

High Ability/LEAP Program

VISION

The North West Hendricks School Corporation program for High Ability students provides a curriculum and enrichment activities for identified students in order to intensify the total educational experience. Students are challenged by the educational community to maximize learning experiences to exceptional heights through advanced instruction, regular assessments to measure academic growth, individual activities, group projects, and beyond.

MISSION

Our mission at North West Hendricks School Corporation is to recognize and meet the needs of our high ability students through varied educational experiences that develop individual talents, critical and creative thinking abilities, and independent learning skills which maximize their potential for future success.

North West Hendricks Elementary Schools

High Ability Grouping

Kindergarten

All Kindergarten students are in a mixed ability classroom with students who scored very highly on their beginning of the year testing clustered together. Differentiated math and language arts instruction will occur during our intervention time. During the intervention time, small groups will be pulled by the teacher or assistant to receive more accelerated or intensive instruction. Additionally, differentiation for English/Language Arts will occur all year during their literacy groups allowing for acceleration of high ability readers. During the school year, LEAP groups will be taught the state high ability reading curriculum.

First Grade

All first grade students will be in mixed ability classrooms. The high ability (identified LEAP) students will be clustered together and receive accelerated instruction. Differentiated math and language arts instruction will occur during our intervention time. During the intervention time, small groups will be pulled by the teacher or assistant to receive more accelerated or intensive instruction. Additionally, differentiation for English/Language Arts will occur all year during their literacy groups allowing for acceleration of high ability readers. During the school year, LEAP groups will be taught the State high ability reading curriculum.

Second Grade

All second grade students will be in mixed ability classrooms. The high ability (identified LEAP) students will be clustered together and receive accelerated instruction. Differentiated math and language arts instruction will occur during our intervention time. During the intervention time, small groups will be pulled by the teacher or assistant to receive more accelerated or intensive instruction. Additionally, differentiation for English/Language Arts will occur all year during their literacy groups allowing for acceleration of high ability readers. During the school year, LEAP groups will be taught the state high ability reading curriculum.

Third Grade

All third grade students will be in mixed ability classrooms. The high ability (identified LEAP) students will be clustered together and receive accelerated instruction. Differentiated math and language arts instruction will occur during our intervention time. During the intervention time, Small groups will be pulled by the teacher or assistant to receive more accelerated or intensive instruction. Additionally, differentiation for English/Language Arts will occur all year during their literacy groups allowing for acceleration of high ability readers. During the School year, LEAP groups will be taught the state high ability reading curriculum.

Fourth Grade

All fourth grade students will be in mixed ability classrooms. The high ability (identified LEAP) students will be clustered together and receive accelerated instruction. Differentiated math and language arts instruction will occur during our math and reading time. During the intervention time, Small groups will be pulled by the teacher or assistant to receive more accelerated or intensive instruction. Additionally, differentiation for English/language Arts will occur all year during their literacy groups allowing for acceleration of high ability readers. During the school year, LEAP groups will be taught the state high ability reading curriculum.

Fifth Grade

All fifth grade students will be in mixed ability classrooms. The high ability (identified LEAP) students will be clustered together and receive accelerated instruction. Differentiated math and language arts instruction will occur during our math and reading time. During the intervention time, small groups will be pulled by the teacher or assistant to receive more accelerated or intensive instruction. Additionally, differentiation for English/Language Arts will occur all year during their literacy groups allowing for acceleration of high ability readers. During the school year, LEAP groups will be taught the state high ability reading curriculum.

Outside of School

Outside of the school day, students will receive information about opportunities to participate in the Purdue GERI program which is a gifted and talented Saturday or summer program for high ability students. Also, students will receive information about Camp Invention that is housed at Pittsboro Primary School in which students will work on STEM projects.

North West Hendricks Middle School

High Ability Grouping

Sixth Grade:

1. Honors Reading Class

- Students: identified as LEAP or high ability
- Class: will accommodate number of identified students
- Curriculum: based on 7th grade literature, extension and challenge activities, and embedded standards instruction Houghton Mifflin Harcourt and collaboration with 7th grade teacher's scope and sequence suggestions

2. Honors English Class

- Students: identified as LEAP or high ability
- Class: will accommodate number of identified students
- Curriculum: Based on 7th Grade literature, grammar, writing, and communication skills from adopted 7th grade language, text, and collaboration with 7th grade teacher's scope and sequence suggestions

