

North Central Parke Community Schools High Ability Plan



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Mission

To encourage K-12 students with exceptional language arts and/or math abilities, regardless of background or disability, to maintain curiosity through accelerated and enriched learning.

NCPCSC supports the following:

- Curricular accommodations in regular classrooms (differentiated instruction, pacing, acceleration, grade skipping).
- Varied instructional settings (school and community) integrating with regular curriculum, addressing intellectual, social, and emotional needs.
- School and community responsibility for ongoing identification and systematic services meeting unique learning needs.

Definition

Per Indiana Code (IC 20-36-1-3 Sec. 3), North Central Parke Community School Corporation defines High Ability students as those who “perform at or show the potential for performing at an outstanding level of accomplishment in at least one (1) domain when compared with other students of the same age, experience, or environment; and are characterized by exceptional gifts, talents, motivation, or interests.”

Program

Description:

North Central Parke Schools is committed to supporting high ability students in grades K–12 in Language Arts, Math, or both, regardless of background or other learning challenges. These students receive enriched, differentiated instruction designed to meet their academic, social, and emotional needs.

Teachers providing services to high ability students receive ongoing training and collaborate with the High Ability Coordinator and specialists to ensure quality instruction. The High Ability Coordinator oversees the program, and services are reviewed and updated annually by the broad-based planning committee (BBPC).

Program details and updates are shared with families through the school website.

Goals:

1. **Flexible Learning Options for High Ability (HA) Students (Grades K–12)**
 - We offer tailored support in Language Arts and Math, including early kindergarten entrance, cluster grouping, in-class differentiation, and grade or subject skipping. All based on individual student needs.

2. **Teacher Support and Training**

- Teachers receive ongoing training and support to meet the academic, social, and emotional needs of HA students. Training is led by specialists and based on best practices and current research.

3. **Challenging Curriculum**

- HA students receive curriculum that builds on and goes beyond the Indiana Academic Standards, ensuring appropriate challenge and growth in both math and language arts.

4. **Fair and Inclusive Identification**

- Each year, the broad-based planning committee (BBPC) reviews our identification process to ensure all student groups have equal access to HA services.

Identification

All stakeholders (parents and guardians, teachers, administrators, and community members) of North Parke Community Schools Students will be notified of the screening/identification process as well as characteristics of high ability students and the nomination/identification timeline through the school website. Language translations will be provided for stakeholders as needed. The nomination period for the following school year will begin in the fall with parent/teacher nominations and then with winter NWEA (K-2), ILEARN Checkpoints 1 and 2 (3-8) and CoGat Screening/Full Battery testing of students in grades K, 2, and 5. Nominations from parents/guardians, and teachers, will be included in this time frame. A parent meeting may be conducted by the building principal or designee and high ability specialists to answer questions about the screening and identification process and academic provisions. The Identification and Screening Committee consisting of the HA Coordinator and high ability specialist, acknowledges that talent may not be fully developed, but will emerge over time. Students will be assessed using achievement tests, intelligence tests, and by alternative measures. Students eligible will be notified by May 1. Students who are not eligible at that time will have the opportunity to reapply the following year.

Staff members will be informed by the high ability specialists of the necessity to include all students in the initial screening process during professional development opportunities. The professional development of certified staff will include but not be limited to: characteristics of high ability students, differentiated instruction and other service options, checklists, avoiding bias and discrimination, changes in the law, and current topics in gifted education.

Assessment Tools

Performance Tests

- NWEA- K, 1, 2

- ILEARN Checkpoints-3-8
- PSAT-9-10

Potential (Aptitude) Tests

- InView
- CoGat

Alternative/Additional Measures

- Parent/Teacher Nomination
- Scale for Identifying Gifted Students (SIGS)
- Adams-Pierce Characteristics Checklist
- Portfolio (if warranted)

All students in grades K-12 are eligible to be nominated for screening/identification by parent nomination and/or teacher nomination. Students in K-2 will be given the NWEA or ILEARN Checkpoints three times annually. Students who score at or above the 90th percentile in language arts and math, can be nominated for further screening. A single piece of the criteria will not qualify or disqualify a student. Students who do not qualify initially can be nominated each year.

NWEA, ILEARN, and CogAT testing will be administered by certified staff. All achievement and intelligence testing, parent and teacher nominations, and checklists will be assessed by the Identification and Screening Committee. If additional assessments are deemed necessary, parents/guardians will be notified and permission will be obtained. Upon initial identification of a student, he/she will continue to receive services throughout their school years. (See exit procedures)

Screening & Qualification

	<i>Students must meet at least 2 of the stated qualifications to be considered for further cognitive testing. The Scales for Identifying Gifted Students (SIGS) or Adams-Pierce checklist will be given to each nominated student’s teacher and parent. Any student who moves into the district could be screened based on information from their previous school or parent stating that the student had received services previously.</i>
K-2	<ul style="list-style-type: none"> ● Parent or teacher nomination (fall) ● Students will be screened using CoGAT (grades K, 2) (winter)
3-8	<ul style="list-style-type: none"> ● Parent or teacher nomination (fall) ● ILEARN Checkpoint test score in the 90th percentile in both areas of Language Arts and Math for two consecutive sessions

