



Dream It. Do It.

EAST ALLEN COUNTY SCHOOLS

HIGH ABILITY PLAN PROGRAMMING K-12

EACS Mission Statement:

Our mission is to inspire in all students a passion for learning while developing knowledge, skills and character necessary to become responsible contributors to the local and global society.

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High Ability Mission Statement

The mission of East Allen County Schools is to provide educational choices which will engage, challenge and support high ability learners to reach their full intellectual, social-emotional, and creative potential.

Indiana Department of Education

Definition of High Ability

*The Indiana Code defines a student with high abilities as one who

1. performs at or shows the potential for performing at an outstanding level of accomplishment in at least one domain when compared with other students the same age, experience, or environment: and
2. is characterized by exceptional gifts, talents, motivation, or interests.

Rationale

Gifted performance results from a complex interaction of human qualities- intellectual, emotional, family and culture relationships, and educational strategies and methods. It is the relationship between an individual with various potentials and a world with various possibilities that may either lead to high level of gifted performance, or to undeveloped and under-used potentials. The challenge is to find an equitable way to allow all children with high abilities the opportunity to participate in experiences designed to maximize the development of their potential. Well-designed curriculum and well-prepared teachers are essential to provide appropriate educational experiences.

**From: Identifying students with high ability in Indiana, IDOE Division of Exceptional Learners*

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Characteristics of Gifted Students

Cognitive Traits

- Very observant
- Extremely curious
- Intense interests
- Excellent memory
- Long attention span
- Excellent reasoning skills
- Well-developed powers of abstraction, conceptualization, and synthesis
- Quickly and easily sees relationships in ideas, objects, or facts
- Fluent and flexible thinking
- Elaborate and original thinking
- Learns quickly with less practice and repetition
- Unusual and/or vivid imagination

Social and Emotional Traits

- Interested in philosophical and social issues
- Very sensitive emotionally and even possibly physically
- Concerned about fairness and injustice
- Perfectionist
- Energetic
- Well-developed sense of humor
- Intrinsically motivated in areas of choice
- Relates well to adults

Language Traits

- Extensive vocabulary
- May read early
- Reads rapidly and widely
- Asks "what if" questions

Additional Traits

- Enjoys learning new things
- Enjoys intellectual activity
- Displays intellectual playfulness
- Prefers books and magazines meant for older children
- Asynchronous development

Excerpted from www.giftedkids.about.com

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Program Goals

1. High ability students in grades K-12 will be identified regardless of gender, race, age, socio-economic background or language of origin.
2. The East Allen County Schools staff will be presented with opportunities for training in the academic, social and emotional needs of high ability students.
3. East Allen County Schools will provide differentiated curriculum, instruction and social-emotional support for high ability students. Students who are identified as “High Ability” will be clustered in classrooms when at all feasible so that instruction may be differentiated by the teacher(s).

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Identification Overview: For SY18/19, we will again test students with the CogAT Screener in specific primary and intermediate grade levels (Kindergarten, Grade 2, and Grade 5). Then, the top 20% of student scores at each building, and in each grade level tested, will be given the CogAT Post-Screener, in order to complete the full CogAT Test. Those additional CogAT results will be analyzed at the building level as a potential indicator used to identify a student as High Ability. Since some students do not test well, determinations will be made on an individual student basis at the building level. The building team will then recommend students to the district-level committee to determine final identification. The goal is to identify between 4-20% of the district population per grade level as High Ability. Criteria will vary from grade level to grade level and from course to course. Also, although students will be identified on an individual basis, a recommendation is that this building-level determination is made following analysis of a minimum of three (3) data points which might include but are not limited to the following:

Elementary School Programs (Grades K-6)

- Standardized test scores (NWEA)
- Parent and teacher checklists (i.e. Kingore Observation Inventory)
- Aptitude test (i.e. CogAT)
- Teacher / Guidance recommendations
- Interview and observations
- Blind review of data
- Project Lead the Way (PLTW)
- Writing prompt(s)
- Classroom Observations
- Building RtI² Committee makes recommendations for identification
- District Level Committee makes final determination of identification

Middle School Programs (Grades 7-8)

- Standardized test scores (NWEA)
- Teacher / Guidance recommendations
- Self-nomination
- Parent input
- Grades (in some cases)
- Aptitude test (i.e. CogAT)
- Project Lead the Way (PLTW)
- Writing Prompt(s)

- Classroom Observations
- Building RtI² Committee makes recommendations for identification
- District Level Committee makes final determination of identification

High School Programs (Grades 9-12)