3. Honors Math Class

- Students: identified as LEAP or High Ability
- Textbook: Reference material from 7th Grade Math textbook Mathematics Applications and Concepts by Glencoe .
- Curriculum: The High Ability 6th graders will be taught using the 7th grade level textbook but the teacher will be sure to use supplemental materials from the 6th grade level to fill in gaps that exist. To identify gaps in knowledge base, could use pretest at the beginning of each chapter (not for a grade).
- Collaboration: There should be collaboration between the 5th, 6th, and 7th grade math teachers to help identify strong and weak areas for the incoming group of students

Seventh Grade:

1. Honors Language Arts Class

- Students: identified as LEAP or high ability
- Class: will accommodate number of identified students
- Curriculum: based on 8 grade literature and language skills, extension and challenge activities, embedded standards instruction from adopted reading and language Series, and collaboration with 8 grade teacher's Scope and sequence Suggestions

2. Honors Math Class

- Students: identified as LEAP or high ability (Note: Students must receive an A or a B in the spring semester to move on to Algebra I in the 8th grade. Students who successfully complete Pre-Algebra in grade 8 will receive high school credit and will take Algebra I in grade 9. Mathematics credits earned prior to entering Grade 9 may meet specific course requirements, but not the Credit requirements for graduation.)
- Curriculum: The High Ability 7th graders will be taught from the Pre-Algebra textbook but the teacher will be sure to use supplemental materials from the 7th grade level to fill in gaps that will exist.
- Collaboration: There should be collaboration between the 6th, 7th, and 8th grade math teachers to help identify strong and weak areas for the incoming group of students

Eighth Grade:

1. Honors Language Class

- Students: identified as LEAP or high ability
- Class: will accommodate number of identified students
- Curriculum: based on 9th grade literature and language skills, extension and challenge activities, embedded standards instruction from adopted reading and language Series, and collaboration with 9th grade teacher's scope and sequence suggestions

2. Two Algebra I classes:

- Students: identified as LEAP or high ability
- Class: will accommodate number of identified students
- Curriculum: Based on Indiana Academic Standards for Mathematics - Algebra I, as well as, Indiana Academic Standards - eighth grade determined essential for ISTEP. Students in Algebra I take a final both fall and spring semesters. Students who successfully complete Algebra I in grade 8 with an A or B semester average will receive high School credit and will take Geometry/Honors Geometry in grade 9. If they receive a C and pass ISTEP they will receive credit. If they receive a C or lower, he/she does not receive credit for the course and must retake the high school variation of the course as a Freshman in high school.

Tri-West High School Programs for High Achieving Students

Current initiatives:

1. AP Chemistry, AP Calculus, AP Biology, AP English, AP Art, Pre AP Art, AP Physics, AP Computer Science
2. Ivy Tech Dual Credit classes: CHEM 105, MATH 136, MATH 137, SPAN 101, SPAN 102, SPAN 201, SPAN 202, VIFC 101.
3. Project Lead the Way-Students in these classes receive Ivy Tech Dual Credit in DESN 102, DESN 104, DESN 105, EECT 112
4. Trine University Dual Credit classes: BIO 104, PH 154
5. Honors Classes
 - a. English - 9, 10, 11
 - b. Algebra, Geometry, Algebra 2, Pre-Calculus
 - c. Integrated Chem/Phys, Chemistry
 - d. U.S. History

Proposed initiatives:

1. Improve upon vertical articulation within the high school building. Develop a "Pre AP" or Honors team between the middle school and high school. This will improve and prepare the students entering the honors classes.
2. Develop more Dual Credit, AP, and Honors classes within the high school. This initiative is targeted in social studies, foreign language, and business. An emphasis would be made on ensuring the expectations and challenges of these new classes would meet the criteria of other Dual Credit, AP, and Honors classes.
 - a. Staff training and preparation would be needed for these additional classes.
 - b. Dual credit/AP Foreign Language
 - c. Dual credit/AP Social Studies
3. Develop a rigorous, relevant and meaningful assessment process that shows growth for high achieving students.
4. Make Transfer General Education Core (TGEC) certification for students a reality at TWHS.

Future Considerations:

1. More classes + more preps for teachers = the need for more staff.
2. Only one staff member at Tri-West High School has gifted and talented certification.
3. There is no current identification process established within the high school to determine who will be in honors classes and who will be in AP classes. The high school decisions are mostly made by students' choice and some teacher recommendations.

North West Hendricks School Corporation
High Ability Identification Guidelines

Getting Started: Elements to Keep in Mind

The purpose of identification of advanced potential is to provide an appropriate learning environment that will nurture that potential into high performance. We are not trying to "find the gifted" in order to give them special status. We are trying to meet academic needs and develop those with the potential for high performance. It is not about the label; it is about providing appropriate curriculum and instruction.

