language Arts Total will qualify for high ability services in the corresponding content area.

**Middle School (5-8)** Students who score at the 88th to 95th percentile on at least one of the above CogAT subtests, will be screened further using the IOWA Test of Basic Skills in the appropriate content area at one grade level above their current grade level. Students scoring at the 96th percentile or above on the Math Total or Language Arts Total will qualify for high ability services in either language arts, mathematics, or both.

**High School (9-12)** Students identified as a high ability student and participating in high ability programming, will continue to receive services unless they are withdrawn through

our exit procedures. Student scores on the PSAT will be reviewed each year and students who show potential will be identified and counseled into appropriate courses.

### **Assessments used for qualitative/observational measure of gifted characteristics**

**Elementary (K-4)** Classroom teachers of students scoring at the 93rd to 95th percentiles on the Iowa Test of Basic Skills will complete a Scales for Identifying Gifted Students (SIGS) on those students. SIGS is a quantitative measure that was developed to assist in identifying high ability students. The information will help determine if the students scoring within the standard error of measure on the Iowa qualify for services.

Each year, school administrators and teachers will review current achievement data for students who are not identified but may be in need of 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 to be considered.

Students identified as a high ability student will continue to receive services unless they are withdrawn through our exit procedure.

**Middle School (5-8)** Classroom teachers of students scoring at the 93rd to 95th percentiles on the Iowa Test of Basic Skills will complete a Scales for Identifying Gifted Students (SIGS) on those students. SIGS is a quantitative measure that was developed to assist in identifying high ability students. The information will help determine if the students scoring within the standard error of measure on the Iowa qualify for services.

Students in 8th grade are given the PSAT. The results will be reviewed by principals and counselors to identify students for high ability services.

School administrators and teachers will review current achievement data for students who are not identified but may be in need of high ability services. They may refer these students by submitting assessment data to be reviewed by the committee consisting of the Corporation High Ability Coordinator, principal, and teachers licensed in high ability for possible inclusion in high ability programming.

**High School (9-12)** Students identified as a high ability student and participating in high ability programming, will continue to receive services unless they are withdrawn through our exit procedures. Student scores on the PSAT will be reviewed each year and students who show potential will be identified and counseled into appropriate courses.

**The parameters used to identify using an ability/potential assessment**

Table 1.1 identifies the parameters used for achievement/performance assessments. The table is included in the CogAT results letter sent to parents.

Table 1.1 CogAT

<b>Score</b>	<b>Subject</b>	<b>Result Key</b>	<b>What does it mean?</b>
96th percentile or above	Reading/ ELA and/or Math	<b>1</b>	Student will be placed in the high ability program for 2022-23
88th-95th percentile	Reading/ ELA and/or Math	<b>2</b>	Parent/Guardian will be notified of additional testing (IOWA) to further determine proper placement
87th percentile or below	Reading/ ELA and/or Math	<b>3</b>	Student will remain in the general education setting. <ul style="list-style-type: none"> <li>• K students will retest in 2nd grade.</li> <li>• 2nd grade students will retest in 5th grade.</li> <li>• 5th grade students will not retest.</li> </ul>

**Parameters used to identify using an achievement/performance assessment**

Table 1.2 identifies the parameters used for achievement/performance assessments. The table is included in the IOWA results letter sent to parents.

Table 1.2 IOWA

<b>Score</b>	<b>Subject</b>	<b>Results/ Placement</b>	<b>What does it mean?</b>
96th percentile or above	Reading/ELA and/or Math	<b>1</b>	Student will be placed in the high ability program for 2022-23
93rd-95th percentile	Reading/ELA and/or Math	<b>2</b>	Parents/Guardians will be notified of additional testing (SIGS) to further determine proper placement.

92nd percentile or below	Reading/ELA and/or Math	<b>3</b>	<p>Student will remain in the general education setting.</p> <ul style="list-style-type: none"> <li>• K students will retest in 2nd grade.</li> <li>• 2nd grade students will retest in 5th grade.</li> <li>• 5th grade students will not retest.</li> </ul>
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### Parameters used to identify using qualitative/observational assessment

Table 1.3 identifies the parameters used for the qualitative/observational assessment.

Table 1.3 SIGS

SIGS Standard Score	Probability of Being Gifted
>130	Very Likely
120-129	Likely
110-119	Somewhat Likely
90-109	Average
80-89	Somewhat unlikely
70-79	Not Likely
<70	Very Unlikely

### Identifying Students New to Lake Central

Students new to Lake Central may participate in summer high ability testing if they provide documentation that they were identified as high ability in their previous school. They may also provide any assessment data from their previous school that indicates they are performing at significantly above grade level.

Testing will occur **no later than 14 days** prior to the first student day of the new school year. If a student enrolls after this date or does not provide data supporting the need for additional testing, they will be tested during the school year during our regular assessment window.

