High Ability Education Program Handbook

2026-2027

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Mission Statement for CANOPS High Ability Education

Career Academy Network of Public Schools recognizes and empowers diverse learners' exceptional abilities by challenging students to maximize their potential. In partnership with the community, and with the guidance of highly qualified educators, students are offered differentiated and enriched learning opportunities commensurate with their interests and abilities in an environment that is intellectually and academically rigorous, fosters creativity, develops leadership and provides social/emotional support.

CANOPS provides a variety of learning experiences to extend and enrich the development of students who demonstrate high potential and who are therefore in the High Ability Education Program. Support and opportunities are provided based on the principles that:

- All students have the right to an appropriate educational experience
- All students will have the opportunity to:
    - Communicate
    - Think critically, reflectively, creatively, and adaptively
    - Seek, access, and apply information
    - Exhibit responsibility and global awareness
    - Display ethical behavior
    - Commit to continuous learning and self-understanding
    - Develop and maintain personal wellness

CANOPS Gifted & Talented/High Ability Policy

High Ability Programs

**CANOPS* shall provide for the needs of **high ability students* as defined by Indiana Statutes. Leadership will be provided by a designated coordinator of the high ability program. The program will be defined in a Board of Education-approved written plan which will be kept on file in the coordinator's office.

The plan shall include procedures for the identification of students who demonstrate high performance capability in general intellect or specific academic areas.

All identified **high ability students* enrolled in the school district*/network* shall be provided access to a program that will meet their needs. Opportunities for parental participation in the planning of such programs shall be provided.

The **high ability coordinator* shall report annually to the State Superintendent and the Board of Education the number of high ability students who participated in the program and such other information that may be requested.

ADOPTED: January 2024
**AMENDMENTS: January 2025*

Program Goals 2026-2027 School Year

How can the Network improve the identification process?

As the high ability program further develops, our goals are to establish a plan based on assessment (i.e.: CogAT, iReady, NWEA, etc.) and utilize this data to identify and qualify students for programming.

Measurable Goal #1: CANOPS' improvement goal for identification is to implement a precise plan for identification, administer assessments across the network, collect data, and identify students by the end of February 2027.

Steps to reach this goal:

- CANOPS will use the appropriate instruments for initial and final identification of students for the HA program through the evaluation of other identification plans from a variety of sources, including posted plans, networking with other schools similar in size to our schools and Network, and discussing the desired outcomes of the plan we choose.
- Pre-screening Assessments and final assessments will be executed by the end of the first semester of the 2026-2027 school year (ideally, by mid-January).
- Identification will be completed based on approved criteria measures by the end of January 2027.
- Hold an informational meeting for all students and their families who will be placed in the High Ability Program.
- Members of the HA Team (Director of Curriculum, Administrators and HA Coordinator) will write identification plans by mid-second semester in 2027.
- Improve the services and/or curriculum and instruction received by HA students, including pacing/curriculum guides for LA and Math.

In order to improve curriculum and instruction received by HA students, staff will become educated on the unique characteristics of high ability students to prepare SEL and academic lessons that include differentiation and rigor for the identified students.

Measurable Goal #2: By the end of the year, teachers and staff supporting HA students will demonstrate knowledge of student needs by preparing/consulting on DEPs (Differentiated Educational Plans) for individual students they are currently teaching and/or will teach or support the following year.

Steps to reach this goal:

- Teachers interested in becoming certified in Gifted and Talented Education will attend trainings related to TAG programming, and/or the 2026 IAG Conference.
- Teachers will receive professional development on differentiating instruction and teaching with rigor.
- Counselors/Social Workers will attend/hold professional development on strategies to meet the social/emotional needs of high ability students
- Professional development/training time will be provided for writing DEPs for identified students.

Responsibilities of the High Ability Team

- HA Coordinator: The HA Coordinator is responsible for overseeing the K-12 High Ability Program; drafting, reviewing, and revising the HA handbook in consultation with the HA Broad-based Steering Committee, and submitting the handbook for approval by the Board of Education annually, or as needed, but at least every 5 years; reporting annually to the Board of Education; facilitating the HA Steering Committee; delegating program duties to district staff; submitting the appropriate reports to the Indiana Department of Education (IDOE), and providing administrative support for developing an appropriate program and activities.

  The HA Coordinator also provides coordination and expertise to ensure systematic, continuous K-12 programming for the exceptional needs of HA students; assists classroom teachers in providing HA services such as differentiated instruction, cluster grouping, compacting, project-based activities, special event planning, cross-grade offerings, out-of-level offerings, college-level courses/internships; establishes and promotes open communication with administration, staff, and parents; develops, maintains, and implements ongoing staff development options; participates in HA Steering Committee meetings; conducts periodic program evaluations; implements identification procedures for HA students; remains current on research and development in HA education; assists with reviewing and revising the HA handbook; and develops and coordinates public relations efforts.

- Team Leaders (/HA Facilitator): The HA Facilitator and Team Leaders assist with identification of and programming for students; develop and implement the program at the building or grade level; provide grade level teaching staff with information regarding each identified student, plan schedule options, create HA opportunities, help classroom teachers with differentiation, grouping, compacting, project-based activities, special event planning, etc.; create DEPs in consultation with the students, families, classroom teachers, and other members of the assessment and identification team; maintain open communication with parents, provide materials and information to help create an environment that provides options for HA students; and contribute to HA program evaluations.

- Guidance Staff/Social Workers: The school counselors/social workers assist the HA Coordinator and Facilitator/Team Leaders with coordinating HA services, including the identification and planning process; provide counseling and guidance services to meet the personal, social, emotional, educational, and career needs of HA students; consult with classroom teachers, HA Coordinator, HA Facilitator, administration and parents concerning the needs of HA students; participate in the HA program evaluation process; and participate in HA-focused program development.

- Classroom Teacher: The classroom teacher implements the necessary differentiation, grouping, compacting, or acceleration necessary for each individual HA student; works

with the HA Facilitator/Team Leaders, or HA Coordinator to develop appropriate programs for students; helps develop DEPs and implement the necessary curricular modifications as needed; assists in the identification of HA students; keeps parents informed and works with the parents to design appropriate educational plans. Educational Support Staff assist the classroom teacher in carrying out the planned enrichment activities.

- Building Administrator: The building principal supports the classroom instructor, HA Coordinator and HA Facilitator/Team Leaders by providing the necessary professional development; in consultation with the HA Coordinator, HA Educational Facilitators, and the classroom teachers, develops and reviews the district's HA plan; provides scheduling flexibility appropriate to meet the needs of HA students; facilitates and supports efforts to establish and maintain communication with parents; assists the HA Coordinator and Facilitator/Team Leaders in scheduling and implementing staff HA development activities; and evaluates and consults with certified staff on their effectiveness in meeting the needs of HA students in their classrooms.

- HA Broad-based Steering Committee: Meetings will occur quarterly (at most, 4 times per year). The HA Steering Committee is chaired by the HA Coordinator, who is responsible for recruiting enough members so that as many district schools as possible have parent and school staff representation. The HA Steering Committee will review the most current program evaluation; develop goals, meeting schedules, and agendas; and maintain minutes of the meetings and a rotation schedule for selection of new board members.

Definitions of Gifted/High Ability Children

Gifted children means those persons whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as “high ability students”. HA students include students with disabilities, and students with exceptional abilities (i.e. “twice exceptional”) or potential from all socio-economic, ethnic, and cultural populations. HA students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

Area of Giftedness	**Definition**	**Criteria**
General or Specific Intellectual Ability	Intellectual Ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections, etc.).	Intellectual Ability is demonstrated by advanced level on performance assessments or ninetieth percentile and above on standardized cognitive tests *(CogAT stanine 8/9, composite APR/GPR 90%ile on Verbal/Quantitative battery or APR/GPR 90%ile on Verbal and/or Quantitative)*.
Specific Academic Aptitude	Specific Academic Aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline, etc.).	Specific Academic Aptitude is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized achievement tests *(including iReady Reading/Math BOY/MOY 95%ile)*.
Creative or Productive Thinking	Creative or Productive Thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products, etc.).	Creative or Productive Thinking is demonstrated by advanced level on performance assessments or ninetieth percentile and above on standardized tests of creative/critical skills or creativity/critical thinking *(CogAT stanine 8/9, composite APR/GPR 90%ile on Non-verbal battery, projects/ performance*

		assessments in classroom, Coding Lab, Makerspace, etc.).
Leadership Abilities	Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter and intra-personal skills and a sense of responsibility, etc.).	Leadership is demonstrated by advanced level on performance assessments or ninety-fifth percentile and above on standardized leadership tests *(includes teacher portfolio/ assessment)*.

