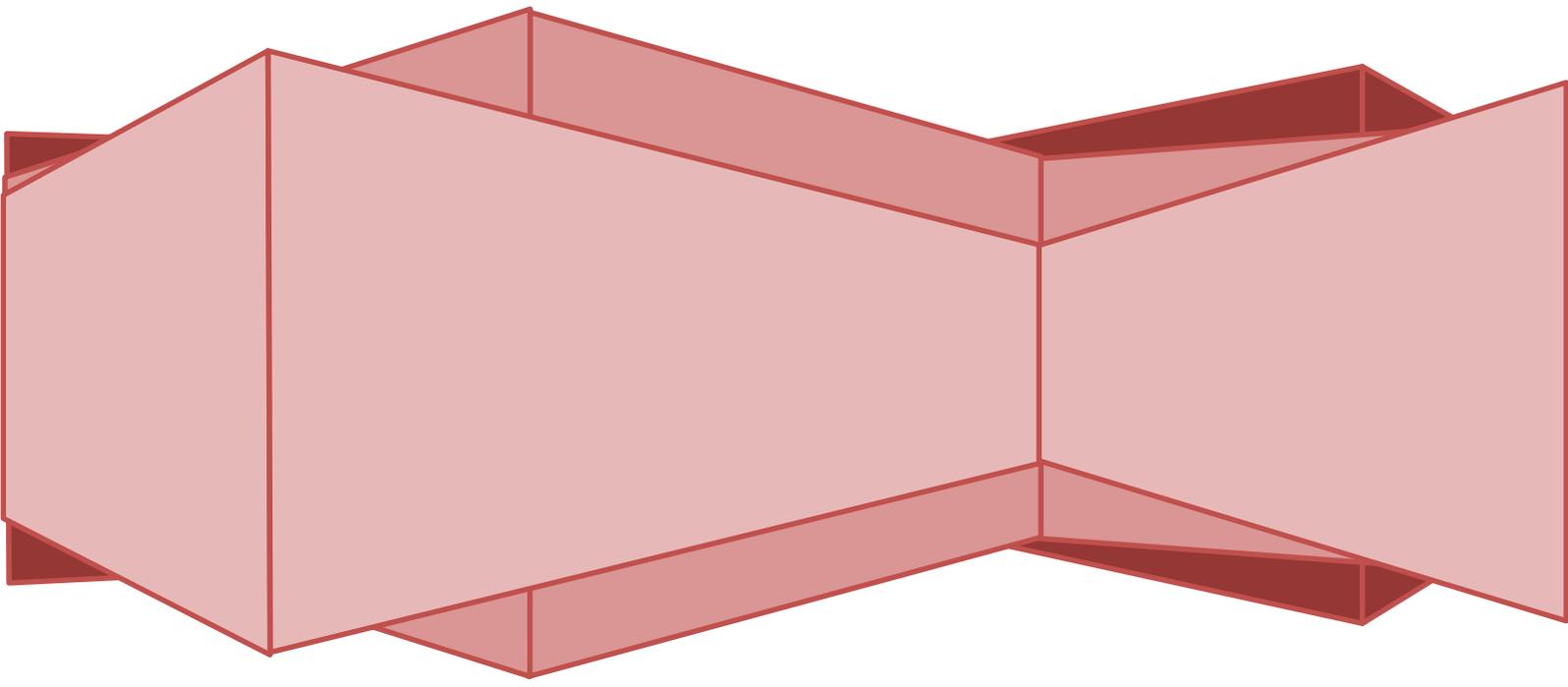


Charles A. Beard Schools

High Ability Program

Meeting the Needs of All

Karen Gardner



PROGRAM OVERVIEW

1. Corporate Mission

Students of all ages are empowered as lifelong learners to acquire knowledge to meet the new realities of the 21st Century in a learning environment which promotes excellence and fosters mutual respect, and the realization of the utmost potential.

2. Corporation Bylaws and Policy

In accordance with State law, Board of School Trustees shall develop a plan to provide appropriate educational experiences to high ability students in the School Corporation in grades kindergarten through grade 12.

The plan must include the following components:

- A. A broad based planning committee that meets periodically to review the Corporation's plan for high ability students;
- B. A student identification system that is multifaceted and includes performance based assessment, potential based assessment, and alternative assessment;
- C. Professional development;
- D. Development and implementation of local services for high ability students;
- E. Systematic program assessment.