	<ul style="list-style-type: none"> ● Students will be screened using CoGAT (grade 5) (winter)
9-10	<ul style="list-style-type: none"> ● PSAT test score in the 90th percentile in both areas of Language Arts and Math (winter) ● 10th grade AP potential ● Parent and/or teacher nominations (fall)

<i>Identification/Qualification Procedures</i>	
K, 2 & 5	<p>General Intellectual</p> <ul style="list-style-type: none"> ● Age Stanine of 8 or 9 in Math (Quantitative/Non-Verbal) and Language Arts (Verbal) on CogAT. ● 95th percentile or above in Math, Language and Reading on NWEA or ILEARN Checkpoints for two testing sessions ● Parent/Teacher nomination <p>Or a combination of the following for Language Arts:</p> <ul style="list-style-type: none"> ● Age Stanine of 8 or 9 in Language Arts (Verbal) on CogAT. ● 95th percentile or above in English/Language Arts on NWEA or ILEARN Checkpoint for two testing sessions ● 95th percentile or above on the SIGS ● A score of 8 or higher on the Adams-Pierce Checklist <p>Or a combination of the following for Math:</p> <ul style="list-style-type: none"> ● Age Stanine of 8 or 9 in Math (Quantitative/Non-Verbal) on CogAT. ● 95th percentile or above in Math on NWEA or ILEARN Checkpoint for two testing sessions ● 95th percentile or above on the SIGS ● A score of 8 or higher on the Adams-Pierce Checklist
1, 3, 4, 6-8	<ul style="list-style-type: none"> ● Teacher/parent nomination ● 95th percentile or above on the SIGS ● 95th percentile or above in Math and/or Language and Reading on NWEA or ILEARN Checkpoint for two testing sessions ● A score of 8 or higher on the Adams-Pierce Checklist ● Previous school label where national norms were used for qualification.

Records of each nominated and identified student will be kept on file throughout his/her elementary years with the high ability coordinator.

Academic Provisions

Elementary School Provisions:

- Early entrance to kindergarten (students who are not eligible, as determined by the state age requirement policy on file)
- Cluster grouping with students of similar intellect in the regular classroom through the regular school day (all HA students)
- Grade skipping if the student shows superior abilities and mastery of grade level content in language arts and math, proven through NWEA or state standardized testing, grade level content tests, and counselor recommendation
- Differentiated curriculum in pace, content, sequence, and depth based on individual student needs (all HA students)
- Pull-out programming when allowed by enrollment numbers
- Curriculum tiering (individual need)
- Content acceleration as determined by NWEA or pre-test scores, teacher recommendation, and consultation with a high ability specialist to determine student need
- Spell Bowl and/or Math Bowl
- Independent study (individual need)

Middle School Provisions:

- Curriculum compacting
 - i.e. Pre-Algebra compacts grades 7/8; Algebra compacts grade 8 and Algebra I
- Grade or subject skipping
- Subject acceleration
- High school credit courses (when schedule allows)
 - i.e. Health, Prep CC, Education Professions, Algebra I, Ag, Intro to 2-D Art, Intro to Business, Personal Finance
- Honors classes in core areas (if available)
- Independent study (individual need with principal and counselor approval)
- Spell Bowl and/or Academic Bowl

High School Academic Provisions:

- Dual Enrollment/Early College
- Early Graduation
- Advanced Placement Courses
- Grade or subject skipping
- Early enrollment into courses, or testing out (passing Core test w/o taking class; individual need with principal and counselor approval)
- Spell Bowl and/or Academic Bowl
- Independent study (individual need with principal and counselor approval)

Guidance and Counseling Plan

It is the goal of North Parke Community Schools to meet the socio-emotional needs of all of the High Ability learners including those from low socioeconomic backgrounds, twice-exceptional learners, Limited English Proficiency, or having cultural differences. In an attempt to meet the needs of those students the following action plan will be implemented. The plan was developed in accordance with the Indiana Standards for High Ability Education and agreed upon by the Broad-Based Planning Committee. Students in grades 8 will take an annual field trip to a college and career fair. This plan will be coordinated by the counselors.

Through professional training, early exposure to advanced opportunities, targeted counseling, collaborative problem-solving, and a structured yet flexible affective curriculum, North Parke Community Schools ensures that high ability learners in K–12—regardless of background or additional needs—receive differentiated academic, social, and emotional support.