High Ability Domains: Definitions

The Indiana Code (IC 20-36-1-3) defines a high ability student 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.

A High Ability Language Arts student (HA-LA) and/or High Ability Math student (HA-Math) 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 and/or math.

A High Ability General Intellectual student (HA-GI) 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 local core curriculum and/or instruction *in both language arts and math.* A student should have the “High Ability General Intellectual” designation if the child has met the criteria to be identified for both language arts and math.

- Scored ≥90th percentile (with consideration for the test’s standard error of measurement) on:
    - Verbal, Quantitative, or Non-verbal battery of a group norm-referenced aptitude test (Cognitive Abilities Test) – HA-Language Arts, HA-Math, or HA-Spatial Reasoning.

      AND/OR

- Scored ≥95th percentile (with consideration for the test's standard error of measurement) on:
    - Reading, English, or Language Arts portion of an individual or group standardized norm-referenced achievement test (iReady Reading Diagnostic)– HA-Language Arts.
    - Math Reasoning or Problem Solving or Math Composite portion of an individual or group standardized norm-referenced achievement test (iReady Math Diagnostic)– HA-Math.

OR

- Outstanding potential or performance according to district criteria and local norms on a qualitative measure, such as: product or portfolio assessment, rating, or observation scales, interviews, or performance assessment.

AND

- Performs or shows the potential to perform at an outstanding level within the population of students with the "same experience or environment" in that district (recommendation process).

These definitions of high ability are to be used to identify students who require higher level content and/or a faster pace of instruction during regular school hours for language arts, mathematics, and/or all areas of the core curriculum to develop their potential.

Characteristics and Behaviors Associated with High Ability that May Be Challenging in School

Gifted or High Ability students are easily recognizable at times. There is, however, a population of students that are underrepresented. These students may not present as being high ability. They may act like the class clown, daydreamers, or rebellious, often appear off-task or may be failing their classes. The question that needs to be asked is about why this population of students have these behaviors. Determining potential is a critical factor when deciding if a student is high ability.

Characteristic	Possibly Problematic Classroom Behavior
Early reading and/or quick mastery of reading	May be impatient with reading instruction, resist doing worksheets, and insist on reading own material which is years above grade level.
Learns new things quickly and easily	May exhibit boredom and frustration with repetition and not being allowed to move on or do something else.
Has extreme vocabulary, background knowledge, or memory	May dominate discussions and refuse to listen to others' contributions. May argue in a sophisticated way.
Grasps math concepts quickly; solves problems involving critical thinking; enjoys logic and puzzles	May resist doing repetitive computation drill needed by others. May correctly or incorrectly jump to an answer without careful attention to detail. May make careless errors, be sloppy out of boredom, refuse to do homework, and incorrectly assume all will be easy. May work problems in unconventional ways.
Has a more intense energy level, activity level, or ability to concentrate; may talk fast	May seek active inquiry or be so completely involved with a task that he/she becomes frustrated with having to change tasks. Could seem overactive, stubborn, or uncooperative with poor self-regulation.
Extremely sensitive and/or introverted	May cry easily, prefer to work alone, may not readily participate orally, and may (incorrectly) appear to be immature in social development. May be upset by student cruelty to others or to teacher becoming upset.
Thinks differently; is creative	May appear different and/or rebellious or may experience social isolation. May be a daydreamer. May ask tangential questions and seem off-track. May question authority.

Great sense of humor	May be the class clown or use humor sarcastically.
Curious, observant	May be off-task and have difficulty disengaging to change activities.
Perfectionistic	May set unrealistic standards for self and others, be overly concerned with details, be rigid in work routines. May find true-false or multiple choice questions frustrating in their lack of precision; may be argumentative and correct every small error made by others.
Displays interest in complex games, fantasy, non-fiction	May prefer to play with older children or adults. (May also prefer to play with younger children whom he/she can organize into activities.)
Sensitive to environment	May object to loud noises, bright lights, certain textures, odors, or have many allergies.

High Achieving Vs. Gifted (High Ability)

Specific Academic Aptitude is an area of identification. Cognitive tests provide information for identification in the intellectual domain; however, these tests may or may not be helpful in identifying a student with exceptional abilities in a specific content area. Some students who are high achieving in an academic area may qualify for high ability identification. Not all high achieving students, however, are high ability.

Some high achieving students may not have evidence of exceptional cognitive ability, but other data including standardized achievement tests, classroom performance, evaluation of a portfolio or norm referenced checklists provide multiple indicators of exceptional ability. According to Dr. Marcia Gentry, Director of Gifted Education Resource Institute at Purdue University, “achieving at a high level requires high ability in that content area. Requiring an assessment of ‘g’ to confirm what is already shown in the achievement measure is not necessary, nor is it sound.”

In primary years, it is not uncommon for a student to demonstrate above grade level performance in areas such as reading or math. A child may enter school as an early reader or can learn math facts rapidly and demonstrate accurate computation skills. However, over time, the student may not continue to exhibit above grade level capabilities. The question then becomes, “did the student’s achievement plateau because of a lack of rigorous and challenging course work, or as a natural progression of the child’s academic growth?” Without the use of a cognitive score, comprehensive collection of data using a variety of tools should be examined to make a gifted determination. If the identification team determines more time is needed to make a high ability determination, it is important to provide the necessary advanced, differentiated programming the student requires for continued growth and achievement.

High achievers are those students that perform well in school, while high ability students are those that have high intelligence and a propensity for learning. When trying to determine whether a student is high ability and/or high achieving, there are a number of traits and behaviors to consider:

1. **High achievers**

High achievers are students who have a strong motivation to perform well and succeed in school. These types of students usually enjoy school, get A’s, memorize information easily, give complete and accurate answers, have advanced knowledge and are at the top of their class. They tend to be satisfied with their knowledge and skills, but they will receive new information with willingness and interest when required. High achievers are usually emotionally and socially on track, and they relate well to peers of their own age.

2. **High ability students (“gifted learners”)**

High ability students are those who have a strong motivation to learn and expand their intellectual capacity. They prefer self-directed learning, may or may not be motivated by grades,

are excellent at making inferences and connections, pose complex questions, generate abstract concepts and are beyond their class. They are not satisfied with a straightforward answer, preferring to examine a problem's intricacies and underlying implications. They tend to be self-critical and are constantly seeking to expand their knowledge. High ability students may be emotionally and socially behind, on track, or advanced. Most tend to connect with peers on the basis of shared intellectual interests, rather than similarity in age.

3. **High Ability *and* High Achieving**

Although high achieving and high ability are two separate descriptors, this does not mean they cannot occur together. Some students are both high achieving and high ability students. These students tend to do very well in school, receiving high grades and performing well on homework and exams. At the same time, they approach problems with innovation and complex reflection. Although their primary motivation is to learn, this desire tends to lend itself naturally toward strong performance and high achievement.

4. **High Ability *but not* High Achieving**

Some students are gifted, but not necessarily high achieving. In these instances, the student is usually unable to perform well because they are not stimulated by the simplicity of the lesson or are too distracted by their own thoughts to demonstrate competency in tests or homework. Totally unmotivated by grades, this type of student thrives on intellectual challenge. Advanced courses, less structured (but more difficult) homework assignments, and essay-style exams often improve their academic performance.

5. **High Achieving *but not* High Ability**

Students that are high achieving but not necessarily high ability excel in almost any classroom setting. Since they are motivated strongly by grades, they benefit from strict grading standards that force them to expand their abilities. They learn well by memorizing and prefer straightforward problems and answers. They will become frustrated if given a problem that is too vague or abstract with no solid answer.

In 1989, Janice Szabos published a comparison of the "bright child" (high achiever) and the "gifted learner" (high ability student). Her comparison helps to delineate the differences between the two groups and provides a useful format for discussions. However, some of the items listed in the comparison are questionable. For example, the high ability student is credited with having wild, silly ideas. In reality, it is creative thinkers who exhibit the ideas often called wild or silly; not all high ability students demonstrate that aspect of the creative process. Responding to those concerns, a three-way comparison of a high achiever, high ability student, and a creative thinker is proposed for you to consider and ponder. No column is intended to be mutually exclusive. For example, a high achiever might also be a creative thinker, and a high ability student might also be a creative thinker; a creative thinker might also be a high achiever, and a high ability student might also be a high achiever.

