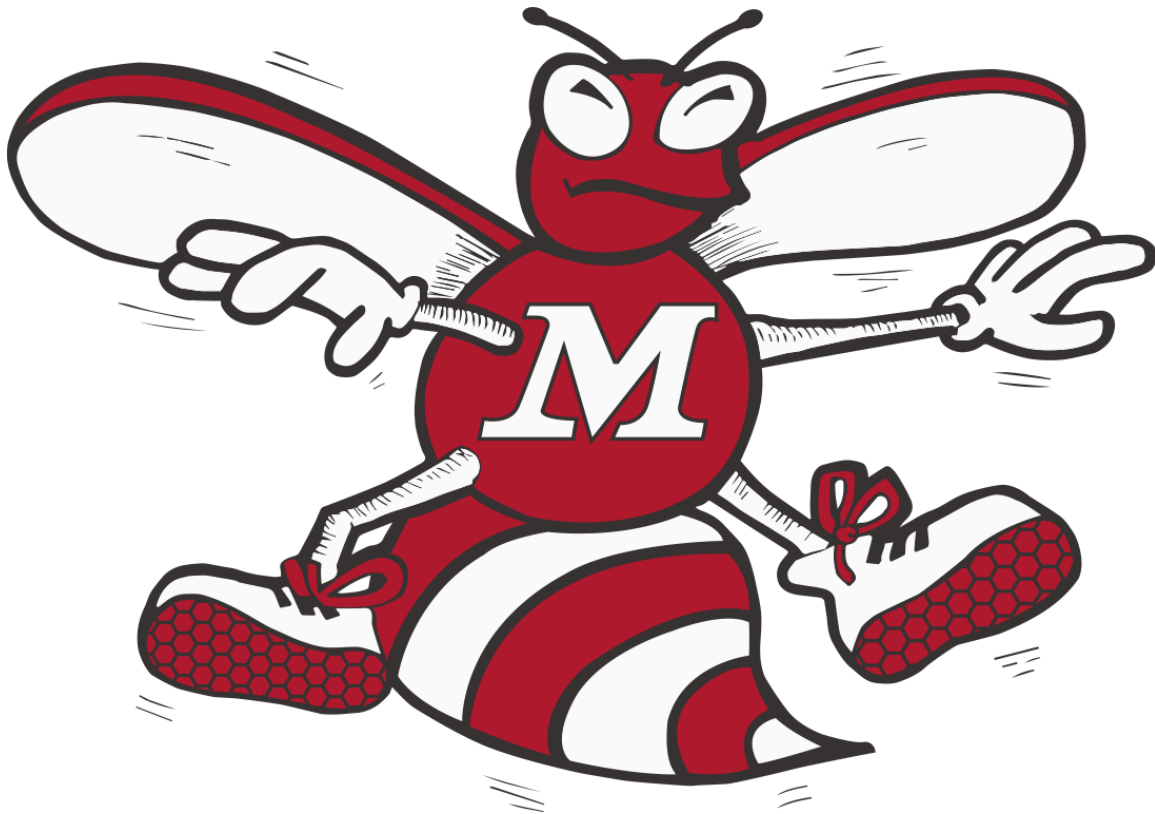


Medora Community Schools



High Ability Plan 2024-2027

Mission Statement

Medora Community Schools to meet the diverse needs of all student learners. The corporation strives to encourage students in grades PreK-12 regardless of their social, cultural, socio-economic status, or other disability, to sustain and/or advance their intellectual curiosity and potential. Students who demonstrate exceptional learning ability and/or outstanding talents in language arts, math, or other content will have the opportunity to participate in enriched learning experiences.

Definition of High Ability Learners

“High Ability” student means a student 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.

Domain: High Ability-Math

A High Ability Mathematics student (M-HA) 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.

A student should be M-HA if the child is designated “high Ability-General Intellectual.” Additionally, any other student should have this designation on the STN if the child has met these criteria within the last 24 months, these students must receive services for high ability students in the area of mathematics.

- Performs or shows the potential to perform at an outstanding level in math within the population of students with the “same experience or environment” in that district.

OR:

- Performed at or above the 96th percentile on the Math Reasoning or problem Solving or Math Composite portion of an individual or group standardized norm-referenced achievement test.

OR:

- Demonstrates outstanding potential or performance in math according to district criteria on a qualitative measure of assessment, such as: product or portfolio assessment, rating or observation scales, interviews, or performance assessment

Domain: High Ability-Language Arts

A High Ability Language Arts student (L-HA) performs at, or shows the potential for performing at, an outstanding level of accomplishment 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.

In all districts, a student should be L-HA if the child is designated “High Ability-General Intellectual.” Additionally, any other student should have this designation on the STN if the child has met these criteria within the last 24 months; these students must receive services for high ability students in the area of language arts.

- Performs or shows the potential to perform at an outstanding level in language arts within the population of students with the “same experience or environment” in that district.

OR:

- Performed at or above the 96th percentile on the Reading, English, or Language Arts portion of an individual or group standardized norm-referenced achievement test.

