



# SCM High Ability Handbook

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## Overview

### IDOE High Ability Code

Effective July 1, 2007, Indiana schools shall identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12 (refer to IC- 20-36-2-2).

The Indiana Code defines a student with high abilities as one 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 (IC 20-36-1-3)

### SCM High Ability Program

#### Mission

School City of Mishawaka recognizes that some students perform at, or show the potential to perform at an outstanding level of accomplishment in the core academic areas of English Language Arts and Mathematics. These students are found in all socio-economic, cultural, and ethnic backgrounds, and this school corporation recognizes the need to identify such students through systematic, on-going procedures. The high ability program provides a supportive learning climate that will enrich learning so students can maximize academic potential and develop emotionally and socially in order to be contributing members of society.

#### Definition

School City of Mishawaka 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, English Language Arts, or both, when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.



## Multifaceted Assessment Plan

### KG and 2 Identification Process Overview

#### Step 1: Whole Class Screener

All students take the Cognitive Abilities Screener (CogAT). The CogAT Screening Form is a short form of CogAT and consists of the first subtest from each of the three batteries on the complete test: Picture Analogies, Number Analogies, and Figure Matrices with the intention of measuring a students' learned (verbal, quantitative, and spatial) reasoning abilities.

#### Step 2: Individual Students Finish CogAT

Students who perform at or above the 65th percentile (using local or national norms, whichever are more inclusive) on the CogAT Screener will complete the complete CogAT Assessment.

#### Step 3: High Ability Selection Committee Selection

High ability selection committee meets to examine data including CogAT and i-Ready for both English/language arts and mathematics to determine which students will be identified as high ability.

If a student scores within the standard error of measure of 96th percentile (using local or national norms, whichever are more inclusive), teachers of the students will be asked to complete the Scales for Identifying Gifted Students (SIGS).

#### Step 4: Notification

A letter through the mail will notify the parents/guardians of the children who were identified as high ability students.

#### Step 4: Application Review/Appeal

If parents/guardians or teachers would like to appeal the decision that was made by the committee, they may complete an appeal application by May 1. After the appeal is submitted to the principal of the school, the selection committee will meet to review the materials to determine whether further testing is needed.

### Grade 3-5 Identification Process Overview

#### Step 1: Nomination for High Ability Consideration

Parent/guardian or teachers completes SCM High Ability Nomination form.



### **Step 2: Testing of Student**

Students who are nominated take CogAT screener and complete i-Ready assessments. Students who perform at or above the 80th percentile (using local or national norms, whichever are more inclusive) on the CogAT Screener will complete the complete CogAT Assessment.

### **Step 3: High Ability Selection Committee Selection**

High ability selection committee meets to examine data including CogAT, ILEARN, i-Ready and determine which students will be identified as high ability.

If a student scores within the standard error of measure of 96th percentile (using local or national norms, whichever are more inclusive), teachers of the students will be asked to complete the Scales for Identifying Gifted Students (SIGS).

### **Step 4: Notification**

A letter through the mail will notify the parents/guardians of the children who were identified as high ability students.

### **Step 4: Application Review/Appeal**

If parents/guardians or teachers would like to appeal the decision that was made by the committee, they may complete an appeal application by May 1. After the appeal is submitted to the principal of the school, the selection committee will meet to review the materials to determine whether further testing is needed.

<b>Name of District and Contact Person</b>	<b>School City of Mishawaka: Caity Stockstell</b>
<b>Multifaceted ID Plan Components</b>	<b>Description</b>
<b>District Mission Statement for High Ability Program</b>	School City of Mishawaka 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/or mathematics. These students are found in all socio-economic, cultural, and ethnic backgrounds; and this school corporation recognizes the need to identify such students through systematic, on-going procedures. The high ability program provides a supportive learning climate that enriches and accelerates learning so students can maximize academic potential and develop emotionally and socially in order to be contributing members of society.



<b>District Definition of High Ability Student</b>	School City of Mishawaka defines a high ability student as one who performs at, or shows the potential for performing at, an outstanding level of academic accomplishment in language arts and/or mathematics, when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.
<b>District Services for High Ability Students</b>	<p><b>Elementary</b></p> <p><i>LEA (Language Enrichment &amp; Acceleration) Program for Grades K-6: All Elementary Schools</i>  A combination of differentiated instruction and problem-based curriculum materials provides an accelerated ELA program that is based on individual student needs. Emphasis is placed on creative and critical thinking, as well as basic skills. Cross-grade level placements will be made when appropriate.</p> <p><i>MAC (Mathematics Acceleration &amp; Challenge) Program for Grades K-6 ~ All Elementary Schools</i>  A combination of differentiated instruction and problem-based curriculum materials provides an accelerated math program that is based on individual student needs. Emphasis is placed on problem solving and critical thinking, as well as basic skills. Cross-grade level placements will be made when appropriate.</p> <p><i>Project DEEP (Developing Exceptional Educational Potential) for Grades 1-6: Twin Branch Elementary School</i>  Project DEEP is an inclusive environment that provides an accelerated and enriched core curriculum for students who perform at or show the potential for performing at outstanding levels of academic achievement.</p>

