



High Ability Program Plan Template

Use this form to provide a written description of what your local education agency (LEA) currently has in place for the required components of the High Ability Program. *Suggestions for best practices are included at the bottom of the template.*

LEA Name: John Glenn School Corporation

LEA Number: 7150

High Ability Mission Statement: John Glenn School Corporation is committed to providing curriculum and instruction of such quality as to ensure that all K-12 children, regardless of individual differences, are challenged to reach the highest level of achievement consistent with their ability.

The corporation recognizes the need to provide such students with learning experiences that aid in the development of their academic, psychological, and social needs.

Such needs shall be met by providing:

- a continuous level of challenge for all students, including high ability, through various curricular modifications in the regular classroom grades K-12.
 - a) Enrichment in grades K-6
 - b) Flexible ability grouping in the regular classroom grades K-6
 - c) Cluster Grouping for specialized instruction in grades 4-8
 - d) Advanced Placement and acceleration grades 7-12
 - e) Differentiated curriculum grades K-12
- Collaborative support within the regular curriculum
- Guidance & Counseling services K-12
- Meeting intellectual and social and emotional needs of high ability students
- The John Glenn School Corporation believes that high ability students are individuals with potential who require guidance in discovering, developing, and realizing their potential as individuals and as members of society. Under this philosophy, it becomes the responsibility of the entire staff to meet the needs of high ability students by identifying their gifts and talents and developing those areas. This philosophy also includes a strong partnership between the school system and community.

High Ability link on district website: <https://www.jgsc.k12.in.us/> (programs -> high ability)

Name of district HA Coordinator: Amy Weiss

Multifaceted Identification Plan

In your narrative below, please include specific details about the following:

- The process used to provide access and opportunity to all students, to include:
 - The assessments used to measure verbal and quantitative ability and achievement for each path to identification
 - Norm-referenced measure of ability/potential
 - Norm-referenced, adaptive measure of achievement
 - Qualitative indicator of achievement
 - What parameters (ie percentile ranks) identify a student as high ability

Measure of ability and which grade levels are assessed (K, 2, and 5 are required): CogAT K, 2, 5, and 8 (2024-2025)

Measure of achievement and which grade levels are assessed: IREADY k, 2, 5, and 8 (2024-2025)

Qualitative indicator(s) used: Teacher referrals, observations, identifier checklist, student interviews

Identification parameters for each assessment: Teacher referrals, observations, identifier checklist, student interviews

How are you ensuring that ALL students are identified, including EL, 2e, and underrepresented student populations?

All students at grades K, 2, 5 and 8 (2024-2025) are screened. All move in students are screened (all grades K-6, and 8 (24-25). Teacher input is considered.

All students not previously identified are screened for HA at JGSC as described below for the specific grade level. Other students may also be assessed on appeal. Referrals are accepted by teachers, parents, and students and will be reviewed and screened in a timely fashion. The same procedure shall be used as outlined below and/ or a collected portfolio may be used.

Grades k-6

Step One: The high ability coordinator, principal, and classroom teachers administer the CogAT online assessment (Riverside Assessments) to all students grades k, 2, and 5th.

Step Two: Students K, 2, and 5th take the I-Ready diagnostic. Students scoring at or above the 90th percentile are indicated.

Step Three: HA Teacher will share a rating scale such as SIGS or similar with teachers. Teachers complete the scales and the HA Teacher will compile scores. Top 10% of scores on the Qualitative/Observational measure will be indicated.

Step Four: HA Coordinator, HA Teacher, administrators, and possibly District Psychologist review student data. Any student who earned a score at or above the 95th percentile on the CogAT Verbal, Non-Verbal and/or Quantitative domains, and who performed at or above grade level within the top 10% I-Ready Reading or Math diagnostic will be identified as High Ability within that domain.

Step Five: Students falling within the standard error of measure for these tests will be submitted for review by their teachers. If the teachers' information/data is strong enough, the student may be identified.

Step Six: Parents are notified of their child's evaluations and invited to the High Ability Enrichment or High Ability General Education program by our HA Teacher.

