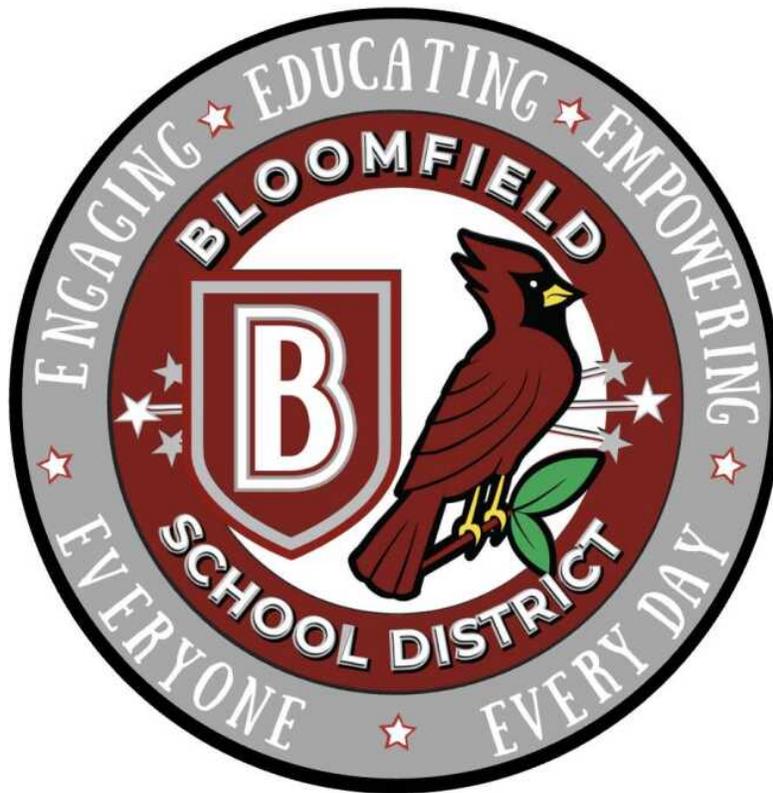


# BLOOMFIELD SCHOOL DISTRICT

## HIGH ABILITY PROGRAM MANUAL



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## **VISION STATEMENT**

Engaging,  
Educating,  
Empowering,  
Everyone,  
Every day!

## **MISSION STATEMENT**

The Bloomfield School District engages our students in learning, educates our students in academic and life skills, empowers our students for the future, and embraces everyone's differences every day.

## **GUIDING PRINCIPLES**

- Differentiated curriculum forms the necessary foundation of all educational services provided.
- Instructional pacing and student grouping must be flexible to allow for the accelerated learning of highly able students as appropriate.
- Learning opportunities for highly able students must consist of a continuum of differentiated options, approaches, and materials.
- High ability education must be integrated into the general education program.
- Policies for early entrance, ability grouping, and dual enrollment should exist and be followed.
- Highly able students, especially underachieving high ability students, will receive counseling services and an effective curriculum to meet their unique racial, socio-economic, and career needs.
- Staff development for educators who work with the highly able will be comprehensive and consistent.
- Student identification instruments must measure diverse abilities and talents.
- Student identification procedures must include provisions for informed consent, retention, reassessment, exiting, and appeals

## **PROGRAM GOALS & OBJECTIVES**

- ★ To afford students with the opportunity to learn how to learn, which requires study skills and persistence in the face of difficulty.
- ★ Promote increased awareness, recognition, advocacy and support for the unique academic and social/emotional needs of highly able students.
- ★ Provide a consistent continuum of educational service options, grades K through 12, that accommodates the diverse learning needs of highly able students and provides students with skills necessary for College and Career Readiness.
- ★ Provide learning environments that offer the level of challenge necessary for intellectual and personal growth.
- ★ Support staff development and provide assistance to teachers in meeting the needs of highly able students in their classrooms through differentiation techniques.
- ★ Encourage learning beyond the regular curriculum that emphasizes critical thinking by delving deeper into standards and their application.

