

SCHOOL CITY OF HOBART HIGH ABILITY and ENRICHMENT PROGRAM AND IDENTIFICATION DESCRIPTION

Mission Statement

The School City of Hobart, in its pursuit of providing a curriculum that promotes post-secondary success, will create an environment where High Ability students pursue a curriculum of rigor and relevance that encourages them to value the program and, ultimately, to continue to grow both academically, socially, emotionally and cognitively.

Definition

By definition a high ability student is one (1) that performs at or shows the potential for performing at an outstanding level of accomplishment in at least one domain when compared with other students of the same age, experience, or environment; and (2) is characterized by exceptional gifts, talents, motivation, or interests (as stated in Indiana Code 20-36-1-3)

Program Goals

Goal 1- High Ability guidelines and Identification Description will be written for grades K-12.

- a. To determine identification and exit procedures.
- b. To explore guidelines from other districts.
- c. To include aspects of previous program.
- d. To clarify HA expectations and procedures.
- e. To create a brochure for parents.

Goal 2- Inservice for High Ability teachers on identification and what to look for in a high ability student.

- a. To explore the difference between a bright student and high ability student
- b. HA teacher leaders share with classroom teachers the HA guidelines
- c. Outline the testing process and 3 tiers that will determine if a student will be included in the High Ability Program. Make this information available to classroom teachers.
 - teacher recommendation
 - NWEA
 - CogAT

Goal 3- Professional development in the area of social/emotional needs of HA students.

- a. Include home-school coordinators in training

- b. HA teachers will work with parents to understand social/emotional issues

Program Description

In Kindergarten and first grade, students will be pre-assessed by classroom teachers for instructional levels of letter and sound recognition, word recognition, and reading level, if applicable. Students will also be assessed for numeracy and number sense. Students are placed in classrooms according to readiness in Kindergarten. Students are placed in reading and math groups according to levels, as well. Our Early Learning Center at George Earle will allow us to place students that come to us with enriched backgrounds in an environment where they will be challenged each day.

We will attempt to cluster first grade students. Aides will push-in and pull-out students in this scenario.

In grades 2-5, students who have been identified as high ability will be placed in a self-contained classroom at Joan Martin Elementary School. Curriculum is differentiated and problem-based in these classrooms. Students within this type of classroom setting will be able to be with their academic peers with similar cognitive abilities and academic levels.

In grades 6-8, students identified as high ability in language arts only join the students identified in this area. Students identified as high ability in math join the students identified in the area of math instruction.

In high school, students identified as high ability are encouraged to enroll in Advanced Placement and enriched courses. Other students are admitted to those courses through teacher nomination and/or NWEA results.

All High Ability teachers will attend professional development in a variety of strategies to meet the needs of high ability students. Instructional Strategies in the School City of Hobart will include, but are not limited to:

- Differentiated Curriculum
- Acceleration
- Problem-based learning
- Ability Grouping

Project-Based Instruction

Throughout the school year, HA students will complete whole group, small group, and individual projects, all promoting higher level thinking.

All domains of aptitude will be included in the projects, allowing all HA students the opportunity to shine in their area of talent or giftedness. Projects will require students to be creative and inventive, use logic and critical thinking skills, and to explore their imaginations. Instruction will be given to students in a variety of ways to provide visual, auditory, and kinesthetic learners equal opportunity.

Screening and Identification Process

Kindergarten

All students are given identification measures, including new students and move-ins.

Norm-Referenced Measure of Achievement: NWEA- MAP for Primary Grades

CogAT

Teacher observation/completed scales

Information provided by parents

End of 1st Grade

NWEA

CogAT

Qualitative Measure

End of 5th Grade

NWEA

CogAT

Qualitative Measure

End of 8th Grade

NWEA

Students who move in to district

NWEA as first screener

Selection Procedures

- All decisions regarding selection and placement for high ability services will be made by a committee including the high ability coordinator, building principals, teachers with training in high ability education and other related personnel.
- After reviewing student scores and qualitative descriptors on the identification measures, this committee will identify approximately 5-10% of the total student population who will need high ability services in math, and 5-10% who will need services in language arts. Percentage is likely to vary from year to year. Subgroup norms will be used in the identification process.

Timeline

Fall Semester:

Pre-assess Kindergarteners for grouping in math and language arts: August

Establish Identification Committee

Spring Semester:

Administer identification instruments for students (Kindergarten, 2nd, 5th, and 8th grades)

Teacher referral forms due in February.

Testing will take place in March.

All assessment information disseminated to the Identification Committee.

Identification committee determines placement for students

Petitioning/Appeals Procedures

Sages will be administered to students in the event of an appeal. Upon completion of the Sages test a student will be admitted to the HA program or denied based on testing results.

Approved School City of Hobart outside experts can provide testing at the parents expense if the parent disagrees with findings. The School City of Hobart Committee will consider the outcome of outside testing and make a decision based on the corporation's criteria.

If a parent wants their student, who is not currently enrolled in the School City of Hobart, tested to see if they qualify for HA to determine if they are enrolling in the School City of Hobart, the school can choose to test and have the parent pay for testing or refer them to the appeal list for testing.

Exit Procedures

If a student, parent, or teacher believes a high ability placement for services is no longer appropriate, he or she may:

1. Arrange a conference with the parties involved, including the parent and the teachers providing services.
2. Parent, student, and teacher examine issues of concern and discuss interventions that may be implemented for an allowed time period decided upon by the teacher and parent.
3. Participants agree on a probationary period not less than one semester to implement interventions.
4. 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.
5. If an exit is deemed appropriate, the student is removed from high ability placement and services.
6. Exit information and documentation of meetings/interventions are sent to the high ability coordinator.
7. High ability coordinator removes student from high ability on database.