Identification in both areas will be a pull out enrichment. Enrichment is a pull out STEM focus. HA Math and ELA groups within general education classrooms.

Step Seven: Final list is prepared by HA Teacher and staff is notified of students who will be participating in the High Ability Programs.

Step Eight: A parent meeting will be held at each building with the High Ability teacher to review the High Ability Programs and answer questions the parents may have in regard to the High Ability program. The meeting will be held at a time conducive to parent availability. HA Teacher will be at Open House and schedule conferences for parents of HA students, as well, to meet with parents.

Grades 7-8:

Step One: The high ability teacher, principal, and classroom teachers administer the CogAT online assessment (Riverside Assessments) to all students in grade 8.

Step Two: Students in grade 8. take the I-Ready diagnostic. Students scoring at or above the 90th percentile are indicated.

Step Three: HA Teacher will share a rating scale such as SIGS or similar with 8th grade teachers. Teachers complete the scales and the HA Teacher will compile scores. Top 10% of scores on the Qualitative/Observational measure will be indicated.

Step Four: Combination of HA Coordinator, HA Teacher, administrators, and/or possibly District Psychologist review student data. Any student who earned a score at or above the 95th percentile on the CogAT Verbal, Non-Verbal and/or Quantitative domains, and who performed at or above grade level within the top 10% on I-Ready Reading or Math diagnostic will be identified as High Ability within that domain.

Step Five: Students falling within the standard error of measure for these tests will be submitted for review by their teachers. If the teachers' information/data is strong enough, the student may be identified.

Step Six: Parents are notified of their child's evaluations and invited to the High Ability program by our HA Teacher. HA program is Math and ELA groups within classrooms not taught by district HA Teacher.

Step Seven: Final list is prepared by HA Teacher and staff is notified of students who will be participating in the High Ability Programs.

Step Eight: A parent meeting will be held with the High Ability teacher to review the High Ability Programs and answer questions the parents may have in regards to the High Ability program. The meeting will be held at a time conducive to parent availability. HA Teacher will be at Open House (if different night than elementary buildings), as well, to meet with parents.

Note:

Students previously identified using elementary procedure will be enrolled in the middle school High Ability program: UMS honors and advanced placement courses.

High ability students previously identified at other schools will be included in the program with documentation from former schools

Consideration will be given to new students and additional students using the following:

Step One: Students participate in the iReady fall assessment. Students who score above proficiency may be identified as High Ability. Students who fall just below proficiency may proceed to step two if the teachers so recommend.

Step Two: All students new to the district will take the CogAT screener. 80th percentile and above will then take the post-screener. 95th percentile and above will be considered for the HA Program.

Step Three: SIGS may be completed by parents and teachers

Step Four: Student work is compiled into a portfolio

Step Five: Student profile is reviewed by an eligibility panel consisting of teachers who have been trained on the identification of high ability students.

Step Six: Parents are notified of their child's evaluations and invited to the high ability or general education program. A parent meeting may be arranged with the STEM teacher, school counselor, and/or advanced course teachers to review the high ability programs and answer questions the parents may have in regards to the high ability program.

Step Seven: School staff is notified of students who will be participating in the high ability program.

Grades 9-12

Students previously identified in elementary or middle school will be enrolled in the High Ability program: JGHS honors and Advanced Placement courses.

High ability students previously identified at other schools will be included in the program with documentation from former schools.

Consideration will be given to new students and additional students using the following:

Step One: Students participate in the PSAT given during their sophomore year. Students scoring above benchmark or who perform in the 90th percentile will advance to the next steps of the screening process.

Step Two: SIGS may be completed by parents and teachers

Step Three: Student work compiled into a portfolio may be used for entry consideration

Step Four: Student profile is reviewed by an eligibility panel consisting of teachers who have been trained on the identification of high ability students.

Step Five: Parents are notified of their child's evaluations and invited to the high ability or general education program. Parents may meet with high school counselors, administrators, and/or honors and Advanced Placement teachers regarding program curriculum and expectations.

Step Six: School staff is notified of students who will be participating in the high ability program.



