

Dugger Union Community Schools  
High Ability Multifaceted Assessment Plan

<b>Plan Components</b>	<b>Description</b>
DUCS Mission Statement	<p>The school’s mission states that it will prepare all students, and all students must include the ones who demonstrate high ability features. To recognize the characteristics of high ability students, administrators and teachers must understand the complexity and range of these students and recognize the need to identify such students through systematic procedures. The needs of identified high ability students will be met through the use of differentiated curriculum which will allow these students to work at a suitable pace and level in mathematics and/or language arts</p>
Definition of High Ability Students	<p>High ability is defined by the state of Indiana as, “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” At Dugger Union Community Schools, students are designated as high ability in either language arts, mathematics, or general ability. The school recognizes there are high ability students from all cultural and economic groups and strives to identify them in order to provide the challenging curriculum and instruction they need to develop their potential. The high ability student is identified when he/she demonstrates a high level of accomplishment in any or all of the subject areas and has educational needs which exceed traditional grade level curriculum. In order to provide an appropriate education that will meet the needs of these students, Dugger Union Community Schools will endeavor to tailor the instruction to allow for exploration of subjects in greater depth and complexity. Specific strategies will be put into place to nurture the high ability students’ cognitive abilities in order for their full learning potential to be reached.</p>

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Identification/Selection Process	<p>In order to ensure a comprehensive and equitable method for identification of students for the high ability program, the school will use a triangulation of data to identify students who possess characteristics that meet the criteria for high ability in a particular subject area or in general. The Cognitive Ability test (CogAt) has been adopted as the standard assessment used for ability evaluation. The Iowa test will be used to measure student achievement. The Scales for the Identification of Gifted Students (SIGS) will be completed by the teacher to provide evidence of a qualitative measure. The ISTEP+ is given to students in the spring of every school year. Those who earn a Pass+ will be evaluated for placement in the high ability program. NWEA scores will be used as indicators towards high ability characteristics for all students. Teacher recommendations will also be considered when identifying students for testing. Testing will be administered to all Kindergarten students during the second semester. Testing will be administered to 2nd, 4th, 6th and 8th graders who received a Pass+, Advanced NWEA score, or teacher/parent recommendation.</p> <p><b>Elementary K-6:</b> Students are identified as high ability in the domains of math and/or language arts. Identified students in ELA and Math are grouped within the classroom in ability clusters. The curriculum is planned and differentiated for all grade levels in order to extend grade level standards according to the student's identification area. A pull-out program will be utilized to enrich the curriculum of the identified high ability students.</p> <p><b>Middle School:</b> Students are identified as high ability in the domains of math and/or language arts. Identified students in ELA and Math are grouped within the classroom in ability clusters or an advanced section of the content area. The curriculum is planned and differentiated for all grade levels in order to extend grade level standards according to the student's identification area.</p> <p><b>High School:</b> Students who are identified as having high ability are encouraged to take Honors, Dual Credit, and Advanced Placement classes when available.</p>
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<p>Appeals Procedure</p>	<p>A parent/guardian of a child who requests a reevaluation for his/her child's eligibility must submit an appeal stating the reasons they believe their child should receive high ability services. The current teacher will complete a checklist and narrative form. The teacher's input, current school year grades, and test scores will be evaluated by the High Ability Committee (which includes the high ability coordinator, principal, and teachers) and make a determination. The Committee will inform the parent/guardian in writing of their decision within 10 school days of receipt of appeal regarding the student's designation of High Ability.</p>
<p>Exit Procedure</p>	<p>If a student, parent/guardian, or teacher believes placement for high ability services is no longer appropriate for a student, he/she may request the removal of the student from the program by the following steps:</p> <ol style="list-style-type: none"> <li>1. If a student or parent wishes to discontinue their child's participation in the program, the following steps will be implemented: <ul style="list-style-type: none"> <li>• A conference will be held with the student and his/her parent or guardian addressing concerns.</li> <li>• If the exit procedure is to continue, a written letter from the student's parent or guardian stating reasons for discontinuance must be submitted to the classroom teacher who will then forward the letter to the building principal and High Ability Coordinator.</li> </ul> </li> <li>2. If the request for discontinuance in the program was made by the HA instructor or classroom teacher the following steps will be implemented: <ul style="list-style-type: none"> <li>• A written notice will be sent to the parent/guardian</li> <li>• A trial period will follow allowing time for the student to modify his/her performance.</li> <li>• A conference will be held to evaluate the student's further participation in the program.</li> <li>• If the student does not make reasonable progress during the trial period, a committee (including the building principal and/or HA Coordinator, classroom teacher, and the child's parent/guardian) will meet to evaluate the student's lack of progress and make a recommendation to continue or discontinue High Ability program services</li> </ul> </li> </ol>

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