The STN tagging allows districts to look for evidence of student growth, program effectiveness, and to see if they are identifying (and serving effectively) high ability students from all populations. Historically, gifted programs were more uni-dimensional with students being identified as "gifted" and placed in a single program. Now we know there are more students than we were finding before and that some students with advanced potential do not achieve at high levels because of a prior lack of opportunity to develop their achievement. The Indiana definition is inclusive of students with either high performance OR high potential when compared to others of the same experience or environment. There are multiple pathways to be identified. This greater range of achievement levels necessitates the provision of a range of services, not one single program. Some will need high ability services in just one subject area and some will need services in more areas. Some may need to be sent to another grade or a different class at the same grade for a subject. This is consistent with many school services recognizing individual needs. Therefore, depending on the type of services to be provided, placing a student in services for high ability may not be different from the placement of any other student in the appropriate level of instruction according to their needs. Keeping parents informed about educational programs and services available or provided to their students is always good practice, but to call it to everyone's attention repeatedly and unnecessarily may give the impression of elitism.

The identification process is completed at the district level. Because students will come together at higher grade levels and because identified students should receive similar curriculum and instruction in the district, this process is completed at the district level by a committee. Students in the middle elementary grades and older, who were previously identified as High Ability General intellectual, and who are "doing well" in their current placement, should be entered in the spreadsheet with an x in the HA Math, HA Language and HA General Intellectual Columns. They do not need to requalify for identification and services but are included in the spreadsheet for the purpose of determining numbers of students needing appropriate services in Math, Language Arts and/or both areas. These numbers will be important when determining service options. Students who were previously identified as just HA Math, or just HA Language Arts and who are doing well in their current HA placement should continue in their services so should have the appropriate column marked in the spreadsheet. However, they will need to be evaluated for identification in the previously unidentified area.

What you need in an Excel spreadsheet for all other students in the targeted grades:

- CogAT Ability Score broken into Verbal, Quantitative, Non-Verbal Scores - We will NOT use the full scale score VNQ Composite Score.
- NOTE: for students in early middle school placement, instead of the CogAT Quantitative and NonVerbal Scores, you may want to use the score on the Orleans Hanna Algebra Prognosis Test
- Spring NWEA scores and percentiles in each area of Math, LA, and Reading
- Current Student High Ability identification: General intellectual (both Math and Lang), just Math, and just Lang
- Columns for HA General Intellectual, HA Math, and HA Language Arts

Northwest Hendricks Pathways for High Ability Identification Elementary School Students

Kindergarten

Language Arts

Pathway 1: CogAT SAS Verbal percentile of 96 or higher

Pathway 2: CogAT SAS Verbal percentile of 89-95 **and** score on SIGS Teacher form on Language Arts scale of 96 percentile or higher (General norms)

Pathway 3: Spring NWEA Reading percentile of 98 or higher

Pathway 4: Spring NWEA Reading percentile of 95-97 **and** score on SIGS Teacher form on Language Arts scale of 96 percentile or higher (General norms)

Math

Pathway 1: CogAT SAS Quantitative percentile of 96 or higher

Pathway 2: CogAT SAS Quantitative percentile between 89-95 **and** CogAT Nonverbal percentile of 96 or higher

Pathway 3: CogAT SAS Quantitative percentile between 89-95 **and** score on SIGS Teacher form on Math subscale of 96 percentile or higher (General norms)

Pathway 4: Spring NWEA Math percentile of 98 percentile or higher

Pathway 5: Spring NWEA Math percentile of 95-97 **and** score on SIGS Teacher form on Math subscale of 96th percentile or higher

2nd grade

Language Arts

Pathway 1: CogAT SAS Verbal percentile of 96 or higher

Pathway 2: CogAT SAS Verbal percentile of 89-95 **and** score on SIGS Teacher form on Language Arts scale of 96 percentile or higher (General norms)

Pathway 3: Spring NWEA Reading and Language percentiles of 95 or higher

Pathway 4: Spring NWEA Reading and Language percentiles between 92-94 **and** score on SIGS Teacher form on Language Arts scale of 96 percentile or higher (General norms)

Pathway 5: Spring NWEA Reading and Language percentiles between 92-94 percentile **and** Fall or Winter NWEA Reading and Language percentiles of 95 percentile or higher

Math

Pathway 1: CogAT SAS Quantitative percentile of 96 or higher

Pathway 2: CogAT SAS Quantitative percentile between 89-95 **and** CogAT Nonverbal percentile of 96 or higher

Pathway 3: CogAT SAS Quantitative percentile between 89-95 **and** score on SIGS Teacher form on Math subscale of 96 percentile or higher (General norms)