Differentiated Curriculum and Instruction

In your narrative below, please include specific details about the following:

- A detailed description of how curriculum, instruction, and learning experiences are clearly differentiated beyond what the core curriculum provides - this pertains to what is happening during the instructional hours during the school day; extracurricular activities may supplement, but not supplant, differentiated curriculum
- A detailed description of how differentiated curriculum and instruction is provided at all grade levels K-12

Description of what is currently in place; please be specific about service models, differentiated curriculum, etc., for all grade levels K-12: Walkerton and North Liberty Elementary Schools share a full-time licensed High Ability teacher to offer ELA and Math coaching and oversight to grades 4th-6th HA ELA and Math students serviced in the gen ed classroom. Students who are identified in ELA or Math are able to participate in the respective HA program in their school. The identified students are clustered/grouped in one room per grade level for ELA or for Math. In that leveled class, the gen ed teacher focuses on enriching the general ed curriculum by offering a more in depth exploration of grade level standards.

The pod HA group meets daily within the students' regular language arts period. Material covered varies depending on the students' needs and interests. ELA teachers with identified students have IDOE units and access to the materials needed. HA Teacher will act as the Lead Cluster Teacher to advise, assist, and oversee groups of HA students. The Lead Cluster Teacher will monitor student progress throughout the school year and work with general ed teachers to ensure appropriate services/differentiation for HA students. Identified students in grades K-3 are serviced through differentiated instruction in their homeroom classes. HA Teacher will monitor student progress throughout the school year and work with general ed teachers to ensure appropriate services/differentiated curriculum for HA students.

HA teacher will provide pull out STEM enrichment for students identified in both ELA and Math. STEM Enrichment pull out for General Intellect identified students K-6th grade will be one to two hours per week.

Differentiated Guidance and Counseling Plan

In your narrative below, please include specific details about the following:

- How differentiated support, services, and affective curriculum are provided K-12

Description of what is currently in place; please be specific about how your guidance/counseling plan is differentiated for HA students:

HA teacher and our counselors at our elementary schools meet with our identified K-6th grade students for a series of HA sessions to discuss topics and encourage problem solving and camaraderie: ex. learning styles, perfectionism, friendships, being different, being sensitive to others with differing needs. Our counselors have attended webinars and a full day conference regarding HA SEL needs. Counselors from both schools are able to meet and exchange information and share ideas and best practices regarding HA students. Our elementary counselors have opportunities for professional development in SEL.

HA teacher is working with the counselor at UMS (middle school 7th & 8th grade) to schedule and implement monthly check in meetings with HA students during homeroom.

Professional Development Plan

In your narrative below, please include specific details about the following:

- How training and coaching is regularly provided to educators, counselors, and administrators to ensure HA access and opportunity for all students K-12

Description of what is in place, to include HA-specific PD, HA certification, etc:

JGSC encourages and provides the opportunity for our High Ability teacher, High Ability Coordinator, and classroom teachers to attend in person conferences (NAGC, IAG, HA Boot Camp). When High Ability sessions are offered at ed service centers information is shared with Art/Music teachers, classroom teachers, and counselors to offer opportunity for attendance. Teachers with High Ability responsibilities in ELA and Math content areas are encouraged to attend the High Ability Boot Camp in the fall. Our school counselors are specifically invited to HA sessions applicable to HA services. All of our teachers have the opportunity to use grant funds to take BSU courses toward High Ability certification. This information is promoted to all staff through emails and in person meets with HA Coordinator. Our certified High Ability teacher is utilized for grade level training and guidance, including prep period quick meets and book study opportunities. We subscribe to the Aspire newsletter that includes many opportunities throughout the year. Opportunities for PD are shared with administration and circulated to appropriate staff.

