

Title and School Year of Plan	District-Wide High Abilities (HA) Identification Plan 2017-2018
Name and Location of School District	Yorktown Community Schools (YCS) Yorktown, Indiana
Superintendent/HA Coordinator and Building Level Principals	Superintendent– Dr. Greg Hinshaw HA Coordinator- Dr. David Sturgeon Pleasant View Elementary School (K-2) – Mrs. Kathy Ray Yorktown Elementary School (3-5) – Ms. Heather Lucas Yorktown Middle School (6-8) – Mr. Heath Dudley Yorktown High School (9-12) – Ms. Stacey Brewer
Multifaceted ID Plan Components – Part 1	
District Core Beliefs for Education	<ul style="list-style-type: none"> • Students will learn and perform best when stakeholders maintain high expectations. • Curriculum and instruction will be research or evidence-based with student achievement being measured to ensure continuous progress. • Students will be provided opportunities to learn and achieve to their highest potential. • School leaders will expect and support ongoing improvement of teaching and student performance.
District Mission Statement for HA Programming	The mission of YCS's faculty and staff, in partnership with all stakeholders, is to acknowledge there are learners who demonstrate or possess the potential to perform at an exceptionally high academic level. These high ability students require a learning environment which is differentiated, accelerated, and challenging in order for them to reach their highest potential. YCS will identify these students, offer them social and emotional support, and provide them with optimal educational choices that will enable them to achieve both personal and academic excellence in an ever-changing world.

District Definition of a HA Student	A HA student is one who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain (general intellectual or specific academic in the areas of language arts or mathematics) when compared to other students of the same age, experience, or environment. A HA student is also characterized by exceptional gifts, talents, motivation, or interests (IC-20-36-1-3). A HA student is one who would benefit greatly from specially designed programs and services that would provide an opportunity for the student to participate in experiences designed to maximize his or her own potential.		
District High Ability/Broad-Based Planning Committee (BBPC)	This committee includes school board member(s), high ability teachers, school guidance counselors, principals, the HA coordinator, the school psychologist, the special education director, parents, and students. The purpose of this committee is to update and provide input each school year on the district's HA program, design, and multifaceted identification plan.		
District Guidance/Counseling Services for High Ability Students	Opportunities for counseling and/or guidance services will be available to help students address unique personal differences as well as their affective, social, emotional, and developmental needs. Each middle school and high school guidance counselor also assists students in choosing their diploma track, selecting courses/classes, and solving any other academic or personal problems and concerns. Elementary students are supported by their building-level counselor as well as their classroom teacher.		
District Services for HA Students and HA Course Offering Lists <i>(for YMS and YHS only)</i>	Elementary School (K-2): Pleasant View Elementary uses a variety of service options to meet the needs of their identified HA students. Those service options include the following:		
	Cluster Grouping Tiering Extension of Content	Acceleration Above-Grade Level Materials	Differentiated Instruction Enrichment

Elementary School (3-5): Yorktown Elementary uses a variety of service options to meet the needs of their identified HA students. Those service options include the following:

Cluster Grouping Tiering Extension of Content	Acceleration Above-Grade Level Materials	Differentiated Instruction Enrichment	
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Middle School (6-8): Yorktown Middle School (YMS) uses a wide variety and range of service options to meet the needs of their identified HA students. Those service options include the following:

Cluster Grouping Cross-Grade Grouping Self-Contained Ability Grouping Tiering	Advanced Classes (language arts and math grades 6-8, and science grades 7 and 8) Enrichment Compacting	Acceleration Extension of Content Above-Grade Level Materials Flexible Grouping	
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HA Courses Offered at YMS

Advanced Math Pre-Algebra Algebra I Geometry	Advanced Language Arts	Advanced Science Biology	
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*Please visit the YMS website for more information on course offerings, scheduling, and sequencing of math and science classes. Click on the "Guidance" tab.