- Grades (in some cases)
- Standardized test scores (NWEA, PSAT)
- Teacher / Guidance recommendations
- Self-nomination
- Parent input
- Aptitude test (i.e. CogAT)
- A/P and/or Dual Credit and/or Project Lead the Way (PLTW)
- Writing Prompt(s)
- Classroom Observations
- Building RtI² Committee makes recommendations for identification
- District Level Committee makes final determination of identification

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K-12 High Ability Services

Differentiation in the Regular Classroom (Grades K-12)

Classroom teachers are responsible for providing differentiation in lessons and activities and are available to provide assistance and support for differentiation of curriculum. Success Time and Intervention Time are used to help enrich learning for students who have mastered the standards and are working above grade level. For Grades K-8, please contact the building principal, designee, counselor or High Ability instructional coach to learn of the possibilities available for High Ability services.

High School High Ability Services (Grades 9-12)

Services at the high school include those courses that are located in the current edition of the EACS Course Catalog for the school year and listed as Advanced Placement (AP) courses, Project Lead the Way (PLTW) courses, and courses eligible for dual credit. The most current version of the EACS Course Catalog is available on the EACS website: www.EACS.k12.in.us A few samples of the types of high school courses available at the time of publication of this document include

<p><i>AP Calculus AB</i> Suggested Grade Levels: 11-12. Prerequisite: Pre-Calculus.</p>	<p><i>AP US Government and Politics</i> Suggested Grade Level: 12. Prerequisite: Teacher recommendation.</p>
<p><i>AP Chemistry</i> Suggested Grade Level: 11. Prerequisites: Algebra I & Chemistry I.</p>	<p><i>Biomedical Sciences - PLTW</i> Suggested Grade Level: 9-12. Prerequisites: None, but concurrent enrollment in Biology I is required for Course 1 Principles of Biomedical Science (PBS). Courses 1-4 must be taken in sequence. PBS, Human Body Systems, Medical Interventions, Medical Innovations</p>
<p><i>AP English Language and Composition</i> Suggested Grade Level: 12. Prerequisites: Honors English 9 and 10, AP English Lit. & Comp.</p>	<p><i>Engineering - PLTW</i> Suggested Grade Level: 9-12. Prerequisites: None. Introduction to Engineering Design must be taken before Principles of Engineering.</p>
<p><i>AP Physics</i> Suggested Grade Level: 12. Prerequisites: Physics I.</p>	<p><i>Priority Dual Credit Courses</i> https://www.doe.in.gov/sites/default/files/standards/2018-2019-course-summary-ready-post-8-17.pdf</p>

Additionally, students identified as High Ability will also have the opportunity to participate in the following, based upon availability in the school

- Debate
- Speech
- Academic Super Bowl
- Athletic Decathlon
- Math Bowl
- Spell Bowl
- Geography Bowl

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Dual Enrollment

Students may also receive credit from various colleges for high school course work. Participating colleges may include but may not be limited to Indiana Tech, Purdue University-Fort Wayne, IUPUI, Ivy Tech, Purdue, University of Saint Francis, TRINE, and Vincennes University.

Early Graduation

A student may become a six (6) or seven (7) semester graduate by completing graduation requirements by the end of the seventh semester of high school.

Grades K-12 Guidance/Counseling/Student Assistant Specialist Responsibilities in consultation with RtI² members will include the following:

- Facilitate group or individual sessions on such topics as anxiety, perfectionism, stress management, study / organization skills, and social skills
- Be a member of the RtI² building identification committee
- Facilitate sharing of RDS information with RtI² Committee members and with teachers
- Monitor records of new students who are possible High Ability candidates.
- Use the RtI² process to meet the social/emotional and/or academic needs of High Ability students as needed (creative use of clubs, fine arts, and other services will be used to try and support the area of passion/interest of these students)
- Facilitate annual parent meeting(s) / contact(s) to assist parents with the unique gifts the student possesses
- Utilize individual and/or group guidance to meet the needs of individual High Ability students on an as-needed basis
- Receive and share lists of identified/served High Ability students as they transition to from school to school within EACS through the RDS system.
- Monitor High Ability students related to various issues such as the known characteristics of High Ability students, academic performance levels, attendance rates, discipline rates, club or activity involvement, stress management, anxiety reduction and career awareness.