How many teachers in your district currently have HA certification? 2

How many teachers in your district are working toward HA certification? 2

Does your HA coordinator have HA certification?no, HA Teacher does

In your narrative below, please include specific details about the following:

- A systematic plan for program evaluation that monitors and continuous development and implementation of K-12 services for HA students
- A description of the broad based planning committee (how many members, who is part of the committee, etc.), which is to meet periodically (the recommendation is 3 times annually) and is composed of diverse stakeholders

Description of what is in place, to include specifics about the planning committee:

In April/May, the administration, High Ability Coordinator, and High Ability teacher meet to discuss the program evaluation from the IDOE. We survey all our elementary teachers regarding High Ability professional development, services, curriculum and instruction with their high ability students, and ask for comments and suggestions. Data from the surveys is discussed with the intent to improve our program and to service our high ability students better. Following the close of the school year, the administrators meet with the superintendent to review and discuss direction for the program. The administration utilizes our written HA mission statement alongside district and school wide goals. Administrators use teacher feedback, parent feedback, student data, and school improvement goals to set the direction for the upcoming school year. This information is shared and reviewed with the HA Coordinator, the HA teacher, and the BBPC. The Broad Based Planning Committee meets once in the spring/summer months in its entirety to review the previous year's goals and data and to plan for the upcoming school year. The BBPC meets throughout the year in subgroups to work on details set in motion by committee and data. The BBPC consists of the Superintendent, building administrators, Director of Student Learning, High Ability teacher, High Ability coordinator, school board member, parent(s), several general education teachers, and counselors.



Appeals and Exit Procedures

In your narrative below, please detail your appeals and exit procedures for your HA programming:

Appeals Procedure:

Appeal of Placement Procedure

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:

Appeals should be made within two weeks of receiving notice of HA placement.

1. HA coordinator, administrator, or teacher will provide the petitioner with an appeal form which they will complete and return within two week's time. Appeals form is on JGSC webpage.
2. Coordinator, administrator and/or HA teacher will review student profile and appeal and request alternative assessments including:
 - * Achievement Test
 - * IQ test administered by qualified staff member
 - * Classroom work samples in Language Arts and Math
3. Upon completion of assessments, the coordinator and/or HA teacher will review the material with the eligibility panel and the principal of the school
4. The committee will discuss the students' new information
5. The committee will make a decision of placement and notify the coordinator

Exit Procedure:

There are three situations in which high ability services may be discontinued for students.

Exit form is on the JGSC webpage.

1. Students moving from the district will no longer be receiving JGSC services. Copies of placement data will be included in the cumulative file and forwarded to the student's new district.
2. Parents may deny services for their child. If previously part of the high ability programming, an exit interview may be conducted to assess reasons for requested removal. Counseling may be provided to encourage reconsideration if removal is not in the best interest of the student.

All reasonable attempts will be made to address parent concerns, but removal will be granted when counseling is unsuccessful.

3. Students who are unsuccessful may be removed after interventions have been attempted for at least one grading period (9 weeks) with failure to resolve.

The following interventions will be implemented as appropriate:

- a. Behavioral Issues (Behavioral issues are not a reason for dismissal, but should be addressed as special needs.

Only serious behaviors which disrupt and impede the learning of others will be considered reasons for removal, if behavior interventions are unsuccessful.)

6. Coordinator reports results to petitioner

- i. Parent Meeting-Student and parents will meet with the teacher, counselor, and High Ability Coordinator to address concerns.
 - ii. Counseling Services- The child will meet with the school guidance counselor and High Ability Coordinator to discuss behavior issues and develop a behavior plan.
 - iii. Exit Interview- an exit interview with the student and parents will be conducted to discuss removal and what must occur for the child to reenter the program.
- b. Failure to meet minimum performance standards (Passing grades, iLearn, iReady, etc.)
- i. Parent Meeting- student and parent will meet with the teacher and high ability coordinator to discuss interventions utilized or needed.
 - ii. Counseling-services will be provided to determine if there are external issues affecting the performance that must be addressed to help the student succeed.
 - iii. Removal will only occur if interventions are unsuccessful and services are not beneficial for the student after the parent is contacted.
 - iv. Exit Interview-will be conducted with the student and parents to discuss results of interventions and what must occur if readmission to the program is to be considered.