High Ability students shall be considered those who, through valid assessment:

- A. perform at or show potential for performing at an outstanding level of accomplishment in at least one (1) of the following domains:
 - 1. general intellectual;
 - 2. general creative;
 - 3. specific academic, technical and practical arts;
 - 4. visual and performing arts;
 - 5. interpersonal; and
- B. is characterized by exceptional gifts, talents, motivation, or interests.

The Superintendent shall develop administrative guidelines which shall include those for valid identification, curriculum development and implementation, and assessment of the learning outcomes.

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3. Program Mission

The mission of the C.A. Beard High Ability Program is to accurately identify and provide students best practice instruction to ensure maximum student growth. Instructional staff will provide challenging and appropriate instruction in content areas to allow for high levels of accomplishment within the areas of general intellect, creativity, and critical thinking.

4. Definitions

The Indiana Department of Education requires school districts to identify high ability students, K-12, and provide them with appropriately differentiated curriculum and instruction. The state defines a high ability (gifted) student as one who: “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 is characterized by exceptional gifts, talents, motivation, or interests.” We identify students as high ability in one of the following categories: General Intellectual, Math only, or Language Arts Only.

IDENTIFICATION

ELEMENTARY

At the elementary level of Charles A. Beard Schools, students are identified for High Ability Math, High Ability Language Arts, or High Ability General Intellectual. Identification tools include the Cognitive Abilities Test (CogAT 7), Northwest Evaluation Association Tests (NWEA), and teacher input rubric.

Whole-grade-level assessments take place towards the end of the kindergarten and second grade years. These assessment scores along with teacher input rubrics are used by the High Ability Committee for final qualifications.

Individual requests for assessment can be made for students at any time, not just the above mentioned grade levels. Requests can be made by teachers, parents, or the student themselves.

If, at the end of the identification process, teachers, parents, or students disagree with the committee's determination, they can initiate an appeal of the identification. A statement will then be requested by the parent, teacher, and student when applicable. Scores and statements will then be reviewed by the Superintendent. The Superintendent's decision will be held as final.

INTERMEDIATE

As in the elementary level, at the intermediate level, students are identified for High Ability Math, High Ability Language Arts, or High Ability General Intellectual. At grades 4, 6 and 8 all students are given the CogAT 7 assessment and NWEA assessment.

Results of the above stated assessments as well as teacher recommendation rubrics are used to determine qualification for High Ability services.

Individual requests for assessment can be made for students at any time, not just the above mentioned grade levels. Requests can be made by teachers, parents, or the student themselves.

If, at the end of the identification process, teachers, parents, or students disagree with the committee's determination, they can initiate an appeal of the identification. A statement will then be requested by the parent, teacher, and student when applicable. Scores and

statements will then be reviewed by the Superintendent. The Superintendent's decision will be held as final.

HIGH SCHOOL

At Knightstown High School we work diligently to provide a rigorous academic curriculum designed to prepare students for advanced course work at the secondary and post-secondary level.

KHS offers many advanced credit options including AP Calculus, AP English/Literature, and AP Studio 2D Art, as well as Honors English 9, 10, and 11. Dual credit is another opportunity we offer through Indiana University to earn high school as well as college credit. Dual credit options include ACP Biology, ACP American History, ACP Composition and ACP Speech. We offer Algebra II as a college prep (CP) course to prepare students for Pre-Calculus. Our Pre-Calculus is also offered at a Dual Credit Course through Ivy Tech.

English Course offerings for Freshman year:

- English 9
- English 9 Honors (Honors Project must be completed each semester)

Math Course offerings for Freshman year:

- Algebra 1 (open enrollment)
- Geometry (prerequisite: must have taken and passed in 8th grade Algebra)
- Algebra II CP (prerequisite: taken and passed Algebra I in 7th grade and Geometry in the 8th grade)

All of these courses are based on the Indiana Academic Standards and fulfil the Indiana Core 40 and Academic Honors graduation requirements.

The Honors courses provide enrichment for those students who wish to explore topics in greater depth. Students who are successful in an honors level course possess strong language arts and/or math skills, a high degree of self-motivation, and the ability to work independently as well as collaboratively.

Qualifying for Dual Credit Classes

Students that are wishing to take ACP Dual Credit classes through Indiana University East must turn in an application on time, get a teacher to verify they qualify for the class, and have a 2.7 or higher GPA. Students enrolled in Pre-Calculus will need to qualify for the dual credit based on their PSAT, SAT or Accuplacer scores. New Castle Area Careers Programs also offer a variety of dual credit opportunities in the programs they offer. Once a student is accepted into the career program of their choice the staff at NCACP will be sure they are enrolled in the correct dual credit class through the correct post-secondary institute.