The Bright Child (High Achiever) Vs. The Gifted Learner (High Ability Student)

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	**Poses unforeseen questions.**	**Sees exceptions.**
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

Source: Szabos, J. (1989). *Bright Child, Gifted Learner.* Challenge, 34 . Good Apple.

High Ability Identification Tools and Criteria

Achievement Instrument: iReady Diagnostic Assessment *(or NWEA MAP, where data is present)*
CANOPS will use iReady to assess academic performance/achievement of students. The iReady assessment used as a qualifying criterion for High Ability designation is the iReady Diagnostic/Benchmark Assessment. These computerized tests are adaptive and offered in Math and Reading. When taking the iReady Diagnostic, the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level. Results are given as a raw score and in *percentiles.* Percentiles are used to compare one student's performance to that of the norm of the group. Percentile means the student scored as well as, or better than that percent of students taking the test in his/her grade. Percentile Rank indicates the percentage of students in the norm group for this grade that this student's score equaled or exceeded.

Ability Instrument: CogAT Assessment
CANOPS will use the Cognitive Abilities Test, referred to as the CogAT. The Cognitive Abilities Test (CogAT) is a multiple choice test written by Dr. David F. Lohman and published by Riverside Publishing. It is used to measure cognitive development among children and is often used to identify gifted students for admissions into gifted/high ability programs across the United States. The CogAT is made up of three sections, called batteries: the Verbal Battery, the Quantitative Battery, and the Nonverbal Battery. They are designed to measure specific reasoning skills in each area that correlate strongly with academic success. More specifically, the CogAT measures cognitive development, the ability to learn new tasks, and problem solving abilities.
CANOPS uses the CogAT Full Battery at grades K, 2, and 5. The full battery is administered to students to gather the data necessary for identifying high ability students.

Alternative Methods of Assessing Student Potential or Performance
The following are additional assessing supplements that may be provided:

- Portfolios
- Observation Scales
- Rating Scales
- Product Assessment
- Teacher Nomination Form
- Self/Parent Nomination Form
- Interviews

Identification & Recommendation Processes
A review team (the HA Broad-based Steering Committee) will include at least one person trained or endorsed in gifted identification and programming. The review team provides an opportunity for input from all teachers working with the student and the student's parents. The review team examines the body of evidence and may make one or more of the following determinations:

- Determine data supports being moved formally to high ability programming and should be assigned areas of service. A student may be accepted in one or more of the following areas:
    - General or Specific Intellectual Ability (HA-GI)
    - Language High Ability (HA-LA)
    - Mathematics High Ability (HA-Math)
    - *Spatial Reasoning High Ability (HA-SR)**
- Determine data does not support identification at this time
- Determine a student may need to be referred for special education assessment in addition to his/her gifted identification (twice-exceptional students)

**Note: HA-SR is not a category always recognized in HA programming, though identification is considered important for CANOPS, where opportunities for PBL and STEM/Coding activities are available to be programmed for identified students.*

The assessment process shall recognize a student's exceptional abilities *or potential,* interests, and needs in order to guide student instruction and individualized planning and programming. To ensure traditionally underrepresented student groups are recognized, identification may require the collection of student information over time, using additional data points from a response to intervention (RtI) approach.

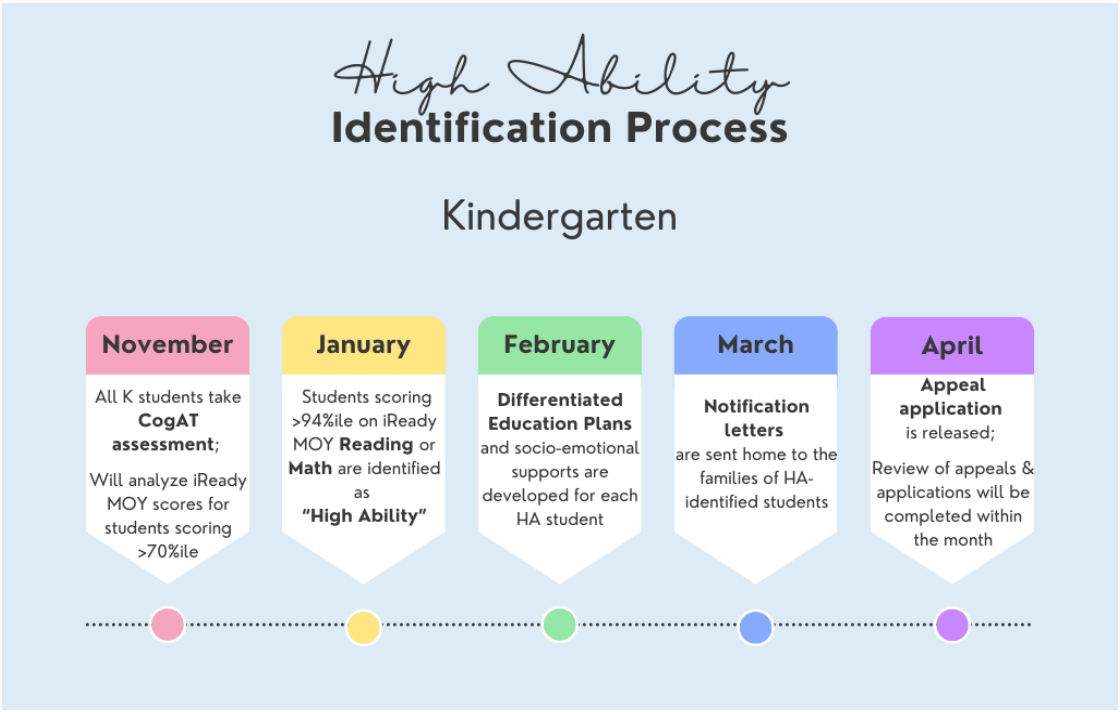
It is important to note that not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for gifted identification, if other indicators suggest exceptional potential as observed in a body of evidence.

While some of the data in a body of evidence will be used to meet the criteria for formal gifted/high ability identification as outlined in IC 20-36-1-3 and prescribed in the CANOPS High Ability Handbook, other data will be used to build a learner profile which demonstrates the student's exceptional ability compared to peers for the purpose of identifying appropriate programming options.

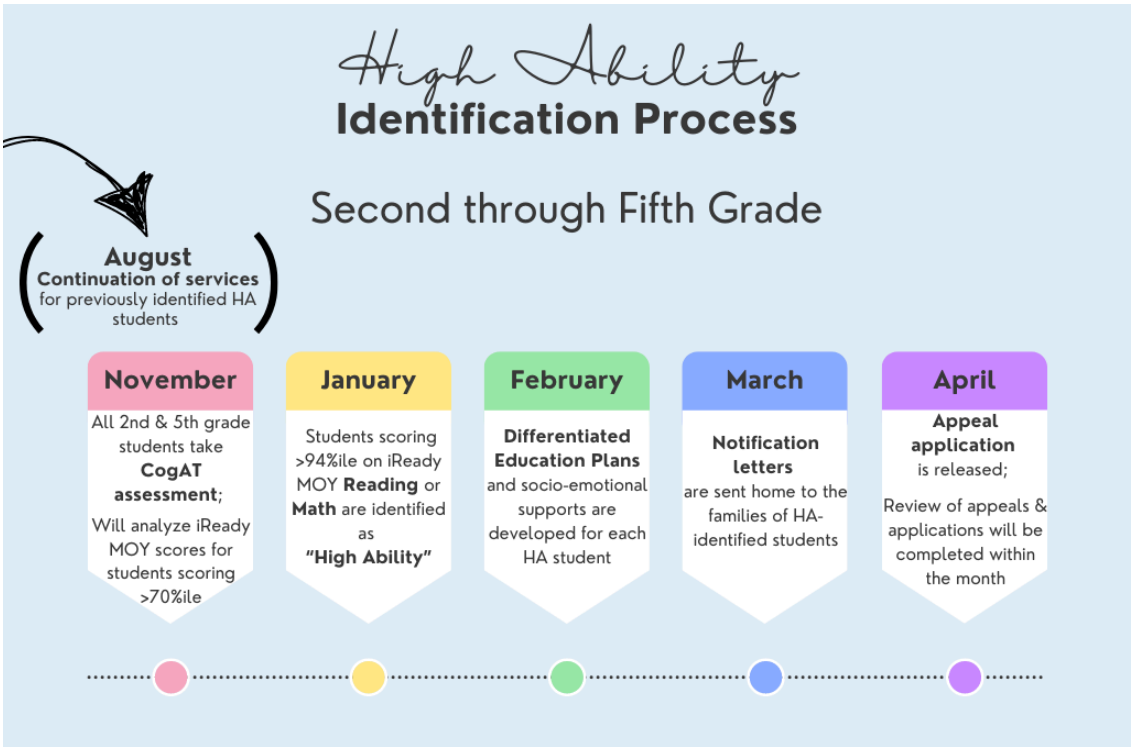
All qualifying data points in a body of evidence will be regarded equally. Placing greater emphasis on a specific test or awarding more points to a test score above a specific percentile is not considered an ethical practice in gifted/high ability identification. This practice is often referred to as a "weighted matrix." This creates an opportunity for unintentional bias and is unfavorable for culturally diverse students (Ford, 2013). Additionally, this could be a violation of a student's civil rights. No one assessment or source of information should carry more weight than another (Johnsen, 2004). Once a student has been identified, programming continues