Pathway 4: Spring NWEA Math percentile of 95 percentile or higher

Pathway 5: Spring NWEA Math percentile of 92-94 **and** score on SIGS Teacher form on Math subscale of 96 percentile or higher

5th grade

Language Class

Pathway 1: CogAT SAS Verbal percentile of 96 or higher

Pathway 2: CogAT SAS Verbal percentile of 89-95 **and** score on SIGS Teacher form on Language Arts scale of 96 percentile or higher (General norms)

Pathway 3: Spring NWEA Language percentiles of 95 or higher

Pathway 4: Spring NWEA language percentiles between 92-94 **and** score on SIGS Teacher form on Language Arts scale of 96 percentile or higher (General norms)

Pathway 5: Spring NWEA language percentiles between 92-94 percentile **and** Fall or Winter NWEA Language percentile of 95 percentile or higher

Reading Class

Pathway 1: CogAT SAS Verbal percentile of 96 or higher

Pathway 2: CogAT SAS Verbal percentile of 89-95 **and** score on SIGS Teacher form on Language Arts scale of 96th percentile or higher (General norms)

Pathway 3: Spring NWEA Reading percentile of 95 or higher

Pathway 4: Spring NWEA Reading percentile between 92-94 **and** score on SIGS Teacher form on Language Arts scale of 96 percentile or higher (General norms)

Pathway 5: Spring NWEA Reading percentile between 92-94" percentile **and** Fall or Winter NWEA Reading percentile of 95h percentile or higher

Math

Pathway 1: CogAT SAS Quantitative percentile of 96 or higher

Pathway 2: CogAT SAS Quantitative percentile between 89-95 **and** CogAT Nonverbal percentile of 96 or higher

Pathway 3: CogAT SAS Quantitative percentile between 89-95 **and** score on SIGS Teacher form on Math subscale of 96 percentile or higher (General norms)

Pathway 4: Spring NWEA Math percentile of 95 percentile or higher

Pathway 5: Spring NWEA Math percentile of 92-94 **and** score on SIGS Teacher form on Math subscale of 96 percentile or higher

Testing and Sample language for Parents

If students are to be administered an individual test, notification of the parents is something to be encouraged. Here is some sample language for use with parent notification of group testing:

We need additional information on the academic needs of some children in order to ensure that that the school corporation is providing instruction at the appropriate level for each child. Depending upon the information needed, your child may be administered one or more standardized tests. The testing will occur during _____ time period.

Sample Parent Letter for placement:

Dear Parents/Guardians,

It is a pleasure getting to know John Smith during his kindergarten year. Based on the information that we have gathered regarding his learning potential, we have concluded that John may need more advanced content and instruction than is provided in the regular first grade classroom. As a result of our assessment, this year we are recommending him for placement in a cluster group of students with similar instructional needs where he will receive instruction that we believe will match his learning needs. Cognitive growth is not always consistent and therefore, such placement is not necessarily permanent. All students will be systematically evaluated for instructional placement again in 2nd and 5th grade. Placement decisions may be modified in accordance with changes in students' learning profiles as they progress through elementary, intermediate, and junior high school. For more information on this process, please feel free to contact the principal or the high ability coordinator. We look forward to working with John and your family. Please let us know if you have any questions.

Sincerely,

North West Hendricks Schools Elementary High Ability Probation Guidelines

1. If a student receives a grade of C or below for one semester's grading period in an honors class, they will be placed on "honors probation" for the next semester's grading period.
2. If the grade remains at or below a C after the semester in which they are on "honors probation", they will be removed from the honors class.
3. During the time in which the student is on "honors probation", the following things will occur:
 - The student will have the daily assignment book filed out and signed each night upon completion of homework.
 - The student and parents will receive weekly reports on grade standings in the high ability course in question.
 - The student, parents and teacher will set the academic goal to guide the nine weeks. This may utilize many avenues of support including, but not limited to, Small group Work, tutoring, study tables, one-on-one work during recess/specials time.
4. If the student brings the grade above a C, then they will be off probation and will be allowed to stay in the honors class.
5. If the student does not bring the grade above a C, the student will be re-assessed using the CogAt and NWEA to determine the level of achievement. If that level is significantly below the achievement level considered for high ability placement, the student will be removed from the high ability track. If the achievement level on CogAt and NWEA are in the appropriate range for high ability placement, the student will receive an additional semester of probationary support. This probationary period will include all of the above as well as regular conferences between the student and the school counselor. Following the second semester of probationary support, if the student is still not performing at the high ability level in the classroom they will be removed from the high ability track. The probation periods may take place either semester.