OR:

- Demonstrates outstanding potential or performance in language arts according to district criteria on a qualitative measure of assessment, such as ”product or portfolio assessment, rating or observation scales, interviews, or performance assessment

Program Description

Medora Community Schools will provide services to students in their regular classrooms who have been identified in language arts, math, or other subject areas. Students may have a differentiated curriculum that enables them to study topics more in depth.

Language Arts and Math: Students may be ability grouped in order to best meet the needs of the students. Students may be given advanced learning material in order to challenge and encourage further advancement. Students may utilize Study Island, BrainPop, iXL or Exact Path to further advance skills as well as teacher created activities. Students in higher grades may participate in higher-level high school classes, dual credit or AP courses. Students may be asked to work independently or with small groups of students with the same abilities on alternative lessons.

Other Content Areas and the Arts: Students who demonstrate exceptional learning ability may find additional learning opportunities in after school programs sponsored by the school and community contests.

A Broad Based Planning Committee, composed of the high ability coordinator, school administration, classroom teachers, counselors, and parents will evaluate the effectiveness of the high ability program.

Identification and Nomination Procedures

Qualitative Measures

The Cog-AT will be given to all students in grades K, 2, 5 and 8 and new students in the spring of each school year. Students who exhibit superior (3) or very superior (4) in comparison with their peers will be considered for nominations by their teachers.

The committee may also use Exact Paths, Study Island, iRead 3, ILEARN scores and writing samples as a target for placement into the high ability program.

Nomination Procedures

Teacher Nomination Procedures

1. Teachers will review the following materials about characteristics of high ability learners:
Guiding Students with High Abilities: Social and Emotional Considerations, 2nd ed.
<http://www.doe.in.gov/sites/default/files/highability/guiding-students-high-abilities-social-and-emotional-considerations.pdf>
2. Complete the teacher nomination form.
3. Complete the KOI observation form.
4. Submit all materials to the building principal. The principal will then forward all materials to the high ability coordinator.

Parent Nomination Procedures

1. Parents will review the following materials about characteristics of high ability learners:
Guiding Students with High Abilities: Social and Emotional Considerations
<http://www.doe.in.gov/sites/default/files/individualized-learning/guiding-students-high-abilities-social-and-emotional-considerations.pdf>
2. Complete the parent nomination form.
3. Submit materials to the building principal who will then forward the information to the high ability coordinator.

Assessment Tools

- CogAT
- Parent and Teacher Nominations using the Kingore Observation Inventory (KOI)
- Exact Path
- Study Island
- Localized assessments

Appeal Process

The High Ability Program through Medora Community Schools includes an appeals process in which the student or a parent/legal guardian wishes to use High Ability Services after an initial denial. A written appeal request should be completed using the form below.

The appeal process is designed to bring new information to the corporation's attention that could lead to a reconsideration of the initial decision to not provide the student with High Ability services.

Appeal Process

1. Parent/Legal Guardian will notify the school principal of their desire to revisit their child's designation. This request must be made using the Appeals Form, made available on the district website.
2. The Schools Principal will review the parent request to determine if there is sufficient evidence to revisit the student's designation.
3. If the Principal believes there are grounds to review, they will notify the High Ability Coordinator.
4. The High Ability Coordinator will review the student's information, and determine whether more testing or observation is required.
5. The Student will report results to the petitioner.

High Ability Appeal Form

Appeal Form:

Student Name: _____

Person completing form: _____

Relationship to Student: _____

Address: _____

Email: _____

Phone: _____

Signature: _____

Reason for Seeking an Appeal:

Exit Procedures

1. A. Parent/Legal Guardian notifies school they wish to exit their student from HA services
B. The School identifies student needs are not being met through HA Curriculum.
2. A meeting is scheduled with relevant parties (parent/legal guardians, teacher(s), High Ability Coordinator, and Principal).
3. Through the conference, once consent is given by all parties, including the parent/legal guardian, the High Ability Coordinator will complete the Exit Form. Copies will be kept by the High Ability Coordinator and provided to the school's main office and to the student's parent/legal guardian.
4. The High Ability Coordinator will remove the student from all High Ability tracking documents.

Conference Date: _____
School: _____
Student Name: _____
Student ID#: _____
Members Present: _____

I wish to remove my student from High Ability services for the following reasons:

The School Members present wish to remove the student from High Ability Services for the following reasons:

Parent Signature: _____
High Ability Coordinator Signature: _____
Principal Signature: _____
Date: _____

Counseling and Guidance

The guidance counselor will provide services to high ability students.

Professional Development

Professional development in categories associated with high ability will be made available to staff members. The “train the trainer” model will be used to assure teachers are prepared to meet the individual needs of high ability learners.

Additional Resources

Medora Community Schools has membership in the National Association of Gifted Children and the Indiana Association of the Gifted. These organizations provide a number of resources for people that work with high ability students.

Parents, teachers, and administration may find useful tips and tools for high ability learners in the “A Gifted Education Resource Guide for Indiana Parents and Educators” prepared by the Indiana Associate for the Gifted. The resource may be found at <http://www.doe.in.gov/sites/default/files/standards/highability-resource-guide-20140905.pdf>

The Indiana Department of Education provides tiered curriculum projects differentiated by readiness, interest, and learning styles. The projects can be found at <http://www.doe.in.gov/achievement/individualized-learning/tiered-curriculum-project>.