through graduation. Instead of eliminating high ability students who underachieve from high ability programming, efforts should be made to target the source(s) of the student's underachievement.

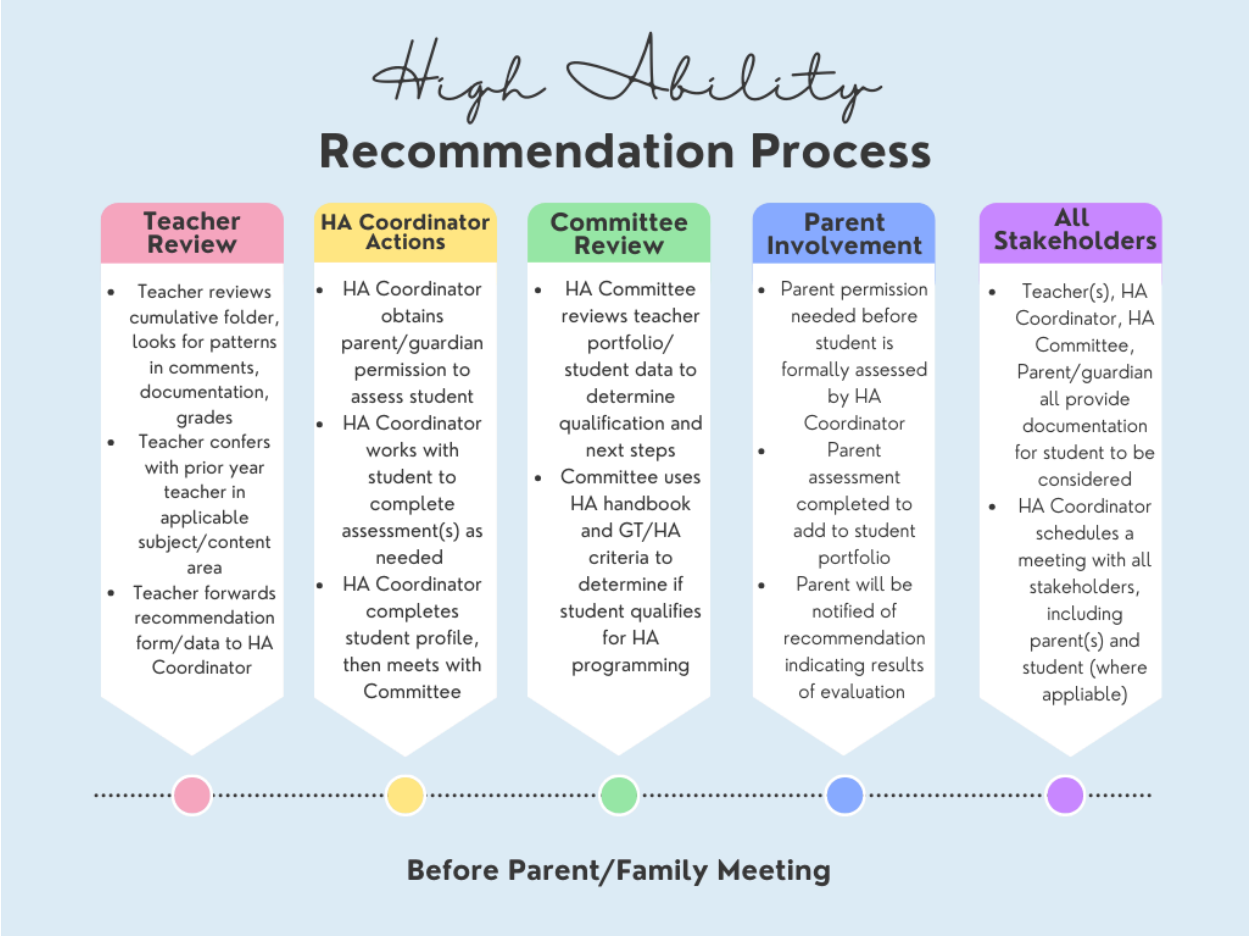
Route #1 to HA Programming: Standard Identification Process (Grades K, 2, 5)



(Continuation of services for previously identified students and those identified in 2nd and 5th)



Route #2 to HA Programming: Portfolio/Recommendation Process (Parent/Teacher request or for students outside of tested grades)



Parent/Family Meeting Format:

- HA Coordinator or HA Facilitator/Team Leader will lead meeting to reach consensus on target area(s) of enrichment
- HA Committee will brainstorm potential enrichment activities/programming
- HA Facilitator will work with HA Coordinator to complete Differentiated Education Plan (DEP) and distribute to all building administration, faculty/staff, educational support staff working with student

Implementation of Plan:

- Appropriate members of the Committee will touch base with those responsible for implementing the DEP to address any questions and ensure integrity of the plan
- Data is collected by an individual assigned in the DEP for the school year, and forwarded to the HA Coordinator

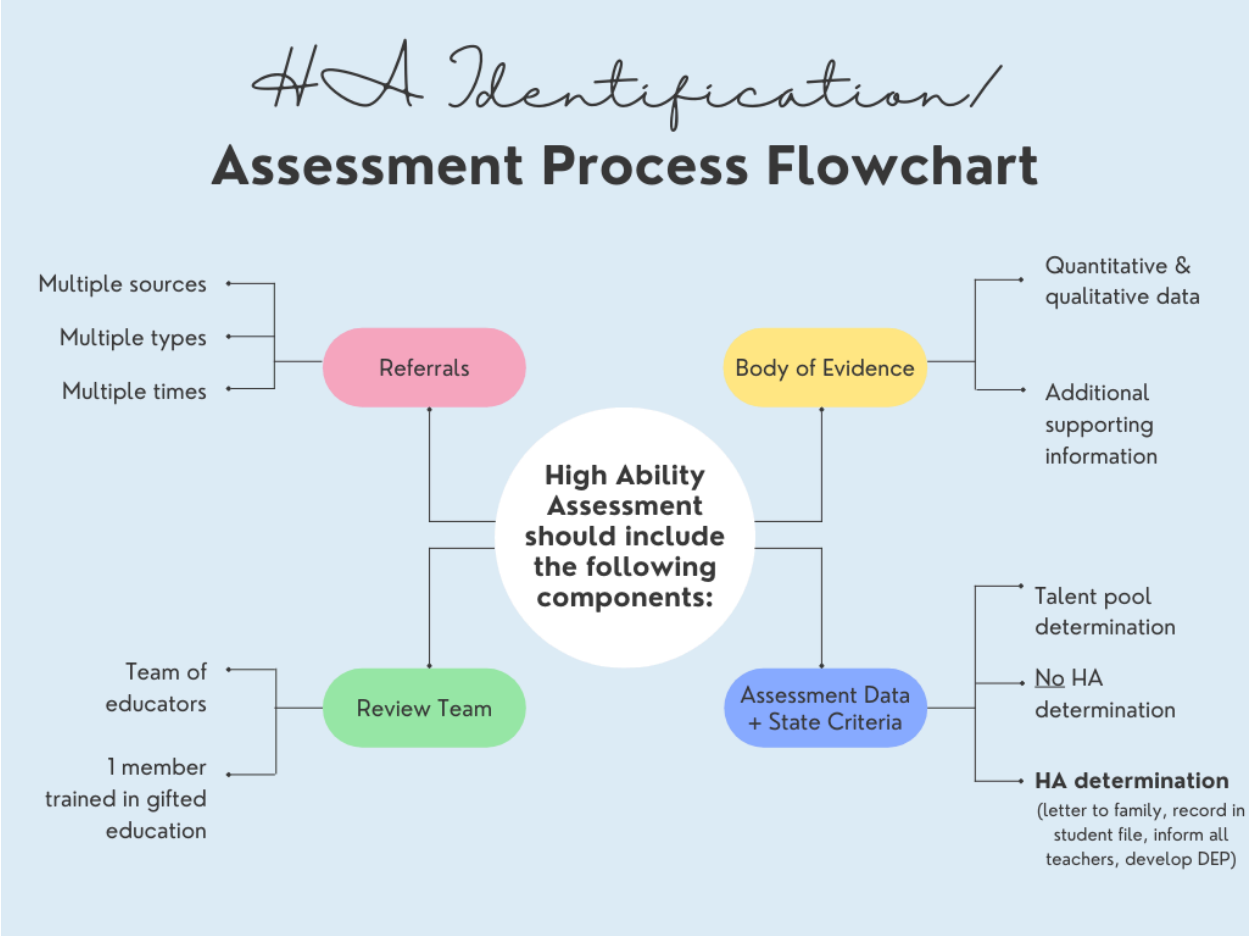
Follow-up:

