

Crown Point Community School Corporation

Program for High Ability Students

Vision Statement

Gifted, talented, and high potential youth from all backgrounds are actively supported through their journey to realize their valuable potential to build a gratifying, meaningful life, be nurtured as self-advocating learners, and serve as leaders within their classrooms and communities for the well-being of others.

Mission Statement

High ability students understand themselves and their responsibility to become original, thoughtful, humble, and fair-minded thinkers in a fluid learning environment that stimulates curiosity, develops potential, prepares leaders, and motivates growth and development.

Goals

The goals for students in the high ability programs of the Crown Point Community Schools are as follows.

Students will:

1. explore their exceptional gifts, talents, and interests
2. expand their ability to access and interpret knowledge.
3. think critically and creatively in complex and abstract situations.
4. apply research to create original work.
5. understand and respect individuals of varying ability levels.

Definition of High Ability

State of Indiana Definition IC 20-10.1-5.1-2

- (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.

Standards from the National Association for Gifted Children (NAGC)

- Gifted learners must be assessed to determine appropriate educational services.
- Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.
- Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.
- Program evaluation is the systematic study of the value and impact of services provided.
- The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.
- Appropriate gifted education programming must include the establishment of a systematic means of developing, implementing, and managing services.
- Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted child.

High Ability Course of Study

Elementary School:	Differentiated curriculum in mixed-ability classrooms, literacy circles, pull-out program for language arts and mathematics in grades 4 and 5, independent problem- or project-based anchor activities, subject level or full grade acceleration.
Middle School:	Seminar and accelerated courses in mathematics, English and Science, differentiated curriculum, and independent problem- or project-based anchor activities.
High School:	Honors and Advanced Placement courses

Instructional Strategies

Within the curriculum for high-ability learners, teachers incorporate the following.

- Content that is related to broad-based issues, problems, or themes
- Integration of multiple disciplines into an area of study
- Inquiry and self-discovery
- Comprehensive experiential learning within an area of study
- In-depth learning of self-selected topics
- Opportunities to challenge existing ideas and produce new ones
- Utilization of new techniques, materials, and forms
- Research skills and methods
- Open-ended tasks
- Integration of critical and creative thinking skills

Tiers of Intervention for High Ability or High Achievers

The chart below reflects a programming intervention framework to meet the needs of our high-ability learners. The tiers represent levels of service based on student abilities, interest and learning styles.

- Tier I**
 - Elementary school core instruction grouping by ability, curriculum compacting, and differentiated instruction by achievement, ability, interest and learning style.
 - A subject or grade acceleration becomes core instruction for a student.
 - Middle and high school core instruction includes advanced, accelerated or honors classes.
- Tier II**
 - Self-paced instruction
 - Enrichment Programs: Within and cross grade pull-out groups by abilities and interest areas
 - Academic competitions
- Tier III**
 - Annual records review to determine and monitor Individual Learning Plans
 - Independent project- and problem-based anchor activities
 - Advancement and/or acceleration above the grade level
 - Internship
 - Apprenticeship
 - Credit by examination
 - Early Graduation

Assessment: Periodic standardized assessments, along with classroom information, are used to identify when students are excelling well above grade level expectations.

Intervention: Identified students will receive specific interventions shown to help high achieving students. The intervention is monitored for progress.

Student Identification and Placement

Elementary School

High-ability students are grouped in regular classrooms according to academic performance in Language Arts and Mathematics based on Standardized Test Information: ILEARN, InView, CogAT, Universal Screeners (NWEA MAP Growth). In addition other considerations include interest, behavior, other exceptionalities, English language proficiency, or relationships with other students.

Identification for the high-ability pull-out program at grades 3, 4, and 5 follows the process below.

Phase 1 Student performance on ILEARN, Diagnostic Assessments, InView Cognitive Abilities Assessment, and teacher observation are analyzed to develop a potential group of students to receive additional testing for placement into the high-ability program.

Phase 2 The group of students identified in Phase 1 are administered a Cognitive Abilities Test 1-year beyond their current grade level.

Phase 3 High Ability Program Placement notification received by parents in the mail.

Middle School

Students are monitored and assessed for appropriate placement throughout middle school for Language Arts and/or Mathematics. Based on language arts and/or mathematics placement, corresponding curriculum modifications and differentiated instruction are determined in science and social studies using pre-tests for each unit.

Placement in English is based on NWEA MAP Growth, Indiana State Test Scale Scores in the Above Proficient range, and PSAT 8 in English, reading, writing, and document based questions, when needed.

English Course of Study	Grade 6	Grade 7	Grade 8	Grade 9
Middle School Entry	English 6-S	English 7-S	English 8-S	Honors English 9
	English 7-S	English 8-S	Honors English 9	Honors English 10

Mathematics course of study is based on the courses taken when enrolling at the middle school or the assessment results from NWEA Map Growth, PSAT 8, and End-of Course tests. For double acceleration CogAT and the Iowa Algebraic Reasoning test is used. See the math course of studies below.

Math Course of Study	Grade 6	Grade 7	Grade 8	Grade 9
Middle School Entry	Math-8	Algebra	Geometry	Algebra 2
	Math-6/7	Math-7/8	Algebra	Geometry

High School

- Standardized test scores and teacher recommendations will be used for student placement in high ability Honors and Advanced Placement courses in the areas of English, math, social studies, and science. To arrive at placement recommendations, the results on two standardized tests per course were compared to student

performance in the core classes and on Advanced Placement tests. Standardized test data includes components of PSAT 8, PSAT NMSQT, End-of-Course Assessments in English and Math, and Advanced Placement end-of-course tests.