APPEALS PROCESS

A parent/guardian of a child who requests reevaluation for his/her child's eligibility must submit an appeal form stating the reasons they believe their child should receive high ability services. The Superintendent will review the student's record, receive input from any applicable staff members, and make a determination. The Superintendent will inform the parent/guardian in writing of their decision.

The Appeal Form can be found on the last page of this document.

SERVICES

ELEMENTARY

Service options at the elementary level will be met in any combination of the following ways:

- **Cluster Grouping** - identified high ability students are grouped together in a classroom. Each classroom at each grade level has either a group of high ability students or a group of high achieving students, along with other students of mixed ability. All of our elementary teachers are highly qualified to differentiate instruction and to challenge all learners. Those teachers with the high ability cluster have received additional training on the unique needs of gifted learners.
- **Early Entrance**- students who qualify will enter kindergarten earlier than is expected.

- **Flexible Pacing-** the content and pacing of Reading and/or Math instruction are matched to the student's abilities and needs. Students are pre-tested and begin learning right where they are ready.
- **Curriculum Compacting-** allows highly able students to "compact" or eliminate material already mastered in Reading and Math.
- **Subject Acceleration** – on occasion some students go to a different grade level for instruction.

INTERMEDIATE

Service options at the intermediate level will be met in any combination of the following ways:

- **Cluster Grouping** - identified high ability students are grouped together in a classroom. Each classroom at each grade level has either a group of high ability students or a group of high achieving students, along with other students of mixed ability. All of our elementary teachers are highly qualified to differentiate instruction and to challenge all learners. Those teachers with the high ability cluster have received additional training on the unique needs of gifted learners.
- **Flexible Pacing-** the content and pacing of Reading and/or Math instruction are matched to the student's abilities and needs. Students are pre-tested and begin learning right where they are ready.
- **Advanced Classes** – allows for preparation for qualification of AP courses at the high school level.
- **Pre-SAT**—Students at the intermediate level will receive the opportunity to complete the Pre-SAT Assessment.

HIGH SCHOOL

KHS offers many advanced credit options including AP Calculus, AP English/Literature, and AP Studio 2D Art, as well as Honors English 9, 10, and 11. Dual credit is another opportunity we offer through Indiana University to earn high school as well as college credit. Dual credit options include ACP Biology, ACP American History, ACP Composition and ACP Speech. We offer Algebra II as a college prep (CP) course to prepare students for Pre-Calculus. Our Pre-Calculus is also offered at a Dual Credit Course through Ivy Tech.

TIME LINE

The 2016-2017 Time Line for High Ability Program requirements are listed below.

August

- Final Report – Sections 1-3 – Development and Submission
- Administrative PD – Compliance and Service Options

September

- High Ability Grant Draft Complete

October

- Final Report – Sections 4-6 – Development and Submission
- 2016-2017 High Ability Grant Application Submitted

December

- Identification Materials Ordered
- Professional Development- Elementary
- Professional Development- Intermediate

March

- Recommendation Window Opens – Teachers
- Assessment Distributed
- Identification Process Begins

April

- BBPC Meeting

May

- Identification Process Complete
- Parent Notification
- Appeals Process
- Identification and IDOE Notification Complete

TEACHERS

In an effort to increase the number of teachers possessing a high ability licensing endorsement, Charles A. Beard Memorial School Corporation will begin offering a one-time \$1000 stipend for use of re-imbusement for the coursework required to receive this endorsement.

In order to receive the stipend, the teacher must notify the Human Resources Specialist by no later than April 1st of the year to receive the endorsement. (In future years, this date will be moved to January 15th.) They must also present their approved endorsement (transcripts) and updated license to the Human Resources Specialist no later than May 15th.

HIGH ABILITY PARENT APPEAL FORM

Student Name: _____

Current Grade Level and School: _____

Parent(s) Name: _____

Address: _____

Phone Number: _____

Reason for Request of Appeal: _____

Please know that the committee made their decision based upon valid data and upon what they believe to be the best placement for your child. Please support your appeal with information that you would like the committee to consider. You may attach additional sheets or write on the back of this form, if needed. Boredom, GPA, and grades alone are not a valid reason for appeal. If any outside testing has been done, please submit a copy of the testing reports.

Signature: _____ Date: _____

Send all appeals to Mrs. Karen Gardner, Knightstown Intermediate School, 1 Panther Trail, Knightstown, IN 46148 (765) 345-5455