

Cannelton City Schools High Ability Program

District Mission Statement for High Ability Program

Cannelton City Schools recognizes that some students perform at, or have the potential to perform at, an advanced academic level. Cannelton City Schools recognizes that students may be identified as high ability and receive high ability services in the following areas: general intellectual, language arts, and mathematics.

Cannelton City Schools believes that these students should be challenged to reach their full potential in order to best prepare them for college and careers. The corporation will provide students with educational opportunities in a safe and secure environment to ensure that students can reach their full potential.

Cannelton City Schools recognizes that high ability students come from all socioeconomic, cultural, and ethnic backgrounds. Our administrators, teachers, parents/guardians, students, and community members will all work together to ensure that all students can achieve at their highest potential.

District Definition of High Ability Student

Cannelton City Schools uses the Indiana Department of Education's definition of a high ability student:

IC 20-36-1-3

"High ability student"

Sec. 3. "High ability student" means a student who:

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

[Pre-2005 Elementary and Secondary Education Recodification Citation: 20-10.1-5.1-2.]

District Services for High Ability Students

Elementary:

- Differentiated instruction to best meet the academic and social/emotional needs of each high ability student in the regular classroom, cluster grouping, or in a self-contained high ability class when possible.
- Options: grade of subject skipping, multi-age class instruction, credit by exam, self-paced learning, self-paced distance learning, mentorships, independent study, elective classes.

Middle School:

- Differentiated instruction to best meet the academic and social/emotional needs of each high ability student in the regular classroom, cluster grouping, or in a self-contained high ability class when possible.

- Options: grade of subject skipping, multi-age class instruction, credit by exam, self-paced learning, self-paced distance learning, mentorships, independent study, elective classes.
- Placement in a high ability class focusing on language arts and technology skills, differentiated to best meet the academic and social/emotional needs of each high ability student. The class is tailored to the interests of each student, providing opportunities for independent learning projects, field trips, mentorships and internships, and more.
- In 8th grade, high ability students will take Algebra 1 for high school credit.
- In 8th grade, high ability students will have the opportunity to take other classes for high school credit as available

High School:

- Differentiated instruction to best meet the academic and social/emotional needs of each high ability student in the regular classroom, cluster grouping, or in a self-contained high ability class when possible.
- Options: grade of subject skipping, multi-age class instruction, credit by exam, self-paced learning, self-paced distance learning, mentorships, internships, independent study, elective classes.
- Encouraged to take dual credit classes
- Encouraged to take classes to fulfill an Academic Honors Diploma

Multifaceted Identification Plan

<u>Plan Components</u>	<u>Grade Levels</u>	<u>Measure</u>
Norm-Referenced Aptitude	Elementary K,2,5	CogAT
Measure (also referred to as ability or intelligence measure)	Middle: 6, 8 High School: 10	CogAT PSAT
Norm-Referenced Achievement Benchmark Testing	Elementary: K, 1, 2, 3, 4, 5	iReady
Measure (or other evidence of ability to perform <u>above</u> grade level) Benchmark Testing	Middle: 6, 7, 8 High School: 9, 10	iReady iReady
Benchmark Testing		

Qualitative Indicators

any Scales for Identifying Gifted Students (SIGS)

Student portfolio, performance in class, observations, interview

Selection Procedures

All students in grades K, 2, 5, 8, and 10 will be screened and/or tested to measure both performance and potential.

All students in the above indicated grades (K, 2, 5, 8, 10) will be given a CogAT screener. Students who perform at the 80th percentile and above (using local norms) will be given the full CogAT test.

Students who perform at the 95th percentile and above (using national norms) will be identified as high ability.

Students who performed at the 80th percentile and above (using local norms) but did NOT perform at the 95th percentile and above (using national norms) on the full CogAT test will be given the iReady Benchmark Test.

Students who perform at the 95th percentile and above (using national norms) on the iReady Benchmark Test will be identified as high ability.

Students who performed at the 80th percentile or above (using local norms) on the CogAT screener but did NOT perform at the 95th percentile on the CogAT or iReady Benchmark tests can still be eligible to be identified as high ability by using SIGS forms, student portfolio, performance, interview, and observations.

This process is the same for all grade levels.

For all pathways listed above, the high ability coordinator along with a selection committee will review the test scores or qualitative measures. Specific guidelines are mentioned above.

A student can be identified as high ability using the following pathways:

Norm-referenced achievement testing with scores in the 95th percentile or above.

Norm-referenced aptitude testing with scores in the 95th percentile or above.

If a student's scores on the CogAT or iReady Benchmark test fall just below the cut scores, the qualitative measures may be considered. Qualitative measures, including the SIGS teacher and parent forms, student portfolio, performance, interview, and observations.

In all pathways, the high ability coordinator and a selection committee will review all information and documentation given for each student to determine if the student should be identified as high ability.

Appeals Procedure

A parent, guardian, or teacher who feels that a student was misidentified and should be placed in high ability should contact the high ability coordinator to request a copy of the appeal request form.

The appeal form must be submitted within three weeks after scores have been reported.

The high ability coordinator and selection committee will receive all data that has been collected on the student. Alternative assessments, including student portfolio, performance, interviews, observations, SIGS teacher and parent forms, and additional achievement or aptitude testing may be requested.

The cost for alternative measures will not be the responsibility of the parents/guardians.

The high ability coordinator and selection committee will review all of the data that has been collected on the student, including any new data, and make a placement decision.

The high ability coordinator will report the results to the petitioner within three weeks of the appeal. If the alternative assessment measures are not available at the time of the appeal, the petitioner will be notified of a new timeline for the decision. The new timeline will depend on how long it takes to gather and prepare the alternative assessment measures.

Exit Procedure

If a teacher, parent, or student believes that they should no longer be placed in the high ability program, the following exit procedures will be followed.

The teacher will meet with the student to discuss areas of concern and try to find a resolution to help the student meet the requirements of the high ability program.

A conference will be held with the following people: the student, parents/guardians, the high ability coordinator, the principal, and any teachers providing services to the student. All parties will review student information and discuss the area of concern.

At the conference, all parties involved will determine an action plan to help the student meet the requirements and expectations of the high ability program. This action plan should include possible interventions that can be implemented to help the student meet the requirements and expectations of the high ability program. This plan should also include at least one goal for the student to meet, and timeline for evaluation of the goal.

The student should be given at least one grading period to meet the goal(s) on the action plan and the expectations of the program.

If, after the designated timeline, the student has still not met the requirements and expectations of the program, another conference will be held. It may be determined that it is in the best interest of the student to exit the program.

Parent/guardian signature will be required to exit the program. A student who has exited the high ability program can re-enter the program, but not in the same school year as the student exited the program.