1. Differentiated Support

- *Training & Awareness:* Teachers, parents, administrators, and school personnel receive ongoing professional development about the characteristics, socio-emotional needs, and at-risk behaviors of high ability students, including those from low socioeconomic backgrounds, twice-exceptional learners, English learners, and students with cultural differences.
- *Affective Learning Strategies:* Counselors supply teachers with strategies to embed affective (social-emotional) learning into daily instruction, such as bibliotherapy, discussion groups, role playing, journaling, and problem-solving activities.
- *Early Career and College Exposure:* Students begin career exploration in 5th grade, participate in mentorships, and gain early access to college and career fairs to match learning experiences to their strengths and interests.

2. Services

- *Individual and Group Counseling:* A counselor trained in high ability socio-emotional needs meets with students each semester to address topics like perfectionism, stress, peer pressure, self-esteem, and giftedness. Individual counseling is available as needed, with referrals to community agencies when appropriate.
- *Collaboration & Family Involvement:* Parents are included in planning and decision-making committees, receive information on resources, and collaborate with teachers and counselors on academic or behavioral plans.
- *Intervention for At-Risk Students:* Students showing underperformance are monitored, receive targeted interventions, and have individualized academic plans developed through team conferences with parents, teachers, and specialists.
- *Transition Support:* Counselors document and transfer information between grade levels to ensure continuity of services.

3. Effective Curriculum

- *Written Scope & Sequence:* A documented affective curriculum is developed for high ability students, covering academic, career, and personal/social development topics such as leadership skills, motivation, making positive choices, and dealing with failure.
- *Flexible Delivery:* The curriculum incorporates differentiated activities—career planning, mentorships, leadership opportunities, problem-solving, and exploration of selective college options—tailored to individual abilities and needs.
- *Cluster Grouping:* Students are grouped with peers of similar ability to increase academic challenge and access to enriched learning experiences in the elementary setting. Students in grades 4/5 are a split-level high ability class.

Appeal Process

The High Ability Coordinator and campus coordinator will maintain the files of all students who were nominated for identification and identified students in the office.

Petition Procedure (Due Process)-If any parent/guardian disagrees with a non-placement decision for a student, the parent/guardian may petition the committee in writing for reconsideration. Response will be given within 10 business days. Additional assessments may be utilized to support or not support committee decisions. Parents may choose to enlist the services of a licensed psychologist to administer an individual intelligence test at their own expense. The decision of the committee will be final unless professional evidence disagrees with the committee's decision.

Exit Procedure

There are three means by which students may be removed from the high ability program:

1. Students moving from the district will be removed from the program and copies of all placement data may be forwarded to the student's new district so that the transition will be facilitated.
2. Students may be removed from the program by parent written request. An exit interview will be conducted to assess the reasons for requested removal and counsel will be provided to encourage reconsideration if removal is not in the best interest of the students as determined by the Identification and Screening Committee. All reasonable attempts will be made to address parent concerns, but removal will be granted when counseling is unsuccessful.

3. Children who are unsuccessful in the program may be removed after interventions have been attempted and failed to resolve problems. The following interventions will be implemented as appropriate:
 - a. Behavior issues
 - i. Parent meeting-student and parent(s) will meet the teacher, guidance counselor, and the high ability coordinator to address behavior concerns.
 - ii. Counseling services-the child will meet with the school guidance counselor and teacher of high ability to discuss behavior issues and to develop an appropriate behavior plan.
 - iii. Follow up reports will be provided to parent(s)/guardian(s) and guidance counselor.
 - iv. Behavior issues are not a reason for dismissal, but should be addressed as special needs.
 - v. Exit interview-an exit interview with the student (if appropriate) and parent(s)/guardian(s) will be conducted to discuss removal and what must occur for the child to re-enter the program.
 - b. Failure to meet minimum performance standards (passing grades)
 - i. Parent meeting-student and parent will meet with the teacher and high ability coordinator to discuss an intervention plan and to create a performance contract.
 - ii. Counseling-services will be provided to determine if there are external issues affecting performance that must be addressed to help the student succeed.
 - iii. Removal-will occur only if interventions are unsuccessful and services are not beneficial for the student after parent meeting and counseling.
 - 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.

All students who receive services will be monitored for progress and achievement by the Identification and Screening Committee to ensure success in the program. Grade reports and comments will be submitted to the committee at the end of each nine weeks.

Professional Development Plan

Professional Development will be ongoing, systematic, aligned to the school/district plan, the high ability mission, research-based, goal-oriented, and based on the needs of the staff. The opportunities made available will provide research-based experiences and promote best practices for high ability students. In-service opportunities will be provided during pre-determined staff development days or the school day with substitute provisions. Each semester time will be set aside for collaboration among staff members. Staff members who are

presented with off-site professional development opportunities aside from the ones provided may seek permission from the building administrator. Staff may be provided opportunities through our service center, Indiana Association of the Gifted, Consultants for High Ability, Strobel Education, or other research-based opportunities.

Each year the plan and provided opportunities will be evaluated for effectiveness with input from the classroom teachers, high ability specialist(s), guidance counselor, and administrators. Modifications to the plan will be made based on this input.