- DEP will be reviewed; teacher (classroom teacher, subject/content area teacher) will discuss effectiveness of the plan, giving data to support
- In determining the effectiveness of the activities:
    - If deemed not appropriate/effective, team will review problem areas and supplant activities in plan with others from the brainstormed enrichment activities
    - If deemed appropriate/effective, continue with enrichment activities; also determine if outside assistance is needed

Annual Review: Students with a DEP will be reviewed on an annual basis (at some point during the first two months of each new school year), and DEP written/modified

High Ability Identification/Assessment Process Flow Chart

Students can qualify for high ability in Math (HA-Math) or Language Arts (HA-LA). If a student qualifies for both subjects, the student will be considered as High Ability General Intellectual (HA-GI). It is not necessary to qualify for both HA-Math and HA-LA to get services.



* Note: parent consent for testing is required before the staff will use any non-standard (test not given to every student) formal assessment to assess the student. One test alone does not provide sufficient data to make the determination of whether or not a student is gifted or high ability. It is important to take all of the information, including teacher and parent checklists, work samples, test results, and screeners/classroom assessments into consideration. For this reason, a team meets to review the data and make the final determination. The team will consist of at least one classroom teacher, the HA Coordinator, and an administrator.

Instruction and Support

Curriculum

- Evidence-based core curriculum and instructional materials in core subject areas
- Language arts: Junior Great Books (inquiry-based text)
- Math: Aleks Math (adaptive math program)

Instructional Organization

- Challenging activities as determined by progress monitoring data
- Curriculum compacting
- Ongoing progress monitoring
- Opportunities for subject/grade acceleration
- Pre-assessments to prevent repetition and re-teaching of content students have already mastered. Students mastering the content move onto an advanced level of difficulty
- Homogenous groupings
- Small, differentiated group instruction for the acquisition and practice of skills (both higher level skills and remedial skills for twice exceptional learners)
- Large group instruction of skills
- *Individual interventions, most often will be some form of acceleration**
- *The curriculum might differ significantly in pace, level, and complexity from age-level peers**

  ** This requires pre-assessment, differentiation, and ongoing assessment*

Assessment

- Pre/post-tests/assessments
- Projects exemplifying knowledge
- iReady Diagnostic 3 times a year (BOY, MOY, EOY)

Setting

- General education classroom (with appropriate flexible grouping for differentiation)
- Between-class ability groupings (by subject area)
- Cluster grouping (created for the following school year)

Support

- Home practice and support
- Before and after school programming
- Parent trainings
- Student assistance team (HA Coordinator, Social Worker, HA Facilitator/Team Leaders)
- Professional development for school personnel, especially regarding options for acceleration and curriculum compacting
- Guidance Counselor and Social Worker support for social/emotional concerns
- Mentoring

K-5 Program Models

(Possible models to be implemented at SASB & SABGC)

Self-Contained Classrooms *(potential option)*
All of the students in the class have been identified as high ability, and all of the instruction can be at the appropriate pace and level. This can occur in a self-contained classroom by grade, a multi-age classroom, or through a magnet school for the district. It is recommended for the teacher(s) to have a high ability license. This model provides the most opportunity for appropriately differentiated curriculum and instruction in core content areas.
Between Class Ability Grouping by Subject Area
The school schedule is constructed in a way that has **coinciding times for grade level math and english language arts.** During the two subject specific times, students will be grouped at their instructional level with other identified high ability learners to receive enriched and accelerated instruction. The remainder of the day, students would be in heterogeneous classrooms.
Flexible Grouping
An instructional strategy where students are grouped together to receive appropriately challenging instruction (possible enrichment groups w/ IAs). True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.
Cluster Grouping
Students are ability grouped to provide a narrowed instructional range in each class; however, all classes have a group of typical learners. One class has a cluster of high ability students with a group of average achieving learners while other classes have some high achieving, average achieving, and low achieving students. This model requires fidelity of implementation to remain true to the model throughout the year (with transfers in and out). It is recommended that the cluster teacher hold a high ability license.
Push-In
High ability teachers or high ability instructional assistants assist the classroom teacher in providing enriched and accelerated instruction. Instructional assistants need to be under direct supervision of the classroom teacher (possible with IAs during one of their small group periods?).
Pull-Out
High ability students are “pulled out” of the general education classroom for special enriched and accelerated instruction (possible with LLI Team).
Differentiation in general education classrooms
High ability teachers modify curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom. Levels of depth and complexity are differentiated through carefully planned, coordinated learning experiences that extend the core curriculum, combine the curricular strategies of enrichment and acceleration, and integrate instructional strategies that engage learners at appropriate levels of challenge.

K-5 Curriculum & Instructional Resources

- **Elementary Curriculum & Resources**
    - **Curriculum: Junior Great Books**
        - Delivery method of curriculum (small group, push-in/pull-out support)
        - Pacing guides for HA students
        - Small resource group (texts added on to independent study)
    - **Resource: Aleks Math**
        - 90 min. placement test for targeted math lessons
        - Aleks Math during regular instructional block (extension/enrichment time)
        - Additional manipulatives/resources may be needed for higher level math
- **IDOE Tiered Curriculum By Grade Level**
    - Performance tasks for math & science
        - Lesson options differentiated by readiness, interest, and learning style
        - Possible to use as performance tasks for student portfolios
- **IDOE HA LA & Math Units, Scope & Sequence**
- **Additional Direct Services for High Ability Students**
    - Makers' Space ("Open Lab" hours)
    - Clubs/After-school programming
        - Robotics
        - **Roots & Shoots**
        - Chess
    - Summer high ability camps
    - Academic competitions
        - MathCounts
        - Odyssey of the Mind
        - Future Problem Solving
        - Robotics
        - Continental Math League
    - High-ability specific:
        - Field trips
        - Project based learning

High Ability & Differentiation Intervention Strategies

The key principles of differentiated instruction are:

- Instruction has clear objectives with focused activities
- Assessment results are used to shape future instructional decisions
- Students have multiple avenues to show mastery of essential content and skills, and to demonstrate their learning
- Instructional pacing, depth, and complexity are varied
- Student-centered instructional practices and materials are standards-based and evidence-based, grounded in research

Strategies for Differentiating Instruction	
Abstraction	Content that goes beyond surface detail and facts to underlying concepts, generalizations, and symbolism.
Active Engagement	Instructional strategies that result in relevance and engagement for students.
Agendas	A personalized list of tasks that a particular student must complete in a specified time.
Choice	Provide opportunities for choices and flexibility. Many HA students love the opportunity for choice, and given the opportunity, will construct their own differentiated choices.
Choice boards, Tic-tac-toe	Students make a work selection from a certain row or column. Teachers can provide for student learning needs while giving students choice.
Compacting	This strategy should be done at *all* levels to prevent repetition and re-teaching of content students have already mastered. To compact, the teacher must pre-test students in the content to be presented. Students mastering, or nearly mastering, the content then move on to an advanced level of difficulty. According to research done by Dr. Karen Rogers, compacting has a .83 effect size, particularly when math and science content is compacted.
Conceptual discussions	High level discussions of themes, concepts, generalizations, issues, and problems, rather than a review of facts, terms, and details.
Extensions	Offer relevant extension options for learners who need additional challenges.
Flexible assessments	Offer different assessment options that allow students to demonstrate their mastery of new concepts, content, and skills.

