

| Multifaceted ID Plan Components | Description |
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| <p>District Mission Statement for High Ability Program</p> | <p>The Northeast School Corporation recognizes that some students perform at, or show the potential to perform at, an outstanding level of accomplishment in the core academic areas of language arts and mathematics. These students are found in all socio-economic, cultural, and ethnic backgrounds, and the Northeast School Corporation recognizes the need to identify such students through systematic, on-going procedures. Once formally identified, the Northeast School Corporation High Ability program will offer enriched, accelerated, advanced, and/or extended learning opportunities for students in the High Ability core academic areas.</p> |
| <p>District Definition of High Ability Student</p> | <p>The Northeast School Corporation defines a high ability student as one who performs at, or shows the potential for performing at, an outstanding level of academic accomplishment in math, language arts, or both, when compared to other students of the same age, experience, or environment; and, such student is characterized by exceptional gifts, motivation, or interests.</p> |
| <p>District Services for High Ability Students</p> | <p>Elementary:</p> <ul style="list-style-type: none"> • Early entrance to kindergarten will be considered on an individual basis by a child study team. • Service Options for students identified as high ability in one or both domains of math and language arts: <p>Kindergarten - 5: Identified students in ELA and Math are Ability grouped by readiness level. These groups may extend across grade levels as needed. Curriculum is planned and differentiated for all grade levels served so that all identified students can receive a planned extension of grade level standards in an articulated sequence in language arts according to their identification. Identified students in Math are placed in a cluster group in the same classroom. Curriculum is planned and differentiated for all grade levels served so that all identified students can receive a planned extension of grade level standards in an articulated sequence in math according to their identification.</p> <p>Middle School:</p> <ul style="list-style-type: none"> • Grades 6-8: Identified students are placed in a cluster group in the same classroom, or an honors section of content area, with a teacher who optimally has, or is seeking, licensure in gifted education. Curriculum is planned and differentiated for all grade levels served so that all identified students can receive a planned extension of grade level standards in an articulated sequence in math and/or language arts according to their identification. <p>High School:</p> <ul style="list-style-type: none"> • Grades 9-12: Students who are identified as having high ability are encouraged to take Honors, Dual Credit, and Advanced Placement courses when possible. Using the AP Potential tool students are identified and encouraged to pursue advanced math up through Calculus AB, AP Chemistry, AP English Language and Composition and AP English Literature. |

| Multifaceted ID Plan Components | Grade Levels | Measures | Selection Procedures |
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| <p>Norm-Referenced Aptitude Measure (also referred to as ability or intelligence measure)</p> | <p>Elementary K-2</p> <p>3-5</p> | <p>CogAT</p> <p>CogAT</p> | <p>96% tile or higher is desired, but if not, the top score is utilized for reference (using local norms when possible, with consideration of SEM).</p> <p>CogAT will be administered to all KG students second semester.</p> <p>CogAT will be administered to all 2nd grade students.</p> <p>CogAT will also be administered to identified pool (plus nominees) at the end of 5th grade to identify for Middle School.</p> |
| | <p>Middle School 6-8</p> | <p>CogAT</p> | <p>CogAt will be administered to identified pool at the end of 8th grade (plus nominees) to identify for High School</p> |
| | <p>High School 9-12</p> | <p>GPA PSAT scores</p> | <p>AP Potential tool is available to generate list of students likely to earn 3, 4, 5 on AP exams</p> |
| <p>Norm-Referenced Achievement Measure (or other evidence of ability to perform <u>above</u> grade level)</p> | <p>Elementary K-2 3-5</p> | <p>NWEA</p> | <p>This second measure is used for a more complete profile, as needed. (new 2016)</p> |
| | <p>Middle School 6-8</p> | <p>NWEA</p> | <p>This second measure is used for a more complete profile, as needed. (new 2016)</p> |
| | <p>High School 9-12</p> | <p>GPA, NWEA</p> | <p>This second measure is used for a more complete profile, as needed. (new 2016)</p> |

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| Qualitative Indicators | Elementary K-2 3-5 | SIGS (Scales for the Identification of Gifted Students) Teacher or Self nomination | This is used as supporting evidence for other measures, including test scores, teacher input and student portfolios |
| | Middle School 6-8 | SIGS (Scales for the Identification of Gifted Students) Teacher or Self nomination | This is used as supporting evidence for other measures, including test scores, teacher input and student portfolios |
| | High School 9-12 | SIGS (Scales for the Identification of Gifted Students) Teacher or Self-nomination | This is used as supporting evidence for other measures, including test scores, teacher input and student portfolios |
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| Appeals Procedure | <p>An appeal process is in place in the event the identification team does not place a child in services and a teacher, parent, or other person close to the child challenges this decision. The following steps clarify the appeal process:</p> <ol style="list-style-type: none"> 1. The petitioner contacts the building level Administrator within 10 days of High Ability Notification 2. Written appeal by petitioner should then be completed and given to High Ability Coordinator within 10 days. The appeal should include rationale as to why the identification process was not valid. Note: Classroom grades and ISTEP+ scores are not a valid reason. 3. Coordinator reviews student profile and requests alternative assessments which may include: Approved classroom work samples, Teacher interview, Student Interview 4. Building level identification team reconvenes to consider new data. This meeting may include an interview with the student and/or petitioners. 5. Identification team reports results to coordinator. 6. Coordinator reports results to petitioner. | | |

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| Exit Procedure | <p>If a student, parent, or teacher believes a high ability placement for services is no longer appropriate, he or she may follow these steps:</p> <ol style="list-style-type: none">1. Request a conference to be conducted with the parties involved, including the parent and the teacher providing services.2. Examine issues of concern with teacher, parent, student.3. If an exit is deemed appropriate, the parent signs permission to “de-flag” student for high ability placement and services.4. Parent permission for exit and documentation of meetings are sent to the High Ability Coordinator.5. High Ability Coordinator removes high ability flag for student in database. |
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School Corporation: Northeast School Corporation - 7645

High Ability Coordinators and Contact Information: Patricia Walters

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Date: 5/13/2014

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