Multifaceted ID Plan Components	Description	Name of Measure
<b>Norm-Referenced Aptitude and Achievement Measure</b>	Initial Identification in Spring: K	Step 1: CogAT Screener (Aptitude) Step 2: CogAT (Aptitude) or iReady (Achievement) Step 3 (if needed): Scales for Identifying Gifted Students (SIGS), Kingore Observation Inventory (KOI), or Work Samples



	End of Primary/Placement for Intermediate: Grade 2	<p>Step 1: CogAT Screener (Aptitude)</p> <p>Step 2: CogAT (Aptitude) &amp; iReady (Achievement)</p> <p>Step 3 (if needed): Scales for Identifying Gifted Students (SIGS), Kingore Observation Inventory (KOI), or Work Samples</p>
	Identification: JYMS	<p>Step 1: iReady and HMH Growth Measure 2.0 (Achievement) or CogAT (Aptitude)</p> <p>Step 2: ILEARN</p> <p>Step 3 (if needed): Scales for Identifying Gifted Students (SIGS), Kingore Observation Inventory (KOI), or Work Samples</p>
	Identification: High School	<p>-Students who have been identified in middle school will keep their HA designation and receive advanced programming in high school.</p> <p>-Additional students who did not previously qualify for high ability services yet who wish to self-select high ability courses should be considered on a case-by-case basis.</p> <p>-These students and their parents will sign a waiver acknowledging that the placement was self-selected, not recommended, and that the rigor of the course will not be modified.</p> <p>-PSAT scores will be used in conjunction with the AP Potential tool to identify students likely to score a 3, 4, or 5 on AP exams.</p>

Multifaceted ID Plan Components	Description
Appeals Process	<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"> <li>1. The petitioner contacts the school level principal or the SCM High Ability Program at <a href="mailto:scmhighability@mishawaka.k12.in.us">scmhighability@mishawaka.k12.in.us</a> who provides an appeal request form.</li> <li>2. An appeal request form is completed and delivered to the high ability coordinator within the specified time window</li> </ol>



	<p>for appeals.</p> <ol style="list-style-type: none"><li>3. Coordinator and SCM High Ability Identification Team reviews student profile and requests alternative assessments which may include:<ol style="list-style-type: none"><li>a. CogAT</li><li>b. i-Ready</li><li>c. Scales for Identifying Gifted Students (SIGS)</li><li>d. Work Samples</li></ol></li><li>4. SCM High Ability Identification Team reconvenes to consider new data.</li><li>5. This meeting may include an interview with the student and/or petitioners.</li><li>6. Identification Team reports the results to coordinator.</li><li>7. Coordinator reports results to the petitioner.</li></ol>
<b>Exit Procedure</b>	<p>If a student, parent, or teacher believes a high ability placement for services is no longer appropriate, he or she may:</p> <ul style="list-style-type: none"><li>● Arrange a conference with the parties involved, including the parent/guardian and the teacher providing services.</li><li>● Parent/guardian, student, and teacher examine issues of concern and discuss interventions that may be implemented.</li><li>● Participants agree on a probationary period not less than one grading period to implement interventions.</li><li>● At the end of the probationary period, the parent, student, and teacher meet to review progress and determine whether or not the student should exit services.</li><li>● If an exit is deemed appropriate, the parent signs permission to "de-flag" student for high ability placement and services.</li><li>● Parent/guardian permission for exit and documentation of meetings/ interventions are sent to the high ability coordinator. High ability coordinator removes high ability flag for student in SIS.</li></ul>



## SCM Domains for Identification

### Domain High Ability-ELA

A High Ability Language Arts student (L-HA) should have this designation on the Student Test Number (STN) if the child performs at or shows the potential for performing at an outstanding level of accomplishment when compared 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.

*Three possible pathways for being identified in Language Arts. Students are identified as high ability if they:*

Performed at or above the 96th percentile (using local or national norms, whichever are more inclusive) on CogAT; a norm-referenced test of verbal reasoning ability.

OR

Performed at or above the 96th percentile (using local or national norms, whichever are more inclusive) on both the Reading and Language Arts subtests of ILEARN and/or iReady.

