



North Vermillion Community School Corporation

HIGH ABILITY PROGRAM

2023-2024

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MISSION STATEMENT

North Vermillion Community School Corporation will provide each high ability student with enrichment opportunities to grow to meet their academic potential.

NVCSC PROGRAM GOALS AND OBJECTIVES

North Vermillion Community School Corporation is dedicated to improving the identification process of high ability students within the corporation.

Objectives:

- Ensure all students have an equal and appropriate opportunity to be observed and evaluated for possible acceptance into the NVCSC High Ability Program.
- Utilize multiple sources of data to fairly and properly identify students as high ability learners.
- Educate all staff members of the specific academic, social, and emotional needs of high ability learners.
- Provide professional development opportunities for teachers to become better trained and prepared to meet the needs of high ability learners.

HIGH ABILITY EDUCATION--DEFINITION AND CODE (IC)

“The high ability student is one who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to the other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.” (IC 20-36-1-3)

Students identified as “high ability” are those students who, regardless of ethnicity, gender, or socio-economic status, perform at or show their potential for performing at an outstanding level of achievement when compared with students of the same age, grade level, or experience/background and whose educational needs and/or individual academic growth cannot be met through the general education or grade-level curriculum.

As per Indiana Code (IC 20-10.1-5.1-1), high ability students may show aptitude in one or more of the following areas: general intellectual ability, general creative ability, specific academic subjects, technical and practical arts; visual and performing arts, and/or interpersonal skills.

CHARACTERISTICS OF A GIFTED CHILD

Although there are many definitions of giftedness, according to the National Association of Gifted Children, gifted children have many common characteristics. It is important to note however, that there is a distinction between a child who is bright and does well in school versus a child who is gifted.

A Bright Child	A Gifted Child
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discussed in detail; elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes the assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates new designs
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Is alert	Is keenly observant
Is pleased with learning	Is highly self-critical
Enjoys straightforward, sequential presentation	Thrives on complexity

IDENTIFICATION PROCESS

North Vermillion Community School Corporation is dedicated to identifying students who perform at or show the potential to perform at an outstanding level. NVCSC will use a triangulation of data to identify those students who qualify for the high ability program in our corporation.

The triangulation of data used for identification is as follows:

1. Cognitive Ability Test (CogAT)
 - a. CogAT has been adopted as the cognitive assessment used for education. Students who score an IQ of 112 or higher will be passed through for further evaluation by the HA Identification Committee. Students with a score of 120 or higher will be automatically identified in that area. The committee will review the individual results of the CogAT, along with data from subsequent categories to make a final determination of qualification.
 - b. All other students who are NOT new to the corporation and have not previously qualified for the NVCSC high ability program will be granted an opportunity to retake the CogAT based on teacher, parent, or Identification Committee recommendation. Please note that a student will not be able to take the CogAT twice in the same year.
2. Extraordinary performance on state standardized tests
 - a. Achieving advanced proficiency on ILearn (grades 3-8)
 - b. Above grade level on iReady Diagnostic Math and Reading Tests
3. Teacher Recommendation (K-12)
 - a. Supported with samples of student work (writing prompt, mastery benchmarks, etc.)

CURRICULUM & INSTRUCTION

The Curriculum and Instruction Plan is constructed at the district level and details specifically how the curriculum and instruction are differentiated in breadth, depth of content, and materials used to meet the needs of one or more high ability students within each grade level. It shows how the curriculum for high ability students is differentiated from the general education curriculum.

	ELA	Math	Other
K-3	Reading Horizons Above Level Instruction i-Ready Personalized Instruction	Ready Math Above Level Tools for Instruction i-Ready Personalized Instruction	
4-6	Ready Reading Above Level Tools for Instruction i-Ready Personalized Instruction	Ready Math Above Level Tools for Instruction i-Ready Personalized Instruction	
7-8	<u>Project-Based Learning & Community Action Handbook</u>	Ready Math Above Level Tools for Instruction i-Ready Personalized Instruction	
9-12	<u>Project-Based Learning & Community Action Handbook</u> AP Lang & AP Lit English Honors	AP Calculus	

REQUEST FOR REVIEW / APPEAL

A parent/guardian of a student who is not selected for the high ability program for the current school year may appeal the committee's decision. The request must be presented in writing (Appendix A) and submitted to the building administrator. The request will then be passed to the HA Identification Committee for further review. If a student has been tested using the CogAT during the current school year, the parent/guardian is welcome to submit a cognitive abilities test from an outside source. A student will only be allowed to take the school provided CogAT assessment one time per school year. If a student has already been administered the CogAT during a given school year, he/she must wait until the following school year to retake the assessment at North Vermillion.

EXIT POLICY

Students may exit the high ability program at any time upon written parent/guardian request (Appendix B). It is possible the exit procedures may be initiated based on school request. If at any point the school feels the high ability program is not in the best interest of the student, the following steps will take place.

1. Meeting with administrator, teacher, counselor, and parents/guardians to discuss the student concerns. A review of student performance and the development of a Student Improvement Plan will take place at this time.
2. The implementation and review of a Student Improvement Plan. The plan will provide intervention in efforts to address the academic/emotional concerns of the student. If after no less than one grading period the improvement plan proves ineffective, the student may be removed from the program.
3. If the improvement plan has proven ineffective and re-assignment is in the best interest of the child, a second meeting will be held with the

parents/guardians to discuss and implement a smooth transition from the high ability program/course into an alternate program.

SERVICE DESCRIPTIONS

ELEMENTARY SCHOOL (K-6 SERVICES)

High ability education is not simply enrichment. It is about providing appropriate curriculum and instruction in the core content areas taught at a faster pace with greater depth, rigor, and focus on higher level thinking skills.