High ability placement in a previous district is not an automatic placement in Lake Central, as school districts often have different measures and criteria for placement.

### **Identifying Students for Grade Skipping**

There are times when a student's academic needs are not being met in their current academic placement and acceleration to another grade level may be warranted. The IOWA Acceleration Scale will be used by a committee consisting of parents, principal, High Ability Coordinator and teachers to assist in making the best decision for the student.

### **High Ability Services**

#### **Description of how curriculum, instruction, and learning experiences are clearly differentiated beyond what the core curriculum provides and how differentiated curriculum and instruction is provided at all grades K-12**

**Elementary** Elementary students may be identified as high ability in math, language arts, or both.

Students in kindergarten are identified for high ability services at the beginning of the second semester. Their regular classroom teacher will provide differentiated instruction for the remainder of the school year.

Students in grades 1-4 who have been identified as high ability in math or language arts will be placed in a classroom containing only identified high ability students or a classroom made up of a cluster of identified students and as well as students who are not identified as high ability. The make-up of the classroom will be determined by the number of identified students at each grade level in the building. The curriculum in both classroom models has been designed for high ability students.

If a student is identified as high ability in only one subject area, they will participate in the high ability curriculum for that subject only.

**Middle School** Middle school students are also identified as high ability in math, language arts, or both. 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 who are identified as high ability in language arts will also participate in the advanced social studies class. Students who are identified as high ability in math will also participate in the advanced science class.

**High School** There are numerous opportunities for identified high ability students to participate in courses that are appropriate for their abilities. Lake Central High School offers a variety of Advanced Placement courses as well as dual credit and honors classes in English, Math, and Science.

### **DIFFERENTIATED GUIDANCE AND COUNSELING PLAN**

**A description of how differentiated support, services, and affective curriculum is provided/how differentiated support, services, and affective curriculum is provided at each grade level K-12/ description of how differentiated career and college guidance is provided**

Lake Central School Corporation recognizes the unique social and emotional needs of high ability students. There are counselors at each building who are available to support those needs individually or in small groups. Elementary high ability students participate in social/emotional lessons in their classroom with their teacher weekly, and with the counselor in their school no less than once per quarter to address Indiana SEL and Employability skills. Middle school students participate in social/emotional lessons during the Advisory period each week at all middle schools. High school students also meet with counselors and/or participate in social emotional lessons during their PTE classes.

It should also be noted that all teachers (certified in high ability) have been trained in the differing social emotional needs of high ability students. The training was woven into all high ability courses taken by teachers.

### **PROFESSIONAL DEVELOPMENT PLAN**

**Description of how training and coaching is regularly provided has been included/how training and coaching for educators, counselors, and administrators is included**

It is the goal of Lake Central School Corporation to have high ability students taught by a teacher with specialized training in gifted education. To accomplish this goal we have implemented several strategies:

1. Encourage all teachers of high ability students to obtain a high ability license through university coursework. Each year, money for tuition support is included as part of the High Ability State Grant whenever possible. In addition, the HA Coordinator informs teachers of any additional tuition support opportunities available through the state or other organizations.

2. Encourage teachers (of high ability students), counselors and administrators to attend state and local workshops pertaining to high ability education.
3. Encourage teachers (of high ability students), counselors and administrators to collaborate to discuss curriculum, assessment, and social/emotional issues by providing subs if the meeting is planned during the day or pay teachers for their time collaborating outside of the school day.

## **PROGRAM EVALUATION PLAN**

### **Systematic plan for program evaluation that monitors the continuous development and implementation of K-12 services**

Lake Central School Corporation will review our High Ability Program annually to ensure we are providing this group of students with the best possible curriculum, instruction, and emotional support. All of the following areas of the program will be reviewed and compared to the latest research on high ability education:

- Multi-faceted Student Assessment Plan
- Curriculum and Instruction
- Counseling and Guidance Plan
- Program Assessment
- Professional Development Plan

Academic achievement data and identification demographics will be reviewed to help guide any changes or modifications to the program. The results of this evaluation will be shared with the Broad-Based Planning Committee to help them develop goals for the year.