Strategies for Differentiating Instruction	
Flexible tasks	Allowing students to structure their own projects and investigations according to their strengths and interests.
Flexible project deadlines	Students negotiate for more or less time to complete a learning experience and its matching product or assessment.
Grouping	Regular opportunities to work in whole groups, small groups, with a partner, or in an independent setting.
Higher order thinking skills	Questioning in discussion or providing activities based on processing that requires analysis, synthesis, evaluation, or other critical thinking skills.
Independent study	Students research a teacher or self-chosen topic, developing either traditional or non-traditional products to demonstrate learning.
Jigsaw/cooperative learning	Just as in a jigsaw puzzle, each piece/each student's part is essential for the full completion and full understanding of the final project.
Learning centers or stations	Activity stations that demonstrate awareness of different academic needs and learning style preferences.
Learning contracts	Students negotiate individually with the teacher about what and how much will be learned and when the product will be due; often connected with an individual or independent project – see "independent study" above.
Learning programs	Computer programs or websites to meet learners' needs.
Mini lessons	Mini lessons provide levels of scaffolding, support, and challenge as needed for students of like ability/need.
Most difficult first	Students can demonstrate mastery of a concept by completing the five most difficult problems with 85% accuracy. Students who demonstrate mastery do not need to practice anymore.
Open-ended assignments	Providing students with tasks and work that do not have single right answers or outcomes. The tasks may have timelines and a sequence of activities to be accomplished, but outcomes will vary for each student.
Orbital study	Independent investigations, generally of three to six weeks. They orbit or revolve around some facet of the curriculum. Students select their own topics for the orbital, and they work with guidance and coaching from the teacher to develop more expertise on the topic and learn the investigator's skills.

Strategies for Differentiating Instruction	
Pre-assessment	An array of pre-assessment options can guide instruction. By regularly pre-assessing students, teachers can flexibly group students by ability and readiness levels. Pre-assessment is also essential for compacting.
Problem-based learning	A student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences. Learning is driven by challenging, open-ended problems. Students work in small collaborative groups. Teachers take on the role of “facilitators” of learning.
RAFT	Provides students with a choice in a writing assignment varying role, audience, format, and topic.
Subject integration, “theme-based” units	Uniting two or more disciplines and their content through a conceptual theme, such as “origins,” “change,” or “friendship.”
Tiered assignments	Varied levels of tasks to ensure that students explore ideas and use skills at a level that builds on what they already know and encourages growth. All students explore the same essential ideas but work at different levels of depth and complexity.
Vary levels of complexity	Books and instructional materials at different levels of complexity allow students to study the same concepts but at levels of depth and complexity to fit their learning needs.
Vary pacing	Planning to accommodate varied pacing allowing students to move through content at a pace appropriate for their learning needs.
Vary tasks	Providing different homework options, journal prompts, and questions

* Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* by Carol Tomlinson

These intervention strategies may be used at each school. Indicate which strategies are present at the Elementary, Middle, and High School levels with an X in the box next to each strategy.

Intervention Strategies	ES	MS	HS
Curriculum			
Evidenced-based core curriculum differentiation			
Differentiated instructional materials in core subject area			
Specific intervention materials and strategies as needed			
Possible replacement of the core curriculum (may be subject-specific)			
Subject/content-specific instruction			
Large-group instruction			
Mini-lessons: regular differentiated group instruction (clustering) for the acquisition and practice of skills (higher-level or remedial, as needed)			
Grouping: student regularly works individually, as part of a pair, or as in a small group doing differentiated activities for skill practice and mastery			
Ongoing progress monitoring (see assessment section for specifics)			
Challenge activities as determined by pre-assessments/progress monitoring data			
Unit-level pre-assessments to prevent repetition and re-teaching of content students have mastered (mastery=completing 5 most difficult problems with 85% accuracy)			
Compacting/pacing: students mastering the content, as determined by progress monitoring data, move on to an advanced level of difficulty or greater depth			
Extensions/orbital study: a student/group is given an extension option for additional challenges			
Curriculum may include honors/AP/college-level/advanced classes			
Curriculum may include honors/AP/college-level/independent study classes			
Agendas: student is given a list of tasks that must be completed in a specific time			
Choice: student selects a teacher-constructed differentiation activity			

Choice: student develops and executes a differentiated instruction activity			
Learning contract: individually or in a small group, student is given a contract or a choice among contracts that specify learning goals and due date			
Learning contract: student and teacher negotiate learning goals and due date			
Conceptual discussions: higher level discussions of themes, concepts, generalizations, and issues (rather than a review of facts, terms, and details)			
Learning programs: computer programs (Aleks Math), websites (Khan Academy), or instructional vehicles outside of the school are used to meet the learner's needs			
Tiered assignments/complexity: varied levels of tasks explore the same essential ideas but ensure that advanced students explore ideas in more depth/complexity, and extend skill development			
Opportunities for subject-specific or full-grade acceleration			
Skill and complexity advancement: the curriculum differs significantly in level, complexity, and pace from age-level peers			
Internships or mentorships may be part of the instructional curriculum			
Instructor: classroom teacher/subject/content-area teacher who has training in characteristics of gifted learners and in differentiated instruction for gifted learners			
Gifted education resource teacher and/or reading specialist			
Educational specialists trained to teach programs being taught			
High ability & achievement assessments			
Universal screeners, 3 or more times per year			
Diagnostic and progress monitoring monthly, bi-weekly, or weekly; trends inform instructional practice			
Curriculum-level pre-assessments			
Student-specific learning plans/differentiated education plans			
IQ testing, behavior scales, out-of-grade level testing, ceilingless testing			
(Extended) Time (where applicable)			
Core instruction provided daily			

Compacting + alternate assignments: when students are compacted into different work, they are pursuing alternate assignments, activities, or products, while the rest of the class works on the regular curriculum. *Alternate assignments are more complex and may involve original research or design, with additional time provided if necessary*			
20-60 minutes weekly in addition to general classroom instruction			
Part or all of curriculum for age peers may be replaced (subject-level or full grade acceleration included)			
(Different) Setting (flexible grouping, pull-out, cluster grouping, etc.)			
General education classroom with clustering for differentiation			
General education classroom with clustering for differentiation (with additional settings used as appropriate)			
Instruction provided outside the school setting, depending on the acceleration/intervention strategies used			
(Additional) Support (staff & resources)			
Home practice and support			
Encouragement of parent-school partnerships			
Before- and after-school programming			
Support for and attention to affective/social-emotional needs			
Professional development for school personnel, especially in G&T/HA differentiation			
Parent training, support, and resources			
Student Assistance Team involvement (Social Workers, Guidance Counselors, Behavior Specialists, Deans, etc.)			
Professional development for school personnel, especially in acceleration			

Plan for Professional Learning: Topics for PD

In order to improve curriculum and instruction received by HA students, staff will become educated on the unique characteristics of high ability students to prepare SEL and academic lessons that include differentiation and rigor for the identified students. This charge is reflected in the second measurable program goal for Network Staff/Faculty, as educators of high ability students. The following lists the topics that educators who will support HA students will need to be trained/proficient in, in order to deliver high quality instruction and programming.

- **Teacher/staff-wide professional development topics**
    - Differentiation *(rigor & relevance - Tier 1 & UDL)*
    - Differentiation *(extension for HA/high achieving students)*
    - Differentiation *(curriculum: compacting, accelerating, enriching; instruction: higher order questioning, shared and independent inquiry)*
    - High Ability vs. High Achieving Students; characteristics of HA (high ability, HA, or "gifted" students)
- **Administrators/staff-wide professional development topics**
    - High ability student characteristics
    - Identification tools and best practices
    - Equity and access
    - Cluster grouping
    - Program models
    - Data analysis
- **Teacher professional development topics**
    - High ability student characteristics
    - Identification tools and best practices
    - Curriculum & content knowledge
    - Curriculum differentiation
- **SEL workshops/professional development topics**
    - For staff, administrators, social workers, family & community, as needed:
        - HA characteristics
        - College & Career readiness *(for families - SENG)*
        - HA specific affective needs
        - Creating HA parent groups
        - Community outreach
        - Underrepresented populations/HA & equity
        - Twice exceptional students/support

Parent Involvement

Parents are invited to participate in and contribute to the district-wide HA programming, planning and development. Involvement may include, but is not limited to, volunteer opportunities, tutoring, chaperoning, participating in the HA Broad-based Steering Committee, project coordination, opportunities to participate in in-services or workshops and participation in program planning.