Suggestions for Best Practices

Use this area to set goals for implementing best practices and to ensure your programming includes these elements - think of it as a checklist for what an ideal HA program should look like and include how you plan to move forward if any of the above are missing in your HAP Plan

Multifaceted Identification Plan

Program Element and Associated Best Practices

- Universal screening of **ALL students in grades K, 2, 5, and 8** for HA aptitude/potential
- A published appeals process allowing alternative ability, achievement, and/or qualitative measures *at no cost to the family*
- An exit procedure including a period of intervention of no less than one grading period

Goal Setting

- To formally evaluate and identify students in grades K, 2, 5 and 8 based on achievement and ability (potential).
- To be consistent among the grade levels with number of students identified.
- Appeals process will be published on website with HA plan.
- Exit procedure modified to include requirement of intervention period of at least one grading period.



Differentiated Curriculum and Instruction

Program Element and Associated Best Practices

Goal Setting

- Student grouping for core curriculum in math and English/language arts for each grade level K-12
 - Self-contained HA classrooms
 - Between class grouping by ability
 - Cluster grouping
 - Pull-out
 - Differentiation in the regular classroom
 - Advanced Placement/International Baccalaureate/Cambridge International courses; dual credit or honors courses
- A K-12 vertically aligned, written curriculum in all core areas
- Pre-assessments to determine individual learning goals and the overall direction of differentiation needed for all HA students

HA Lead Teacher will write Math and ELA curriculum maps for our HA program for grades K-6 with assistance from classroom content teachers. Approximately 20% of HA Teacher schedule is without students, so large projects are possible during school hours.

HA Lead Teacher to write/create a cohesive STEM/enrichment curriculum for K-6 and middle school. Approximately 20% of HA Teacher schedule is without students, so large projects are possible during school hours.

4th-8th grade high ability students placed with grade level HA peers in content courses and/or homeroom periods.

Differentiated Guidance and Counseling Plan

Program Element and Associated Best Practices

Goal Setting

- An affective curriculum that addresses high ability specific social development needs and supports
- Differentiated college and career guidance

Elementary building counselors will have funds to research and select curriculum materials.

Our counseling team will make efforts to strengthen guidance and counseling at the elementary school level by attending appropriate PD and by researching curriculum

HA teacher will track the needs of 7th grade HA students particularly in the area of College and Career Readiness.



Professional Development Plan

Program Element and Associated Best Practices

- Educators possessing or pursuing licensure in gifted education
- High Ability Coordinator possessing or pursuing licensure in gifted education
- Educator coaching on instructional best practice at all grades K-12
- Counselor coaching on high ability specific supportive services
- Parent coaching on student needs and supports

Goal Setting

Building Counselors will have opportunities for pd in HA support services through at least one in person or live conference annually.

HA Teacher will hold at least one parent meeting at each building to inform parents about the program, answer questions, and offer information on student needs and supports.

HA Core Content teachers (those with the HA students in their classes) will have opportunities for specific HA professional development (HA Boot Camp) and at least monthly Monday sessions with HA teacher to plan differentiation of content and best practice strategies.

Program Evaluation Plan

Program Element and Associated Best Practices

- Broad based planning committee meeting regularly (**recommended at least three meetings annually**)
- Services constructed, developed, and regularly reviewed by a broad based planning committee to ensure the broad range of individual high ability needs are met

Goal Setting

We offer an annual parent survey to gather feedback to help with forward planning.

We offer a teacher survey to gather feedback to gather info to best serve our HA population and the teacher needs for effective core

<ul style="list-style-type: none">● A written philosophy and/or mission statement related to high ability students● Student growth and achievement being regularly measured using multiple metrics to ensure consistent and sustained progress● Program evaluation results that are presented to the local school board and accessible to all constituencies of the program● Parent and community engagement	<p>instruction.</p> <p>We offer an annual HA student survey to gather feedback on how they view instruction for our HA students.</p> <p>Our program evaluation results, parent, staff, and student surveys will be presented to the district school board and made accessible to all constituencies of the program.</p> <p>Written mission statement, HA definition, along with the JGSC Plan and Appeals Form will be published on district website.</p>
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