## **DEFINITION OF HIGH ABILITY**

Indiana Code 20-36-1-3: A high ability student is 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.”

## **PROGRAM OVERVIEW**

The BSD High Ability Program follows the Indiana mandates for high ability students in grades K – 12 and is overseen by a Program Coordinator. The High Ability Program is supported by grant funds from the Indiana Department of Education, provides resources, training for teachers, and classroom instruction that supports the unique needs of the identified, high ability students in general intellect and the specific academic areas of language and math.

Students are identified as having potential for achievement and/or demonstrating high levels of achievement in general intellectual ability, language arts and/or mathematics as compared to same-age peers. Students participate in screening processes to determine levels of potential

and achievement. Students who demonstrate high levels of ability and/or achievement are considered for formal identification.

Formal identification procedures take place in grades K, 2, 5, 7 and as needed per teacher recommendation and parent and/or student nomination. Student information and data gathered from various tools and assessments are used in the identification process by a team of qualified teachers who assess student data for evidence of achievement and general intellectual strengths. The final identification of students is made during the second semester for grades K, 2, 5 and 7 each year.

The list of identified students is submitted to the IDOE and HA status is noted on student school records. School administrators, program representatives, counselors, classroom teachers and parents receive information about identified students at appropriate times within the school calendar in order to support instruction and meet individual student needs.

### **CHARACTERISTICS OF A GIFTED CHILD**

Although there are many definitions of giftedness, according to the National Association of Gifted Children, gifted children do have many common characteristics. It is important to note however, that there is a distinction between a child who is bright and does well in school versus a truly gifted child. This chart distinguishes some of those characteristics.

<b>A BRIGHT CHILD</b>	<b>A GIFTED CHILD</b>
Knows the answers	Asks the questions
Is interested	Is highly curious
Works hard	Plays around yet tests well
Answers the questions	Discussed in detail; elaborates
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs Abstractions

<b>A BRIGHT CHILD</b>	<b>A GIFTED CHILD</b>
Enjoys peers	Prefers Adults
Grasps the meaning	Draws inferences
Completes the assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates new designs
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Is alert	Is keenly observant
Is pleased with learning	Is highly self critical

- ❖ If your child has been a straight “A” student, that may change. The goal is to provide new challenges and learning which are more important than maintaining all “A’s”.

**STUDENT IDENTIFICATION**

Many documents may be used by the Program Coordinator to screen for and identify student potential and achievement and monitor progress. Based on data collected, recommendations for identification or change in services are made to an identification team made of qualified teachers and school professionals who will have access to any or all data collected.

Identification for HA students will focus each year on Kindergarten, 2nd grade, 5th grade, and 7th grade with formal screening and identification each year according to the following procedures:

All students (100%) in grades K, 2, 5 and 7 will complete the CogAt screening test during the 1st semester. Those who obtain a score of 96 or above will qualify to participate in further testing. Students who score at least 92 will be considered for the program based on committee recommendation. All students, who are new to BSD, may be provided the CogAt Abilities Test for

identification based on parent and/or teacher recommendation at the next testing window. Qualified students (< 1%) then participate in additional assessments including the IOWA Test of Basic Skills in Reading, Language, and Math subtests. The CogAT and IOWA tests are used for identification of students and assessment results are used to determine students' strengths/weaknesses. All previously identified HA students are included in the advanced math and/or language arts curriculum, dependent upon identification. Renzulli scales(< 1%) are used as observational and qualifiable data.

Students in grades 8 and 9 complete the PSAT 8/9 for identification. Students in grades 10, complete the PSAT as a screening and identification measure for advanced classes. ILEARN scores also help identify students for advanced courses. Students are grouped according to teacher recommendation, parent nomination, and self-nomination for advanced classes.

## **BSD BROAD BASED PLANNING COMMITTEE**

The high ability program is monitored by the BSD Broad Based Planning Committee. This group includes administrators, counselors, building representatives, teachers, parents, and community members who all have diverse educational and professional backgrounds and experiences. This group meets no less than two times each school year to discuss program development, identification, and to make, recommend, and/or approved changes in programming and procedures.

## **INSTRUCTIONAL STRATEGIES PLAN: GRADE K-5**

High ability students remain in the regular classroom for their core learning experiences and instruction. Groups of identified students will be gathered at each grade level to provide peer support that better meets the academic and social needs of high ability students. This inclusion program utilizes differentiated instruction with the support of the Indiana standards and resources provided through the BSD HA Program. With the help and support of the High Ability Coordinator, classroom teachers use professional judgment to provide leveled instruction as appropriate to meet the individual needs of the identified students for both potential and achievement in the areas of general intellectual ability, English/language arts and mathematics. Teachers differentiate by incorporating advanced curriculum and instruction, high level

thinking skills and individual learning style(s) into daily lessons and curricular activities which may include: independent projects, creative writing, and critical and creative thinking skills through problem solving.

## **INSTRUCTIONAL STRATEGIES PLAN: GRADES 6-12**

Bloomfield Middle and High School offers courses to meet the needs of High Ability students.

<u><b>ENGLISH / LANGUAGE</b></u>	<u><b>MATHEMATICS</b></u>	<u><b>SCIENCE / HISTORY</b></u>
ADVANCED ENGLISH 6	ADVANCED MATH 6	BIO MED
ENGLISH 7A	PRE ALGEBRA 7	HONORS BIOLOGY 1
ENGLISH 8A	ALGEBRA 8	HONORS CHEMISTRY 1
BIBLE LITERATURE	<u>HONORS</u> ALGEBRA 1	AP WORLD HISTORY
ENTOMOLOGY	GEOMETRY	
<u>DUAL CREDIT</u> ENGLISH	ALGEBRA 2	<u>DUAL CREDIT</u> CHEMISTRY
COMPOSITION	QUANTITATIVE REASONING	BIOLOGY
ENGLISH LITERATURE	AP CALCULUS	BIOTECHNOLOGY
SPANISH		
FRENCH	<u>DUAL CREDIT</u> CALCULUS	
PSYCHOLOGY	COLLEGE ALGEBRA	
SPEECH	TRIGONOMETRY	
AP Literature	FINITE MATH	

## **EXIT PROCEDURES**

Students who are not successful may be exited from the high ability program at any time. This process may be initiated by the school or by the parent. Before a student is removed from programming, a committee made up of the parent, teacher, and school administrator/counselor, will meet to establish a **Student Improvement Plan**. The goal of the Improvement Plan is to set forth interventions which will assist the student in being successful in the high ability placement. Improvement steps will be identified, a timeline will be set

for completion and then the committee will reconvene to determine the success of the plan. If improvements have been made, additional supports can be added to continue the placement. If the interventions have not assisted the student in being successful, then the student may be exited from the program. (See *Appendix* for copies of the **Student Improvement Plan** and **Exit Procedure** Form)

## **COUNSELING AND SUPPORT SERVICES**

Building administrators, counselors, HA program coordinator, and classroom teachers are available to discuss the progress of individual high ability students and their specific needs. Parents with input or concerns are encouraged to contact any of these professionals, and schedule a conference if needed. High ability students in grades 6-12 are counseled for college preparation and the college application process by qualified school counselors who are active in helping students prepare for college and apply for scholarships. Students are grouped into intellectual peer groups when possible or as needed to provide peer support for HA students. The District also provides support through the Ivy Tech College Connection Coach.

## **IDENTIFICATION TIMELINE**

<b>AUGUST</b>	Teachers meet with High Ability Parents during Meet The Teacher Night
<b>NOVEMBER</b>	Nominations due by November 1st
<b>DECEMBER</b>	CogAT assessments completed for identification
<b>FEBRUARY</b>	IOWA assessment identification process for identified CogAT students
<b>MAY</b>	Invite Letter/Placement
<b>JUNE</b>	Complete Grant and End of the Year Report

## High Ability Differentiated Counseling and Guidance Plan

Bloomfield School District recognizes that children with high abilities may have additional affective needs resulting from their increased capacity to think beyond their years, greater intensity in response, combinations of unique interests, personality characteristics, and conflicts that are different from those of their peers.

Bloomfield School District School Counselors contribute to the affective education of high ability students by:

- Understanding how high ability students may be “different” while remembering they are still students with developmental tasks.
- Supporting programming options that allow high ability students to be placed together for instruction. Being with others of advanced academic ability helps meet students’ affective needs as well as their academic needs.
- Listening carefully to the high ability students tell you who and what they view as goals or issues.
- Encouraging extracurricular activities, hobbies, and physical outlets to relieve stress, make friends, and learn valuable lessons of being a team player.
- Working with the families and teachers to assist with adjustment and achievement concerning class placements and scheduling patterns.

### **Elementary**

Kindergarten through fifth grade high ability students increase their understanding about themselves through the reading and discussion of materials dealing with issues such as perfectionism, hiding one's abilities, taking appropriate risks, and accepting differences. These students are also taught organizational techniques, time management strategies, and study skills that help them become more effective students.

<b>Grade Level</b>	<b>Topic 1</b>	<b>Topic 2</b>	<b>Topic 3</b>	<b>Topic 4</b>
K	Be Yourself	Appreciating Others	Responsibility	Managing Emotions
2	Perfectionism	Conflict Resolution	Appreciating Differences	Stress

5	Anxiety/ Planning	Perfectionism/ Procrastination	Study Skills/ Organization	Friendship
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**Professional Development Plan**

Teachers are encouraged to attend the Indiana Association for the Gifted each year. This annual conference educates and advocates for meeting the academic needs of youth. There are also numerous other state-sponsored webinars, trainings, and workshops that teachers of High Ability students are able to attend.

The School Counselor serves as the High Ability Coordinator and regularly receives training and communications through webinars and state-sponsored online professional development opportunities. The High Ability Coordinator also disperses training opportunities to educators within the school building.

Teachers who have attended the Indiana Association for the Gifted Conference offer Professional Development to the rest of the staff in the building.

**Systemic Program Assessment Plan**

The high ability program is monitored by the BSD Broad Based Planning Committee. This group includes administrators, counselors, building representatives, teachers, parents, and community members. This group meets no less than two times each school year to discuss program development, identification, and to make, recommend, and/or approved changes in programming and procedures. *\*see Broad Based Planning Committee*

**Bloomfield School District**

**HIGH ABILITY PROGRAM  
STUDENT IMPROVEMENT PLAN**

**STUDENT:** \_\_\_\_\_

**CONCERN:** \_\_\_\_\_

**TEACHER:** \_\_\_\_\_

<b>PLAN OF IMPROVEMENT STEPS</b>	<b>TIMELINE FOR COMPLETION</b>
<b>1.</b>	<b>1.</b>
<b>2.</b>	<b>2.</b>
<b>3.</b>	<b>3.</b>
<b>4.</b>	<b>4.</b>
<b>5.</b>	<b>5.</b>

**Other Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b><u>SIGNATURES</u></b>	<b><u>DATE</u></b>
<b>Parent:</b>	
<b>Principal:</b>	
<b>Teacher:</b>	
<b>HA Coordinator:</b>	

**Bloomfield School District**

**HIGH ABILITY PROGRAM  
EXIT REQUEST**

**Date:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Person Initiating Request:**     \_\_\_ Parent     \_\_\_ Teacher

**Reason(s) for Requesting Exit:**

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**Comments from Student Improvement Plan Implementation:**

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**Summary of Conference:**

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**Final Placement Recommendation:**

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<b><u>SIGNATURES</u></b>	<b><u>DATE</u></b>
<b>Parent:</b>	
<b>Principal:</b>	
<b>Teacher:</b>	
<b>HA Coordinator:</b>	