The HA Steering Committee consists of parents and staff, including the Director of Curriculum, and the HA Coordinator. Meetings will occur between two and four times per year at a time convenient for optimal parent involvement. The Steering Committee is chaired by the HA Coordinator. The Committee will review the most current program evaluation, review goals, meeting schedules, agendas, and minutes of the meetings.

Program Evaluation

Evaluation of the HA programming services will be conducted at least every 5 years and will include examination of the following:

1. Effective K-12 screening and identification procedures for each building
2. Quality and scope of K-12 programming options available for each building
3. Staff development needs are being met through various in-service, workshop, and professional development opportunities for teachers/staff in all schools and for families
4. Parent involvement in all aspects of HA education
5. Appropriate implementation of HA support services provided at each building
6. Use of community resources to support HA education

Formal program evaluation may include a variety of individuals selected to participate and gather information, including but not limited to:

- HA Coordinator
- HA Facilitator (/Team Leaders)
- HA Broad-based Steering Committee members
- Building principal representation
- Guidance staff representation
- Teaching staff representation
- Parent/student representation

Appendix A: Ability/Achievement Assessments

Measurement of Aptitude

- **Cognitive Abilities Test (CogAT)**: *administer at grades K, 2, 5*

Grade Level	Battery/Test	Sessions/Dates	
K (6-8 sessions total)	**Verbal: Tests 1-3**	45 min	2-3 sessions
	Quantitative: Tests 4-6	45 min	2-3 sessions
	Qualitative: Tests 7-9	40 min	2 sessions
2 (3-5 sessions total)	**Verbal: Tests 1-3**	45 min	1-2 sessions
	Quantitative: Tests 4-6	45 min	1-2 sessions
	Qualitative: Tests 7-9	40 min	1 session
5 (>3 sessions total)	**Verbal: Tests 1-3**	30 min	1 session
	Quantitative: Tests 4-6	30 min	1 session
	Qualitative: Tests 7-9	30 min	1 session

Measurements of Achievement

- **Assessments & Qualitative Data:** *benchmarks, past assessments & performance tasks*
    - iReady BOY/MOY
        - MOY (scores pulled in January for students identified as scoring 70%ile or above on CogAT)
        - BOY (data may be considered for initial identification of HA students in 2024)
    - Student Portfolios
        - Teacher nomination: teacher survey, classwork, performance tasks, writing prompts, benchmarks
        - Parent survey (for parents requesting HA evaluation)
        - *(If applicable)* past assessment data: iRead-3, ILEARN for older students

Appendix B: Differentiated Education Plan (Template)

Differentiated Education Plan *for High-Ability Students (K-5)*

Student Name: _____
Grade: _____
Date: _____
Teacher: _____

Student support team: _____

STUDENT PROFILE *(parent/guardian input)*

Student Strengths:

Academic:

_____

Creative:

_____

Social-emotional:

_____

Areas of Challenge:

Social-emotional:

_____

Academic:

_____

Other:

Personal Interests:

_____

Special Considerations:

_____

CLASSROOM PERFORMANCE ASSESSMENT

1. Does the student consistently engage with content that matches or exceeds their academic potential?
   - ☐ Yes
   - ☐ No

   Comments: _____

2. Does the student require more challenges or enrichment opportunities in specific subjects?
   - ☐ Yes
   - ☐ No

   Comments: _____

3. Is the student demonstrating growth in areas of strength (e.g., reading, math, creative problem-solving)?
   - ☐ Yes
   - ☐ No

   Comments: _____

4. Does the student show interest in exploring topics beyond the standard curriculum?
   - ☐ Yes
   - ☐ No

   Comments: _____

5. Is the student actively participating in classroom discussions, demonstrating critical thinking, and taking leadership roles in group work?
   - ☐ Yes
   - ☐ No

   Comments: _____

6. Is the student showing signs of boredom or disengagement in standard lessons that may indicate a need for further differentiation?
   - ☐ Yes
   - ☐ No

   Comments: _____

7. Are there any areas where the student is not yet meeting their potential despite differentiation strategies?
   - ☐ Yes
   - ☐ No

   Comments: _____

SUMMATIVE ASSESSMENT REPORTING

Assessment *(BOY, MOY, EOY)*	**Score/ Percentile**	**Date of Assessment**	**Interpretation of Results**	**Next Steps/ Adjustments**
iReady Reading				
iReady Math				
CogAT Verbal				
CogAT Quantitative				
CogAT Non-Verbal				

GOALS & OBJECTIVES

Academic Goals:

- Goal 1: _____
- Goal 2: _____
- Goal 3: _____

Social-emotional Goals:

- Goal 1: _____
- Goal 2: _____
- Goal 3: _____

DIFFERENTIATION STRATEGIES

Content Differentiation:

Enrichment Resources	Acceleration	Cross-curricular Integration

☐ Junior Great Books Curriculum (ELA)
☐ Differentiated/accelerated text
☐ Aleks Online Program (acceleration/enrichment - Math)
☐ Beable Online Program
☐ Research project
☐ Independent study
	☐ Compacting
	☐ Grade-level acceleration
	☐ Subject acceleration:
	  ☐ Math
	  ☐ Language Arts
		☐ Project-based learning
		☐ Problem-based learning
		☐ Integrated project (ELA, Math, Science, Social Studies)

Process Differentiation:

Flexible Grouping	Tiered Activities	Higher-order Thinking
☐ Interest/skill-based group (in-class) ☐ Same-age/grade peer group (pull-out) ☐ Mixed-age/grade peer group (pull-out)	☐ Multi-tiered tasks ☐ Differentiated units	☐ Socratic seminars ☐ Independent research ☐ Novel study

Product Differentiation:

Independent Projects	Creative Expressions	Peer Mentoring
☐ Presentations ☐ Written reports ☐ Digital creation	☐ Work choice menus ☐ Learning contracts	☐ Peer mentoring ☐ Tutoring

ASSESSMENT & EVALUATION

Formative Assessment:	Summative Assessment:	Self-Assessment & Reflection:
☐ Observation of daily work, engagement & participation ☐ Ongoing quizzes, pre/post-assessments, reflections & self-assessments	☐ Projects, portfolios & performance-based tasks ☐ Assessments with beyond-grade-level expectations	☐ Journals or checklists for self-assessment ☐ Regular goal-setting/reflection (academic & personal growth)

SOCIO-EMOTIONAL SUPPORT SERVICES

Classroom/Individual	**Pull-out/HA Group**

☐ Mindfulness & relaxation activities
☐ Exercises/strategies for managing frustration and disappointment
☐ Emotional check-ins & journaling *(self-expression, gratitude)*
☐ Peer mentoring & group collaboration *(academic & social)*
☐ Mindset-based rewards & incentive chart
☐ Parental engagement:
  ☐ Regular communication with parents *(student progress, at-home learning)*
  ☐ Suggest enrichment activities outside of school *(e.g., clubs, museums, online courses)*
	☐ Individualized support & counseling *(one-on-one/group)*
	☐ Creative expression *(art/music expression, creative writing)*
	☐ Character building & role-playing scenarios
	☐ Social-emotional learning & growth mindset lessons
	☐ Guided conversations & support for perfectionism/high expectations
	☐ Mentorship & HA peer groups

IN-SCHOOL & AFTER-SCHOOL ENRICHMENT ACTIVITIES

In-School:	**After-School:**
☐ Book Club ☐ “Open Lab” Sessions ☐ Problem-solving Workshops ☐ Showcase/Maker’s Faire ☐ Creative Writing Sessions ☐ Coding & Digital Arts Lab ☐ Student Volunteer Corps	☐ STEM Clubs *(FLL/Robotics, Roots & Shoots)* ☐ Creative Arts Programs ☐ Math Olympiad / Math Competitions ☐ Young Scholars Program ☐ Writing Clubs ☐ Public Speaking / Debate Team ☐ Student-interest Clubs