High Ability/LEAP
Tri-West Middle School

A. Identification Process

Students who are entering grade 6 who are identified as High Ability/LEAP, may continue as High Ability/LEAP students in the middle school if they are in at least one honors class. These students will be reviewed based on their grades at the end of the first semester. If the teachers feel as though the student should be removed from the High Ability/LEAP Program, they will follow the probationary/exit procedures.

Students in 7th and 8th grade will be identified as High Ability/LEAP based on the following criteria:

1. Pass+ on ISTEP LA or Math
2. NWEA scores in the 90+ percentile on whichever area they will be placed
3. Teacher recommendations will be given about whether or not a student should continue in the High Ability/LEAP program/honors classes
4. Any grade lower than a C- will begin the probationary process

Students not identified as High Ability/LEAP, but who choose to take the honors classes may be considered by looking at the above criteria and teacher recommendation. A test will also be administered to students looking to be in the honors classes who are not currently enrolled in them. For students new to North West Hendricks School Corporation, evidence of previous GT participation and other comparable standardized test scores may also be used to consider High Ability/LEAP placement.

Language Arts Assessments

Quantitative Measures

NWEA (Screener and Identifier)
ISTEP (Screener)
Acuity (Screener)
Grade Level Qualifying Test (Screener and Identifier)

Qualitative Measures

Teacher recommendations
Student Self-Evaluation

Math Assessments

Quantitative Measures

NWEA (Screener and Identifier)
ISTEP (Screener)
Acuity (Screener)
Grade Level Qualifying Test (Screener and Identifier)

Qualitative Measures

Teacher recommendations
Student Self-Evaluation

B. Appeals Process

1. A teacher/parent may ask the selection committee to consider a student not nominated. This would include new students to our district.
2. The Selection Committee would look at a quantitative and qualitative assessments available.
3. The selection Committee would then make a decision.

C. Probationary/Exit Procedures

If a student receives a grade of a C- or below during any 9 week grading period in an honors class, they will be placed on "honors probation" for the next 9 week grading period.

If the grade remains at or below a C- after the 9 week grading period while they are on "honors probation", they will be removed from the honors class.

During the time in which the student is on "honors probation", the following things will occur:

- The student will receive, fill out and have signed a daily assignment sheet for the class in which they are on probation. The parents will also sign this form each day, These will be turned into the guidance counselor weekly.
- The student will have a grade tracking sheet in which they will track their grade and get it signed by the teacher weekly. This way, both the student and their parents will know where they stand grade wise while they are on probation.
- The student and parent will meet with an administrator and fill out a positive performance plan goal sheet for the next grading period. They will also sign a Contract stating that they agree and understand what is going on and what they have to do.

If the student brings the grade up above a C-, then they will be off probation and will be allowed to stay in the honors class.

Students who are removed from honors classes at Tri-West Middle School will be able to re-enter the honors program in high school if they meet the requirements of the Tri-West High School honors process.

**High Ability/LEAP
Tri-West High School**

A. Identification Process

1. Students from Tri-West Middle School previously identified as High Ability/LEAP may continue as High Ability/LEAP students at the high school if they are in English 10 Honors and/or Geometry or Algebra II in grade 9.
2. Students not identified as LEAP students may be placed in a pool for possible High Ability/LEAP identification based on the following criteria:
 - a. Fall 8th grade ISTEP scores that fall in the Pass+ range in either ELA or Math.
 - b. Spring NWEA scores fall in the High Range
 - c. For students new to North West Hendricks School Corporation, evidence of previous GT participation and other comparable standardized achievement test scores may also be used to consider High Ability/LEAP placement

Language Arts & Math Assessments

Quantitative Measures

NWEA

College and Career Readiness Assessments: Math and Language Arts

PSAT

SAT

ACT

AP tests: English, Chemistry, Biology, Calculus

Qualitative Measures

Teacher Observations

Parent Observations

Student Grades/ GPA History of courses taken

B. Appeal Process

1. A teacher/parent may ask the selection committee to consider a student not nominated. This would include new students to our district.
2. The selection committee would look at all quantitative and qualitative assessments available.
3. The selection Committee would then make a decision.

C. Probationary/Exit Procedures

Students receiving a D or lower in any grading period will be placed on probation for up to two grading periods. During this probationary period the student will work with the counselor and/or teacher to create an improvement plan. A variety of interventions can be implemented by parents/guardians, classroom teachers, counselor, administration or other staff members.

After a student has been on an improvement plan for 9 weeks, there will be another meeting to determine if new interventions will be implemented or if the student will be exited from the High Ability/LEAP program. Students and parents will be notified of probation and/or removal. They may request a conference with their child's teacher.