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Program Petition Procedure

- 1) A principal or their designee and/or members of the RtI² Committee will contact parents who request information about placement and the petition procedure. The contact to discuss the advisability of assessing or reassessing a child for possible placement in the program will be with the building principal or their designee.
- 2) The building principal or their designee will distribute and explain petition forms should the questioner choose to proceed with the petition process. Students in EACS will be tested a maximum of three times throughout their K-12 educational experience.
- 3) The petitioner will complete petition forms and submit them to the school.
- 4) The building principal or their designee will schedule a meeting of the RtI² Committee (building identification committee) to review the petition. The petitioner will be invited to attend this meeting to personally provide further information and answer the Committee's questions.
- 5) The RtI² Committee will make a recommendation to the District Level Committee based upon the data for students, who will make the final determination. These determinations could include the following: identification and placement in the program, further testing, or periodic review of the child's progress.
- 6) The RtI² Committee (which serves as the building identification committee) will submit a list of students identified as High Ability to the District's contact who will update the AS400 system with this information on an annual basis (to fulfill the I-DOE's annual reporting requirement). These are the EACS categories for students identified as High Ability learners:

High Ability Codes:

- 1 - General Intellectual (H/A)
- 2 - Math only (M - HA)
- 3 - Language Arts (LA - HA)
- 4 - Other studies (H/A)



East Allen County Schools
High Ability Petition

Name of student _____
Date of Birth _____ Age _____ Grade _____
School _____ Teacher _____
Petitioner _____ Date of Request _____

I am requesting that the above-named student be considered for admittance into the High Ability program. The rationale for making this request is as follows:

If this student has already been tested for high ability, please explain why you feel that the previous test administration was not accurate for identification.

Attach additional sheets as needed and return completed petition to:
The School Office – Attention: Principal or Principal’s Designee

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Exit Policy initiated by RtI² Committee

- 1) Student is no longer experiencing success in the High Ability program

STEP 1

Teacher conference with parent to share observations

STEP 2

RtI² Committee - building identification committee will contact parent to discuss concerns and develop a plan for student success.

STEP 3

Review in thirty (30) days and continue with student plan for success or begin exit procedures.

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Exit Policy Initiated by Parent(s) or Student

While regrettable, it may occasionally become necessary for a student to exit the High Ability program. Before a student exits the program, the following steps will be taken

- 1) Parent(s) will discuss concerns with the classroom teacher.
- 2) If a parent(s) still wishes to consider exiting their student from the high ability program, a meeting will be scheduled with the building principal or designee, classroom teacher and other building staff, as deemed appropriate. Possible alternatives to exiting the student will be discussed, i.e. temporary or permanent exit, modifications in curriculum, etc.
- 3) If the parent(s) wishes to remove their student from the high ability program, he/she will sign a form stating the intention.

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Whole Grade Acceleration

Whole grade acceleration may be considered on a case-by-case basis. Contact the building principal or the principal's designee.

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EACS Contact Information

Building Level: Contact the building principal or his/her designee.

District Level: Carrie Shappell, EACS High Ability Coach

Websites concerning High Ability education

Gifted Development Center
452 Marion Street
Denver, CO 80218
Telephone: (303) 837-8378
www.gifteddevelopment.com

National Association for the Gifted (NAGC)
1707 L Street, NW-Suite 550
Washington, DC 20036
Telephone: (202) 785-4268 Fax: (202) 785-4248
Email: nagc@nagc.org <http://www.nagc.org>

Indiana Association for the Gifted (IAG)
P.O. Box 84
Whitestown, IN 46075
Telephone: (317) 769-0187
www.iag-online.org

Supporting the Emotional Needs of the Gifted (SENG)
P.O. Box 488
Poughquag, NY 12570
Telephone: (845) 797-5054
Email: office@sengifted.org
www.sengifted.org

Council for Exceptional Children
1110 North Glebe Road Suite 300
Arlington, VA 22201
Telephone: (888) 232-7733
www.cec.sped.org

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Glossary of terms

AP	Advanced Placement Rigorous high school curriculum that allows for the opportunity for college credit through testing
HA	High Ability
IDOE	Indiana Department of Education
RtI ² Committee	Response to Instruction and Interventions Committee

(The following is an excerpt downloaded from www.IAG.com)

High Ability Education Policy

Indiana

In July of 2007, the State of Indiana mandated services for all high ability learners:

Effective July 1, 2007, Indiana schools shall identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12 (refer to IC-20-36-2-2).

The Indiana Code defines a student with high abilities as one who:

1. performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and:
2. is characterized by exceptional gifts, talents, motivation, or interests (IC 20-36-1-3).

For more information regarding state policies and legislation, see:

<http://www.doe.in.gov/exceptional/gt/welcome.html> (Indiana DOE High Ability Page)

[Indiana Code for High Ability Programs](http://www.doe.in.gov/exceptional/gt/legislation.html)

<http://www.doe.in.gov/exceptional/gt/legislation.html>