OR

Performed within the standard error of measure of 96th percentile (using local or national norms, whichever are more inclusive) on either the norm-referenced measure of verbal reasoning ability or the norm-referenced measure of achievement in language arts AND demonstrated outstanding potential or performance in language arts according to district criteria on a qualitative measure of assessment specific to language arts such as: product or portfolio assessment, rating or observation scales, interviews, or performance assessment.





## Domain High Ability-Math

A High Ability Math student (M-HA) should have this designation on the Student Test Number (STN) if the child performs at, or shows the potential for performing at an outstanding level of accomplishment when compared 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 math.

*Three possible pathways for being identified in Math. Students are identified as high ability if they:*

Performed at or above the 96th percentile (using local or national norms, whichever are more inclusive) on CogAT, norm-referenced test of quantitative reasoning ability or a composite of BOTH quantitative and non-verbal reasoning.

OR

Performed at or above the 96th percentile (using local or national norms, whichever are more inclusive) on the math portion of ILEARN or iReady standardized norm-referenced achievement test or i-Ready norm and criterion referenced achievement test.

OR

Performed within the standard error of measure of 96th percentile (using local or national norms, whichever are more inclusive) on the norm-referenced measure of math ability OR the composite of both quantitative and non-verbal reasoning OR the norm-referenced measure of achievement in math AND demonstrated outstanding potential or performance in math according to district criteria on a qualitative measure of assessment specific to math, such as: product or portfolio assessment, rating or observation scales, interviews, or performance assessment.



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## **Domain High Ability-General Intellectual**

A High Ability-General Intellectual student performs at, or shows the potential for performing at an outstanding level of accomplishment when compared 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 core curriculum and/or instruction in both language arts and math. The student should meet the criteria for the math and language domains outlined above.

A student should have the "High Ability – General Intellectual" designation on the Student Test Number (STN) if the child has met the criteria to be identified for both language arts and math.



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## SCM High Ability Service Delivery Model

- **LEA (Language Enrichment & Acceleration) Program for Grades K-6 ~ All Elementary Schools**

A combination of differentiated instruction and problem-based curriculum materials provides an accelerated ELA program that is based on individual student needs. Emphasis is placed on creative and critical thinking, as well as basic skills. Cross-grade level placements will be made when appropriate.

- **MAC (Mathematics Acceleration & Challenge) Program for Grades K-6 ~ All Elementary Schools**

A combination of differentiated instruction and problem-based curriculum materials provides an accelerated math program that is based on individual student needs. Emphasis is placed on problem solving and critical thinking, as well as basic skills. Cross-grade level placements will be made when appropriate.

- **Project DEEP (Developing Exceptional Educational Potential) for Grades 1-6 ~ Twin Branch Elementary School**

Project DEEP is in an inclusive environment that provides an accelerated and enriched core curriculum for students who perform at or show the potential for performing at outstanding levels of academic achievement.



## **SCM High Ability Curriculum and Instruction Strategies Plan**

The SCM 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.

### **MAC/LEA Curriculum and Instructional Strategies**

SCM Core Curriculum Maps show the K-6 articulation of the curriculum for high ability students. The curriculum maps include content that is conceptually focused and is both accelerated and enriched for MAC/LEA. Materials used are written at levels of complexity appropriate for students with high ability. Standards include many that are above grade level. Instruction is focused on the development of critical and creative thinking. Students are given opportunities to pursue individual areas of choice. Assessments call for demonstration of advanced understanding and the skills of synthesis, analysis, and evaluation. Careful attention has been paid to vertical articulation.

### **DEEP Curriculum and Instructional Strategies**

In addition to the SCM Core Curriculum Map, DEEP curriculum includes IDOE High Ability Language Arts Units. These units incorporate:

- Individual student growth in accordance with unit goals as demonstrated through the use of pre and post assessments with similar rubrics
- Pre-assessment of prior knowledge for the purposes of planning for differentiation of instruction as well as determining growth over time
- Conceptual focus
- Interdisciplinary connections
- Above grade reading skills through the selections of novels and passages from above grade materials or through materials that are more complex or in-depth than those selected for typical learners at a particular grade
- Critical thinking skills through the use of models such as Paul's Reasoning and Socratic Seminars
- Creative problem solving skills through the selection of real world problems or issues and through the use of models such as Creative Problem Solving (CPS), Problem Based Learning (PBL), and the Spark Problem Solving Process
- Analysis skills related to informational text and multiple media formats
- Research process skills appropriate to the level of students with high ability
- Metacognitive skills through peer and self-evaluation and the use of rubrics
- Collaboration and communication skills