

# Medora Community Schools



## High Ability Plan

## **Mission Statement**

Medora Community Schools to meet the diverse needs of all student learners. The corporation strives to encourage students in grades PreK-12 regardless of their social, cultural, socio-economic status, or other disability, to sustain and/or advance their intellectual curiosity and potential. Students who demonstrate exceptional learning ability and/or outstanding talents in language arts, math, or other content will have the opportunity to participate in enriched learning experiences.

## **Definition of High Ability Learners**

“High Ability student” means a student 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.

### ***Domain: High Ability-Math***

A High Ability Mathematics student (M-HA) performs at, or shows the potential for performing at, an outstanding level of accomplishment when compared to other student of the same age, experience, or environment.

In all districts, a student should be M-HA if the child is designated “high Ability-General Intellectual.” Additionally, any other student should have this designation on the STN if the child has met these criteria with the last 24 months, these student must receive services for high ability students in the area of mathematics.

- Performs or shows the potential to perform at an outstanding level in math within the population of students with the “same experience or environment” in that district.

OR:

- Performed at or above the 96<sup>th</sup> percentile on the Math Reasoning or problem Solving or Math Composite portion of an individual or group standardized norm-referenced achievement test.

OR:

- Demonstrates outstanding potential or performance in math according to district criteria on a qualitative measure of assessment, such as: product or portfolio assessment, rating or observation scales, interviews, or performance assessment

***Domain: High Ability-Language Arts***

A High Ability Language Arts student (L-HA) performs at, or shows the potential for performing at, an outstanding level of accomplishment to other students of the same age, experience, or environment and whose educational needs and/or individual academic growth cannot be met through typical grade level curriculum and/or instruction in language arts.

In all districts, a student should be L\_HA if the child is designated “High Ability-General Intellectual.” Additionally, any other student should have this designation on the STN if the child has met these criteria within the last 24 months; these students must receive services for high ability student in the area of language arts.

- Performs or shows the potential to perform at an outstanding level in language arts within the population of students with the “same experience or environment” in that district.

OR:

- Performed at or above the 96<sup>th</sup> percentile on the Reading, English, or Language Arts portion of an individual or group standardized norm-referenced achievement test.

OR:

- Demonstrates outstanding potential or performance in language arts according to district criteria on a qualitative measure of assessment, such as “product or portfolio assessment, rating or observation scales, interviews, or performance assessment

**Program Description**

Medora Community Schools will provide services to students in their regular classrooms who have been identified in language arts, math, or other subject areas. Students may have a differentiated curriculum that enables them to study topics more in depth.

Language Arts and Math: Students may be ability grouped in order to best meet the needs of the students. Students may be given advanced learning material in order to challenge and encourage further advancement. Students may utilize accelerated reader, accelerated math, BrainPop, iXL or Acuity to further advance skills as well as teacher created activities. Students in higher grades may participate in higher-level high school classes, dual credit or AP courses. Students may be asked to work independently or with small groups of students with the same abilities on alternative lessons.

Other Content Areas and the Arts: Students who demonstrate exceptional learning ability may find additional learning opportunities in after school programs sponsored by the school and community contests.

A Broad Based Planning Committee, comprised of the high ability coordinators, school administration, classroom teachers, counselors, and parents will evaluate the effectiveness of the high ability program.

## **Identification and Nomination Procedures**

### **Qualitative Measures**

The Kingore Observation Inventory (KOI) will be given to teachers for grades K-8 in the fall semester to record recognized indicators of high ability. Students who exhibit superior (3) or very superior (4) in comparison with their age peers will be considered for nominations by their teachers.

The committee may also use mClass Reading and Math scores, Inspect, iRead 3, ISTEP+ scores and writing samples as a target for placement into the high ability program.

### **Nomination Procedures**

#### *Teacher Nomination Procedures*

1. Teachers will review the following materials about characteristics of high ability learners:  
Guiding Students with High Abilities: Social and Emotional Considerations, 2<sup>nd</sup> ed.

- <http://www.doe.in.gov/sites/default/files/highability/guiding-students-high-abilities-social-and-emotional-considerations.pdf>
2. Complete the teacher nomination form.
  3. Complete the KOI observation form.
  4. Submit all materials to the building principal. The principal will then forward all materials to the high ability coordinator.

#### *Parent Nomination Procedures*

1. Parents will review the following materials about characteristics of high ability learners:
  - Guiding Students with High Abilities: Social and Emotional Considerations  
<http://www.doe.in.gov/sites/default/files/individualized-learning/guiding-students-high-abilities-social-and-emotional-considerations.pdf>.
2. Complete the parent nomination form.
3. Submit materials to the building principal who will then forward the information to the high ability coordinator.

#### **Screening Process**

After the nomination forms are collected, students will then participate in the Cogat test.

Students in grades K, 2, 5 and 8 will be tested.

#### **Assessment Tools**

Achievement Tests: CTB Battery

Alternative/Additional Measures: Parent and Teacher Nominations using the Kingore Observation Inventory (KOI)

#### **Appeal Process**

#### **Exit Procedures**

#### **Counseling and Guidance**

The guidance counselor will provide services to high ability students.

### **Professional Development**

Professional development in categories associated with high ability will be made available to staff members. The “train the trainer” model will be used to assure teachers are prepared to meet the individual needs of high ability learners.

### **Additional Resources**

Medora Community Schools has membership in the National Association of Gifted Children and the Indiana Association of the Gifted. These organizations provide a number of resources for people that work with high ability students.

Parents, teachers, and administration may find many useful tips and tools for high ability learners in the “A Gifted Education Resource Guide for Indiana Parents and Educators” prepared by the Indiana Association for the Gifted. The resource may be found at <http://www.doe.in.gov/sites/default/files/standards/highability-resource-guide-20140905.pdf>

The Indiana Department of Education provides tiered curriculum projects differentiated by readiness, interest, and learning styles. The projects can be found at <http://www.doe.in.gov/achievement/individualized-learning/tiered-curriculum-project>.