- Student course of study determines placement into Honors or AP courses.
- College and career pathway determines placement.
- Teacher Recommendation.
- Archival of Work – Portfolios of Performance (Art, Music, Leadership, Choral, Writing, Coding)

Options for Acceleration

Many factors enter into deciding the best method of acceleration, or whether to accelerate at all. Students and parents must work together to consider the student's ability levels in all subject areas, social and emotional readiness, and willingness to accelerate.

1. **Early entrance to kindergarten:** The student is admitted to school prior to the age customarily specified by the district for entry into 1st grade.
2. **Grade skipping:** The student moves ahead of normal grade placement. This may be done during an academic year (e.g., a 3rd grader goes directly into 4th grade; skips the last two years of high school to enter college), or at year end (e.g., a 3rd grader is promoted to 5th grade).
3. **Continuous progress:** The student is given material deemed appropriate for current achievement as the student becomes ready.
4. **Self-paced instruction:** The student is presented with materials that allow him or her to proceed at a self-selected pace.
5. **Subject-matter acceleration:** Without being assigned to a higher grade, the student is placed for part of the day with students at more advanced grade levels for one or more subjects (e.g., a 5th grader goes to 6th grade for science instruction).
6. **Combined classes:** The student is placed in classes where two or more grade levels are combined (e.g., 3rd and 4th graders split rooms). The arrangement can be used to allow younger children to interact with older ones, academically and socially.
7. **Curriculum compacting:** The student is given reduced amounts of introductory activities, drill, and review. The time saved may be used to move more quickly through the curriculum.
8. **Telescoping curriculum:** The student spends less time than usual in a course of study (e.g., completes a one-year course in one semester or finishes middle school in two years rather than three).
9. **Mentorships:** The student is exposed to a mentor who provides advanced training, experiences, and pacing in a content area.
10. **Extracurricular programs:** The student is enrolled in course work or summer programs that confer advanced instruction and or credit for study (e.g., fast-paced language or math courses offered by universities).
11. **Concurrent enrollment:** The student takes a course at one level and receives credit for successful completion of a parallel course at a higher level (e.g., takes algebra when in junior high and receives credit for high school algebra and junior high math, or takes a college physics course in lieu of high school physics).
12. **Early graduation:** The student graduates from high school or college in 3 ½ years or less.
13. **Advanced placement:** The student takes a course in high school in preparation for an examination that may confer college credit for satisfactory performance.
14. **Credit by examination:** The student receives credit (at high school or college level) upon successful completion of an examination.
15. **Correspondence courses:** The student takes high school or college courses by mail, video or audio course presentation.
16. **Early entrance into junior high, high school, or college:** The student is admitted with full standing to an advanced level of instruction at least one year early.
17. **Acceleration in college:** The student completes two or more majors in a total of four years and/or earns a master's degree along with the bachelor's.

Problem-solving Process

In the event a student faces performance issues, a Problem-Solving Team, consisting of classroom teacher, department head (if applicable), high-ability teacher, principal or designee, parents, and student will convene to make an informed decision for the good of the student.

In order to make an informed decision, the following information will be collected.

- Original placement data
- Homework completion, test and quiz scores from the affected class

- Classroom participation and behavior data
- Performance in other classes
- Parent and student conference(s) or other contacts
- Current classroom interventions
- Other information i.e. significant life changing experience

Possible solutions include additional interventions, promotion or discontinuation from the placement.

Core Subject or Grade Level Acceleration Process

Requests for subject or grade level acceleration must be presented to the Principal in written form by parent(s) or teacher accompanied with sufficient evidence that supports the request. Evidence could include standardized test scores (99th percentile on norm-referenced test, high levels of mastery on criterion-referenced test, relevant data that suggests that the student is performing at least two levels above current level) and documentation of classroom behaviors.

When a request is received and substantiated by the Principal:

- A. The Iowa Acceleration Scale will be administered by the High Ability Teachers. The scale provides educators and parents with scores and guidelines to help make appropriate placement of children who demonstrate high ability and capacity to process more information and knowledge than they are able to acquire in their present learning environments.
- B. The student will be tested with a Cognitive Ability Test two levels above current grade level. Test scores will be normed by national percentile (norm referenced) at current grade level and the Woodcock-Johnson III, a comprehensive system for measuring general intellectual ability (g), specific cognitive abilities, scholastic aptitude, oral language, and achievement.

When the Cognitive Ability Test and Iowa Acceleration Scale are complete, all information will be reviewed by the Principal and High Ability staff. The following criteria will be used to determine Subject or Grade Level Acceleration.

- A. 98-99th percentile on the cognitive ability test that is 2 years above the students current grade and normed at current grade level.
- B. Acceptable level on the Iowa Acceleration Scale.

Based on the criteria above one of the following determinations will be made. A meeting with the parents, student (if applicable), teacher(s), administrator, high ability teacher(s) will be scheduled to determine the child's placement.

If the student meets the criteria for subject or grade level acceleration, an Individual Learning Plan will be developed and reviewed yearly or as needed.

Programming Appeal Processes

Students who do not meet the criteria for the high ability pull-out program, subject acceleration, or grade level acceleration will be notified by written correspondence from the high ability department. The parent may appeal the decision to the Coordinator of the High Ability Program within 10 school days of the date noted on the written notification.