NEXT YEAR RECOMMENDATIONS

☐ Differentiated content *(e.g., Junior Great Books Curriculum)* ☐ Project-based learning ☐ Compacted curriculum ☐ Advanced learning opportunities ☐ Mentoring and peer tutoring ☐ Flexible grouping ☐ Pull-out services	☐ Cluster grouping ☐ Independent study ☐ Subject-specific acceleration ☐ Online and virtual programs *(Aleks Math, Beable)*

SIGNATURES

Teacher: _____ Date: _____

HA Coordinator: _____ Date: _____

Parent/Guardian: _____ Date: _____

Student *(if applicable)*: _____ Date: _____

Appendix C: Acceleration Process Request Form

CANOPS Grade Level/Subject Acceleration Form

Student: _____ Grade: _____ Date of birth: _____

Referred by: _____ School: _____

Attendees

**Indicate all attendees present with name/signature*

HA Coordinator	
Parent/Guardian	
Teacher	
Principal	
Counselor/Social Worker	
Student	
Other	

Specific issues to address

Skill levels:

iReady Math/Reading *(BOY, MOY)*	
CogAT *(APR, GPR, Stanine)*	
Other *(NWEA, etc.)*	

Qualitative reporting:

Student demonstrates readiness and mastery in the following areas	

Student demonstrates persistence and motivation in the following areas	
Evidence of a healthy self-concept	
Evidence of a positive attitude toward acceleration	

Acceleration Considerations

Long-term effects	
Trial period	
Avenues of support	
Course selection	
Physical size/maturity level	

Expectations for Accelerated Students

Intelligence/motivation factors:

- ☐ High quality of work
- ☐ Takes pride in work
- ☐ Written work shows high quality in mechanics and content
- ☐ Products and presentations show critical thinking
- ☐ Work is self-directed/self-motivated
- ☐ Initiates in-depth projects
- ☐ Selects challenging activities
- ☐ Works to solve problems
- ☐ Learns independently

Social/emotional factors:

- ☐ On-level/above-level interpersonal skills
- ☐ On-level/above-level intrapersonal skills

- ☐ Accepts responsibility for behavior/actions
- ☐ Demonstrates healthy coping skills
- ☐ Cooperates well with others
- ☐ Demonstrates tolerance/acceptance of others

Recommendations

Long-term goals/plan for student:

Appendix D: Parent Survey

HA Program Consideration: Parent Survey

Student: _____ Date: _____

Date of birth: _____ Grade: _____

Parent/guardian's name: _____

Please read the following statements carefully. Place an X in the box that most closely describes your child. Use the following criteria:

Rarely: If you seldom or never observe this characteristic
Sometimes: If you occasionally observe this characteristic
Often: If you constantly observe this characteristic

Ability

Rarely	Sometimes	Often	
			Is able to rapidly understand new ideas
			Enjoys abstract/complex concepts
			Demonstrates good long- and short-term memory
			Is curious and seeks answers to questions
			Gathers information to make sense of a situation
			Sets personal goals and strives to achieve them
			Establishes cause-effect relationships easily
			Can analyze an issue from many points of view
			Shows healthy skepticism and curiosity
			Asks complex questions

Creative

Rarely	Sometimes	Often	
			Develops creative and original ideas
			Engages in self-initiated activities
			Likes adventures; thinks of new ways to do routine

			activities
			Has a vivid imagination; fantasizes
			Enjoys spontaneous activities
			Combines information or ideas to create something new
			Adds elaborate detail to work
			Seeks to create, not imitate
			Has many projects in progress at the same time
			Has a passionate interest or talent (art, poetry, science, etc.)

Social

Rarely	Sometimes	Often	
			Is supportive of others
			Has high ideals
			Has self-discipline
			Is sought out by peers for advice, companionship and/or ideas
			Organizes activities for self and others
			Adjusts easily to new situations
			Demonstrates character and integrity
			Presents or clarifies information to influence others
			Helps the interpersonal relations of a group
			Shows concern for local or world issues

Reading

Rarely	Sometimes	Often	
			Has an advanced vocabulary
			Reads advanced reading materials; enjoys difficult reading
			Reads critically; reads with careful judgment

			Enjoys reading in the classroom
			Chooses to read independently

Written Language

Rarely	Sometimes	Often	
			Can find many ways to express ideas
			Explains ideas precisely and clearly
			Uses sophisticated syntax (the way words are put together)
			Enjoys writing in the classroom
			Chooses to write in a variety of forms outside the classroom

Math

Rarely	Sometimes	Often	
			Is persistent in finding solutions to math problems
			Understands math principles easily
			Uses creative or unusual strategies to solve math problems
			Enjoys math in the classroom
			Does math activities outside of the classroom

Science

Rarely	Sometimes	Often	
			Enjoys investigating and exploring science-related topics
			Is observant; sees details
			Can use deductive reasoning: starts with a big idea and can break it into parts
			Enjoys science in the classroom
			Chooses science activities outside of the classroom

Social Studies

Rarely	Sometimes	Often	
			Curious about world and current events
			Enjoys nonfiction books about social studies topics
			Has a wide range of knowledge about an area of social studies
			Enjoys social studies in the classroom
			Chooses social studies activities outside of the classroom

Comments:

Appendix E: Teacher Survey

HA Program Consideration: Teacher Survey

Student: _____ Date: _____

Grade: _____

Form completed by: _____

Please rate the student on the following characteristics by placing an X in the appropriate box. Feel free to include additional comments.

Use the following criteria:

Typical (T): Behavior is very much like students' age peers
Above Average (A): Behavior is similar to the top 20% of age peers
Exceptional (E): Behavior is similar to the top 5% of age peers

Intellectual Characteristics

T	A	E	
			Possesses large storehouse of knowledge (background knowledge)
			Learns new ideas quickly (comprehension)
			Understands complex/abstract ideas (comprehension)
			Applies information to a new situation (application)
			Is a keen observer; perceives similarities, differences (analysis)
			Understands cause and effect relationships (analysis)
			Manipulates abstract ideas skillfully
			Forsees new possibilities (synthesis)
			Is able to constructively evaluate ideas/situations (evaluation)
			Asks high level questions

Creative Characteristics

T	A	E	
			Curious
			Has many ideas

			Sees situations from different viewpoints; flexible
			Has unique or unusual ideas
			Adds details, making ideas interesting, elaborate
			Imagines, fantasizes, manipulates ideas
			Takes risks, speculates, experiments
			Stands up for beliefs, feels free to express opinion
			Keen sense of humor; finds paradoxes or discrepancies
			Is sensitive to beauty, aesthetics, emotions

Leadership Characteristics

T	A	E	
			Carries responsibility well; is reliable
			Is confident; is comfortable with adults and peers
			Expresses ideas clearly; is well understood
			Has a strong sense of fairness
			Cooperates; gets along well with others
			Is flexible; adapts to new situations and changes
			Is sociable; enjoys being around others
			Is a problem solver and decision maker
			Is persuasive; can influence or convince others
			Is chosen or regarded as a leader in groups; is asked for ideas

Reading

T	A	E	
			Demonstrates advanced comprehension
			Uses advanced vocabulary
			Chooses to read material well above that of peers
			Reads widely/intensely for information/enjoyment

			Applies high level reading strategies (analyze, synthesize, evaluate)

Written Language

T	A	E	
			Uses writing vocabulary above that of peers
			Organizes writing to be clear and concise
			Uses descriptive words and phrases to add color, emotion, beauty
			Uses more complex sentence structure than peers
			Chooses writing to communicate (journals, poetry, stories)

Math

T	A	E	
			Masters content more quickly and earlier than peers
			Capable of abstract problem solving; solves problems in head
			Exceptional mathematical reasoning ability and memory
			Enjoys challenge of mathematical games and puzzles
			Creates own mathematical puzzles

Science

T	A	E	
			Asks questions/investigates why things happen or how things work
			Easily grasp scientific concepts
			Has a wide range of scientific knowledge
			Has an avid interest in one or more science topics
			Has pursued science oriented reading or projects on own time

Social Studies

T	A	E	
			Asks questions/investigates social studies related topics
			Has a wide range of knowledge about an area of social studies

			Is concerned with problems in community or world
			Acts upon social concerns
			Spends extra time reading or working on projects in social studies

Do you feel this student would benefit from academic enrichment? Explain: