

# School Town of Speedway

**High Ability Plan**

**2016-2017**

## Table of Contents

<b>High Ability Mission, Definition, Program Goals</b>	<b>3</b>
<b>Multifaceted Identification Plan</b>	<b>4</b>
<b>Curriculum and Instruction Plan</b>	<b>6</b>
<b>Guidance and Counseling Plan</b>	<b>8</b>
<b>Professional Development Plan</b>	<b>8</b>
<b>Program Evaluation Plan</b>	<b>8</b>
<b>Timeline Overview</b>	<b>9</b>
<b>Appendix A – Speedway Identification Flowchart</b>	<b>10</b>
<b>Appendix B – Speedway Appeal Form</b>	<b>11</b>

# School Town of Speedway: High Ability Plan

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## **High Ability Definition:**

A High Ability Student in Speedway Schools is one who performs at, or shows the potential for performing at, an outstanding level of accomplishment in general intellectual, mathematical, or language arts domains when compared to other students of the same age, experience or environment. High Ability students are characterized by exceptional gifts, talents, motivation, or interests. (IC 20-36-1).

## **High Ability Mission:**

School Town of Speedway recognizes that regardless of background, students will perform, show potential to perform, or display at an outstanding level accomplishments in the core academic areas of English Language Arts and Mathematics. Speedway Schools are committed to providing a high ability program that challenges students to meet their full potential as lifelong learners and global citizens.

## **High Ability Program Goals:**

- Implement an unbiased identification process based upon specific criteria using multi-faceted quantitative and qualitative measures
- Create a variety of program options to provide advanced content and differentiated instruction specifically designed to help high ability students achieve maximum student growth.
- Provide professional development for educators so they can learn to recognize the characteristics of high ability and how to meet the unique needs of high ability students.

## Multifaceted Identification Plan

In Speedway Schools, students are identified for High Ability Math, High Ability Language Arts, or High Ability General Intellectual (Both). High Ability identification assessments will occur district-wide in grades K, 2, 5, and 8. There are multiple pathways involved in this process.

### Pathway 1

#### **Student has outstanding ability/potential:**

All students in grades K, 2, 5, and 8 will be administered the CogAT, Form 7, Screening Form assessment. Once screener results are available, the students with composite scores in the top twenty percent of the grade level across the district will be administered the full CogAT, Form 7 battery. The CogAT is a nationally normed test of aptitude which includes verbal, quantitative, and non-verbal components.

### Pathway 2

#### **Test for outstanding achievement/performance:**

Students in grades 2, 5, and 8 will take a STAR Math and STAR Reading assessment to determine achievement performance. The STAR assessments are nationally normed, adaptive assessments that will test above grade level if the student demonstrates that achievement.

### Pathway 3

#### **Qualitative, Descriptive Measure:**

Students that test just below the cutoff for Pathway 1 and 2, but within the Standard Error of Measure may use Pathway 3 to determine qualification. The classroom teacher will be asked to complete a rating scale. Speedway will use the Scales for Identifying Gifted Students (SIGS). The SIGS has different sections for Language Arts and Math. A score in the “outstanding” range on the rating scale will bump a borderline score in Pathway 1 or 2 up into qualifying. A good score on the rating scale is not enough to qualify a student by itself. Qualitative data cannot supersede quantitative data. If a student scores at or above the cutoff for either Pathway 1 or 2, teacher impressions, emotional or behavioral issues, not doing homework, or lack of parental involvement will not exclude a child from high ability identification.

### **Resulting Qualification:**

The results from the multifaceted assessments are compiled and reviewed by the Identification Committee in the spring of the school year. The identification process is done “blindly” by the committee, which means names of students and schools are not revealed until after placement decisions are made. The committee is composed of the district high ability coordinator and representative(s) from schools in the district. The committee for the identification of elementary students will meet at a separate time and likely have some different members than the committee for the identification of Junior High/Secondary level students. See Appendix A for current “Speedway Identification Flowchart”.

Parents of students identified by the committee will receive a letter in the mail notifying them of placement in high ability services.

# School Town of Speedway: High Ability Plan

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## Common Identification Questions:

**Q: What if a student has a qualification from a previous school district or a different state?**

**A:** If your child has already qualified as high ability/gifted in another school district or in a different state, you will need to send the qualification form/letter from the previous district in addition to any evaluation information you have to Speedway's High Ability Coordinator (Andrea McIntosh 317-536-9088). The High Ability Coordinator will review the received information, may seek your signature for consent to exchange information between school districts, and make a placement decision once all necessary material is received.

**Q: Once a student qualified for the high ability program, does he/she have to requalify every year?**

**A:** Cognitive growth is not always consistent. Consequently, placement is not necessarily permanent. All students will be systematically evaluated for instructional placement in Kindergarten, Second, Fifth, and Eighth grade. Placement decisions may be modified in accordance with changes in students' learning profiles as they progress through school.

**Q: What happens if my child does not qualify? Will he/she have another chance?**

**A:** All students have multiple opportunities for self-selection of advanced opportunities. Not being identified as high ability will not limit a student from taking advanced courses or from receiving differentiated instruction to meet that student's needs. If a student does not qualify, he/she will have another chance in the next 'identification' grade (K,2,5,8). Parents, teachers, or the student may make an appeal in writing to the Coordinator of High Ability Programs if the student is not selected as meeting the requirements for being identified as High Ability. The coordinator, will review the request, may request additional assessment of the student, will reconvene with the identification committee to consider new data (which may include an interview with the student and/or petitioner, and make a timely decision on the appeal. The parents, teacher(s), and/or student will be notified in writing. The appeal form is found in the appendix section of this document.

**Q: Can my child be exited from the high ability program?**

**A:** If a student, parent, or teacher believes a high ability placement for services is no longer appropriate, he or she may:

1. Arrange a conference with the parties involved, including parent and teacher.
2. Parent, student, and teacher examine issues of concern and discuss interventions that may be implemented.
3. Participants agree on a probationary period not less than one month to implement interventions.
4. At the end of the probationary period, the parent, student, and teacher meet to review progress and determine whether or not the student should exit placement.
5. If an exit is deemed appropriate, the parent signs permission to "de-flag" student for high ability placement.
6. Parent permission for exit and documentation of meetings/interventions are sent to the High Ability Coordinator.
7. High Ability Coordinator removes high ability flag/designation for student in database.

**Q: What if a student moves into the district, but is not in one of the identification grade levels?**

**A:** If a parent or teacher of a child who moves in is interested in accessing high ability identification, but the child is not in the identification grades (K,2,5,8) then that parent or teacher can request a programming conference to review performance data and discuss opportunity for involvement.

# School Town of Speedway: High Ability Plan

## Curriculum and Instruction Plan

Service models for the delivery of curriculum and instruction may vary from year to year based on the needs of individual students and the number of identified students. The services below are research-based and supported by the district, but may vary from building-to-building depending on student need, enrollment, number of classrooms, and number of identified students at each grade level.

High Ability is an academic placement as determined by the multi-faceted identification process. The needs of students who qualify for the High Ability Placement may be met in one or more of the following placements in each building:

### Grades K-6 Elementary

- **Ability Grouping** - Students are grouped by ability and readiness level. Groups can be formed and reformed to meet varied instructional purposes.
- **Cluster Grouping** - The practice of identifying a small group of high ability students at a grade level and placing them in the same classroom at that grade level with a teacher best-suited and qualified to work with high ability learners. Identified high ability students are grouped together in a classroom or classrooms.
- **Between-Class Grouping** - The practice of “trading students” among teachers at a particular grade level, so that each teacher has a narrower range of abilities for the chosen subject or topic. The groups will require further differentiation in order to meet the needs of the students.
- **Flexible Instruction Groups** - during a particular subject, e.g. math or reading, all teachers of the same grade divide all the students into instructional groups according to skill level and provide differentiated instruction for each leveled group.
- **Subject Skipping** - on occasion some students go to a different grade level for instruction or may use materials from higher grade placements in one or more subject areas.

### Grades 7-8 Junior High

- **In addition to the structure possibilities listed above, Speedway Junior High offers:**
- **Honors Language Arts** - offered at both the 7<sup>th</sup> and 8<sup>th</sup> grade level; This ‘Honors’ class is differentiated to provide students of high ability the learning experiences at a level, speed, and depth that meet their needs.
- **Honors Math** - Pre-Algebra offered at the 7<sup>th</sup> grade level and Algebra offered at the 8<sup>th</sup> grade level. High school credit will be awarded for successful completion of the course. These ‘Honors’ classes are differentiated to provide students of high ability the learning experiences at a level, speed, and depth that meet their needs.
- **Subject Skipping Math** - Some students may go to the High School to participate in Geometry for high school credit; (entry for this option is earned from a separate entrance test - being qualified as High Ability will not guarantee placement in this option)
- **World Language** - Spanish is offered at the 8<sup>th</sup> grade level. High school credit will be awarded for successful completion of course and will be recorded as part of the high school record.
- **Elective Options** - Business and Information Technology is an elective offered that may be of interest to High Ability students. It focuses on Digital Tools, Digital Literacy, Digital Citizenship, Personal Finance, Careers, and Research through Project Based Learning.

The options for students at Speedway Junior High are designed to offer many ways to develop and extend a student’s unique talents and interests as well as providing rigorous academic preparation for further study. In addition to the courses available, High Ability students may find interest in the variety of extra-curricular options offered including, but not limited to: **Robotics** and **Academic Pursuit**.

# School Town of Speedway: High Ability Plan

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## Grades 9-12 High School

Speedway High School course offering options challenge our High Ability students and prepare them for their continued advanced studies at a post-secondary institution. High Ability students may also have the opportunity for early graduation. See the High School Guidance document on the Speedway Schools website for further details regarding course offerings, diplomas, and graduation requirements.

- **Honors Pre-Advanced Placement Courses (Pre-AP)** – These courses cover material at a faster rate and incorporate more challenging content. The pace and rigor of Pre-AP courses are designed to prepare students for the demands of AP coursework. Students will receive an additional .5 honor point per semester for each Pre-AP course in which a semester grade of C- or higher is earned.
- **Honors Advanced Placement Courses (AP)** – College Board Advanced Placement courses are of advanced or accelerated content comparable to introductory college level courses. An AP course includes the requirement to take the College Board Advanced Placement (AP) Exam. Performance on those exams is on a scale of 1-5. Colleges may give credit or advanced placement to students who have achieved certain AP exam scores. Students receive one additional honor point per semester for each AP course in which a semester grade of C- or higher is earned. In the 2016-2017 school year, Speedway Schools will offer three additional AP courses that have not been offered previously: AP Environmental Science, AP Microeconomics, and AP World History.
- **Dual Credit Courses** – Dual credit courses are elective courses available at Speedway High School to enable students to concurrently earn high school and college credit through Ivy Tech. An honor point is not awarded for most Dual Credit Courses except for Spanish III and Spanish IV. Please check with your high school guidance counselor to determine which of the current Dual Credit Courses count for honor credit.
- **Technical Honors Courses** – Advanced technical courses are available in the high school and also through our partnership with Area 31 Career Center in Wayne Township. Please contact the district High Ability coordinator or high school counselors for more information regarding technical course options.
- **Early Entrance** – students begin their college education prior to the designated chronological age of entrance.

# School Town of Speedway: High Ability Plan

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## Guidance and Counseling Plan

Students with High Ability may require support with fostering positive social and emotional development and the development of self-regulatory skills (organization, time management, self-discipline, motivation, etc.) The counselors and home-school advisors are available to meet with students and parents to discuss the specific needs of their high ability children. Friendship groups, social skills groups, behavior plans, or individual sessions may be arranged to meet the social and emotional development of our students. Parents, teachers, and administrators can submit a referral for consideration of guidance/resources for support. Please contact High Ability Coordinator, Andrea McIntosh, if you would like support in obtaining and/or submitting a referral. 317-536-9088.

## Professional Development Plan

### **High Ability Licensure:**

Speedway Schools will pursue the finest and most qualified teaching candidates for positions in our schools. High Ability qualifications are valued in this pursuit.

### **Professional Development:**

Building-based professional development is offered through a variety of structures: (Team Meetings, Grade-Level Meetings, Professional Learning Committees, etc.) In addition to the variety of building offerings, participants will be selected to attend the Indiana Association for the Gifted Annual Conference, curriculum workshops, and other opportunities offered outside the district that align to our High Ability Mission and goals.

The focus of High Ability Professional Development in 2016-2017 school year will be:

*Meeting the Social and Emotional Needs of High Ability Learners, Advanced Placement course instruction professional development, and Pure Genius program exploration.*

## Program Evaluation Plan

The district High Ability Plan will be reviewed on an annual basis by the Broad-Based Planning Committee.

The Indiana State Board of Education requires the establishment of a Broad-Based Planning Committee (BBPC) that meets at least annually to review the local education plan for high ability students. The committee must have participation from diverse groups representing the school and community. Each BBPC must include at least one of each of the following: Educator, Student, Parent, Community/business representative, "Other" stakeholder.

The committee is an advisory group making recommendations to the district administration. Feedback from these meetings will be considered when editing and updating the district plan. Our High Ability Grant application is reviewed and approved by the Indiana Department of Education annually. In addition, beginning in the 2015-2016 school year, norm referenced data for each graduating class is tracked to support the district in evaluating long-term progress and success of high ability programming.



**Anticipated Identification Timeline Overview**

**August/September**..... \*Beginning of the year STAR assessments  
\*CogAT screeners at levels 2,5,8

**December**.....\*Winter STAR assessments

**January**.....\*CogAT screener at level K  
\*Full CogAT 7 at levels 2,5,8

**March**.....\*Full CogAT 7 at level K  
\*Spring STAR assessment

**April**.....\*Identification Committees meet

**May**.....\*Identification Letters sent home to families  
\*Broad-Based Planning Committee Meeting

# School Town of Speedway: High Ability Plan

## Speedway Identification Flowchart (Appendix A)

### High Ability Math Identification

#### Pathway 1 CogAT

Measure of outstanding ability or potential

**Qualified HA Math:** If student scored **96%ile and above** on Quantitative **OR** NQV Partial Composite

**Qualified HA Math:** If student scored **94-95%ile** on Quantitative **OR** NQV Partial Composite **AND** scored **130 or higher** on SIGS Math.

#### Pathway 2 STAR

Measure of outstanding achievement

**Qualified HA Math:** If student scored **96%ile and above** on STAR Math Winter **AND** Spring (across two assessments)

**Qualified HA Math:** If student scored **94-95%ile or above** on **both** STAR Math assessments **AND** scored **130 or higher** on SIGS Math

#### Pathway 3 SIGS

Qualitative, Descriptive Measure

An "Outstanding" score on the SIGS (**130 or higher**) cannot qualify a student on its own, but can support a borderline score in Pathway 1 or 2

### High Ability Language Arts Identification

#### Pathway 1 CogAT

Measure of outstanding ability or potential

**Qualified HA LA:** If student scored **96%ile and above** on Verbal

**Qualified HA LA:** If student scored **94-95%ile** on Verbal **AND** scored **130 or higher** on SIGS Math.

#### Pathway 2 STAR

Measure of outstanding achievement

**Qualified HA LA:** If student scored **96%ile and above** on STAR Rdg. Winter **AND** Spring (across two

**Qualified HA LA:** If student scored **94-95%ile or above** on **both** STAR Rdg. assessments **AND** scored **130 or higher** on SIGS Lang. Arts

#### Pathway 3 SIGS

Qualitative, Descriptive Measure

An "Outstanding" score on the SIGS (**130 or higher**) cannot qualify a student on its own, but can support a borderline score in Pathway 1 or 2

# School Town of Speedway: High Ability Plan

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## Appendix B

### School Town of Speedway High Ability Program Appeal Form

The High Ability Identification Team for this district uses a well-designed process, consistent with Indiana Code and Rules, based upon sound measures designed for use with high ability learners in order to find those students whose academic needs are far beyond those of typical students of the same age in our district. In this process, students are identified for services through multiple pathways including ability and/or achievement in Language Arts and/or Math.

An appeal process is in place in the event the identification committee team does not place a child in services and a teacher, parent, or other person close to the child challenges this decision. An official written appeal using this form must be provided to the district High Ability Coordinator (contact information below).

**Student Name:** \_\_\_\_\_ **Current Grade and School:** \_\_\_\_\_

**Name of the Individual Making the Appeal:** \_\_\_\_\_ **Relationship to Student:** \_\_\_\_\_

**Contact Address, email, and phone number:** \_\_\_\_\_

An appeal does not re-evaluate student data already considered in the official identification process. *Scoring at the Pass Plus level on ISTEP+, high grades, or strong 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. New information provided demonstrating the child's need for high ability identification and services: (list below and attached additional reports or other evidence):

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**Signature of person making the appeal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

#### **Appeals Procedure:**

*The High Ability Coordinator reviews the new information provided and the student profile(s). The Coordinator may request alternative assessments to be completed by the student(s) at the school. These may include alternative measures of ability and/or achievement, approved work samples, and/or interviews. The Identification Team reconvenes to consider all appeals and any new data. The Coordinator reports results to the petitioner.*

**High Ability Coordinator:** Andrea McIntosh; 317-536-9088