### **Broad-Based Planning Committee A description of the broad based planning committee who is composed of diverse stakeholders**

Lake Central has a Broad-Based Planning Committee for its high ability program. During the 2022-23 school year, Lake Central's BBPC consists of the following stakeholders:

- Charity Lyda, 2nd grade (High Ability Teacher)
- Julie Crary, 3rd Grade (High Ability Teacher)
- Emily Graves, 4th Grade (High Ability Teacher)
- Letitia Gustas, 6<sup>th</sup> Grade (Regular & Advanced Language Arts)
- Kathryn Clark, HS (AP English Language & AP Seminar)
- Erin Spinks, Middle School Counselor

- Valerie Gardner, High School Math Coach
- Lisa Alessandri, Elementary School Math Coach
- Marcie Claesgens, School Service Provider (elementary)
- Amie Dupin, Parent Representative
- Jessica Saxsma-Bultema, Parent Representative
- Alison Mazurkiewicz, Assistant Principal/Special Education Representative
- Alison Petralia, Principal (Bibich Elementary)
- Sarah Castaneda, Director of Secondary Education/District Testing Coordinator
- Yolanda Bracey, Director of Primary Education/High Ability Coordinator

The committee meets at least three times each school year to review the current data and progress of the high ability program. They also support the program in the following ways:

- Sounding board for programmatic ideas and changes
- Keeper of the vision for high ability education
- Ambassador for high ability program in the community

## **Identification Appeal Procedure**

Parents may appeal the corporation's decision on the identification of their child by submitting a completed High Ability Appeal Form (located on our website) to the district High Ability Coordinator. The form must be emailed, hand-delivered, or postmarked by March 24, 2023.

An appeal does not re-evaluate student data already considered in the original identification process. Scoring at the Above Proficiency level on ILEARN, high grades, or high performance on classroom benchmark assessments are not valid reasons for an appeal. The purpose of the appeal is to bring new information to the attention of the committee that could lead to a different decision. These may include alternate measures of ability and/or achievement.

A committee consisting of the coordinator, a principal, and teachers who are licensed in high ability will convene to review the appeals and any additional information the parent submits and reach a decision about the most appropriate placement for the student. Parents will be notified in writing of the results of the appeal.

## **Exiting A Student from High Ability Program**

If a student, parent/guardian, or teacher believes participating in high ability services is no longer appropriate, they may request a conference with the principal, counselor, student (if applicable), and anyone else involved in the student's education. The person making the request should contact the student's principal or counselor via email or phone to request a conference. The participants will:

1. Discuss the areas of concern.
2. Create a plan that includes realistic goals, supports, responsibilities and a timeline for review.
3. Monitor the student's progress and communicate with parents as necessary.
4. At the end of the agreed time period, no less than one grading period, reassess the situation and gather the original group for a review meeting. If the student has made progress, decide whether to continue with a new contract or let the student progress on their own. If little or no progress has been made, arrange for the student to exit the program.
5. If an exit from the program is deemed necessary, the parent will sign the permission form which will be placed in the student's file and a copy sent to the High Ability Coordinator.
6. Once a student has exited the program, they can only re-enter by making a request to the school principal. The request will be reviewed by the Appeal Committee. The committee may suggest testing to determine the best placement.

Conferences to discuss a student exiting the program may be held in-person or virtually. After the conference, the parent/guardian must submit their decision in writing to the building principal. The student's counselor must also be made aware of the decision.

## **Resources for Parents**

### **Indiana Department of Education**

<http://www.doe.in.gov/achievement/individualized-learning/office-high-ability-education> Indiana

### **College Board**

<http://apcentral.collegeboard.com/apc/Controller.jspf>

### **Indiana Association for the Gifted**

The Indiana Association for the Gifted educates and advocates for meeting the academic and social/emotional needs of gifted youth <http://www.iag-online.org/>

### **National Association for Gifted Children**

NAGC's mission is to support those who enhance the growth and development of gifted and talented children through education, advocacy, community building, and research. We aim to help parents and families, K-12 education professionals including support service personnel, and members of the research and higher education community who work to help gifted and talented children as they strive to achieve their personal best and contribute to their communities. <http://www.nagc.org>

### **Purdue GERI (Gifted Education Research and Resource Institute)**

Centered at Purdue University, the Gifted Education Research and Resource Institute (GERI) is an innovative center dedicated to the discovery, study, and development of human potential. Founded by John Feldhusen in 1977, GERI's mission is holistic development of giftedness, creativity, and talents among individuals throughout their life-span. This is accomplished through enrichment programs for gifted, creative, and talented youth; graduate programs for future scholars and leaders; professional development and coursework for educators of gifted, creative, and talented students and cutting-edge research in psychology and education related to giftedness, creativity, and talent development. <https://www.education.purdue.edu/geri/>

### **Purdue GERI Summer Residential Programs**

<https://www.education.purdue.edu/geri/youth-programs/summer-residential/>

### **SENG**

SENG is a nonprofit organization that empowers families and communities to guide gifted and talented individuals to reach their goals: intellectually, physically, emotionally, socially, and spiritually. <https://www.sengifted.org>

### **Northwestern University Center for Talent Development**

Center for Talent Development (CTD) provides a unique array of advanced, gifted programs for academically talented students. <https://www.ctd.northwestern.edu/gifted-programs>