North Vermillion Elementary School will provide curriculum and instruction with more depth in the following ways:

RTI: Students at NVES who have been identified as high ability or “showing the **potential** for performing at an outstanding level of accomplishment” will be grouped with peers at the same (or about the same) level for 30 minutes of enrichment time in math and 30 minutes of enrichment time in Reading. These students will be challenged with higher depth of knowledge questions, higher level reading content, as well as a focus on higher-level critical thinking skills, problem solving skills, and project-based learning opportunities.

JUNIOR HIGH SCHOOL (7-8) SERVICES

North Vermillion Junior High School will provide curriculum and instruction with more depth and rigor in the following ways:

Cluster Grouping: Students identified as high ability or “showing the **potential** for performing at an outstanding level of accomplishment” will be grouped together for Math, Reading, and Science classes.

High School Classes: NVJH will offer high ability students the opportunity to take Algebra I in 8th grade for high school credit, and Spanish I in 8th grade, also for high school credit.

Honors Class: Students identified as high ability or “showing the **potential** for performing at an outstanding level of accomplishment” in reading will be enrolled in English 8 Honors.

HIGH SCHOOL (9-12) SERVICES

North Vermillion High School will provide curriculum and instruction with more depth and rigor in the following ways:

Advanced/Honors Classes: Students who are identified as having high ability or “showing the *potential* for performing at an outstanding level of accomplishment” are encouraged to take honors, dual enrollment, and/or Advanced Placement courses.

**All High Ability students will be considered eligible for advanced courses, but enrollment in those courses will not be automatic.

GUIDANCE AND COUNSELING PLAN

North Vermillion Community School Corporation will permit any student access to building guidance counselors to discuss specific needs and develop coping strategies relating to behavioral, social, or emotional challenges that may exist with high ability learners. Furthermore, NVCSC will provide information and consultation to the parents/guardians of high ability students relating to the intellectual, academic, career, social, and emotional needs that may exist.

PROFESSIONAL DEVELOPMENT PLAN

It is imperative that all teachers within the school corporation be informed of, and prepared to accommodate for the specific academic, behavioral, and social needs that may accompany high ability learners. As a result, NVCSC will provide professional development opportunities for our teachers to better equip them with the skills necessary to educate high ability learners. NVCSC will provide information (researched based best practice) to staff members through Professional Learning Communities and staff development opportunities such as workshops, seminars, and on-site consultation on the intellectual, academic, career, social, and emotional needs of high ability students.

BROAD-BASED PLANNING COMMITTEE

The Indiana Department of Education requires the establishment of a broad-based planning committee that meets periodically to review the local education plan for high ability students. The committee must have representatives from diverse groups representing the school and community.

The DOE requires each BBPC to include at least five members.

The committee will include one of each of the following:

- Administrator
- Educator
- Parent
- Community/business representative
- Other stakeholder

The BBPC will meet annually to discuss and review K-12 programming for highly able students in the North Vermillion Community School Corporation. The committee is an advisory group making recommendations to the district administration. The committee will discuss the pros and cons of the current program and make suggestions for improvements/revisions for the upcoming school year.

SYSTEMATIC ASSESSMENT PLAN

An annual broad-based planning committee meeting will take place each spring that will assess the current high ability plan. The committee, along with building administrators, will analyze the pros and cons of the current plan and develop ideas for improving the plan for the following year.



North Vermillion Community School Corporation

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APPENDIX



NVCSC HIGH ABILITY PROGRAM

REVIEW REQUEST/ APPEALS FORM

To Whom It May Concern:

This letter is to formally request the review of my child's academic and assessment file for consideration in the North Vermillion Community School Corporation High Ability Program.

Student Name: _____

School: _____

Current Grade Level: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date of Request: _____

Description of additional evidence submitted for review (required):

Your request for review will be submitted to the NVCSC High Ability Identification Committee. The committee includes the building level administration, guidance counselor, teachers, and high ability coordinator. All requests for review must be submitted to the building level administration no later than May 1st of the current school year. A formal letter will be sent no later than the last day of the current school year to notify the parents/guardian of the final decision of identification for the following school year.

NVCSC HIGH ABILITY PROGRAM
EXIT REQUEST FORM

Student: _____ Grade: _____ Date: _____

Parent/guardian: _____

Person making request: _____

Reason for request: _____

All high ability students must demonstrate the skills and knowledge necessary for a beneficial and successful academic experience on an ongoing basis in order to stay in the high ability program at NVCSC. If the student does not demonstrate the above, the school should follow these procedures to place the student in a more suitable course as soon as possible.

- Meeting with administrator, teacher, counselor, and parents/guardians to discuss the student concerns. A review of student performance and the development of a Student Improvement Plan will take place at this time.
- The implementation and review of a Student Improvement Plan. The plan will provide intervention in efforts to address the academic/emotional concerns of the student. If after a stated period of time the improvement plan proves ineffective, the student may be removed from the program.
- If the improvement plan has proven ineffective and re-assignment is in the best interest of the child, a second meeting will be held with the parents/guardians to discuss and implement a smooth transition from the high ability program/course into an alternate program.

Duration of Improvement Plan: _____

Review/comments of plan: _____

Final Placement Decision: _____

Parent/Guardian Signature

Date

NVCSC HIGH ABILITY PROGRAM
STUDENT IMPROVEMENT PLAN

Student: _____ Grade: _____

School: _____

High ability placement/course of concern: _____

Date of parent/guardian meeting: _____

Plan for Improvement	Timeline for Completion
1.	
2.	
3.	
4.	
5.	

Additional comments/concerns:

Parent/Guardian Signature

Date

Administrator Signature

Date