<http://yms.yorktown.k12.in.us/>

High School (9-12): Yorktown High School (YHS) uses a wide variety and range of service options to meet the needs of their identified HA students. Those service options include the following:

Cross-Grade Grouping Self-Contained Ability Grouping Tiering Dual Credit	Honors Classes Advanced Placement Enrichment Compacting Mentorship Early Graduation Flex Credit	Acceleration Extension of Content Above-Grade Level Materials Flexible Grouping Independent Inquiry/ Study Problem-Based Learning	
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HA Courses Offered at YHS

English Honors 9 English Honors 10 AP Language & Composition AP Literature & Composition	World History Civ Honors Modern World Civ Honors Law Education Honors AP US History AP Micro Economics AP Macro Economics AP Psychology AP Government	Geometry Honors Algebra II Honors AP Calculus AB AP Calculus BC AP Statistics Pre-Calculus/Trig Honors	
Chemistry Honors AP Chemistry AP Biology AP Environmental Science AP Physics	Spanish III Honors		

*Please visit the YHS website for more information on academic planning, course offerings, registering for classes, dual credit, flex credit, and assessments like ECAs, SAT, and ACT.
Click on the "Guidance" tab. <http://yhs.yorktown.k12.in.us/>

Multifaceted ID Plan Components – Part 2	Grade Level(s) the Measure is Given	Name of Measure
Aptitude Measures <i>(AKA Quantitative Measures)</i>	<u>PVE (K-2):</u> Grade K & 2 Sem II	CogAT Screener-All at K and 2 CogAT Complete –Given to students scoring at or above 80 th NP on screener; ID students scoring at or above 96 th NP on Verbal, Quant, or Quant/NonVerbal Composite or those within one SEM of 96 th NP with qualifying score on parent or teacher SIGS (128 and above)
	<u>YES (3-5):</u>	CogAT Complete given to newly nominated students. Remaining ID process used in K and 2 is repeated.
	<u>YMS (6-8):</u>	CogAT Complete given to newly nominated students. Remaining ID process used in K and 2 is repeated.
	<u>YHS (9-12):</u>	PSAT will assist in determining identification of program need in grades 9, 10, and 11. CogAT Complete given to newly nominated students in grade 12. Remaining ID process used in K and 2 is repeated

Achievement Measures <i>(AKA Quantitative Measures)</i>	<u>PVE (K-2):</u> Grade K Grade 2	NWEA (full; ID 99 th NP for K in reading and/or math; 96 th NP for 2 nd , or higher, in reading and L/A or Math or those within one SEM of 99 th NP at K and 96 th NP for 2 nd with qualifying score on parent or teacher SIGS (128 and above)
	<u>YES (3-5):</u>	NWEA scores reviewed at MOY and/or EOY - ID 96 th NP or higher in reading and L/A or math, or those within one SEM of 96 th NP with qualifying score on parent or teacher SIGS (128 and above)
	<u>YMS (6-8):</u>	NWEA scores reviewed at MOY, and/or EOY - ID 96 th NP or higher in reading and L/A or math or those within one SEM of 96 th NP with qualifying score on parent or teacher SIGS (128 and above)
	<u>YHS (9-12):</u>	Grade 9 and 10 - NWEA scores reviewed at MOY, and/or EOY - ID 96 th NP or higher in reading and L/A or math or those within one SEM of 96 th NP with qualifying score on parent or teacher SIGS (128 and above)

Scales for Identifying Gifted Students – Parent and Teacher Rating Scales (AKA: Qualitative Indicator) <i>(A “Certified Staff Member” includes any YCS employee who holds an educationally-related license; such as, a teacher, principal, director, counselor, specialist, etc.)</i>	<u>PVE (K-2):</u>	Scales for Identifying Gifted Students given to Parents and Certified Teachers
	<u>YES (3-5):</u>	Scales for Identifying Gifted Students given to Parents and Certified Teachers
	<u>YMS (6-8):</u>	Scales for Identifying Gifted Students given to Parents and Certified Teachers
	<u>YHS (9-12):</u>	Scales for Identifying Gifted Students given to Parents and Certified Teachers
Identification/Selection Procedures for HA Participation <i>(Test scores and data from other sources and assessments may also be used at the school’s discretion to screen and/or qualify students for HA services.)</i>	Elementary (K-5), Middle School (6-8), High School (9-12): Kindergarten - <ul style="list-style-type: none"> - Semester II, all K students are administered the CogAT screener. Those students scoring at or above the 80th national percentile are then administered the CogAT Post-Screener. Those scoring at, or above, the 96th national percentile on the Verbal, Quantitative, or Quantitative/Nonverbal composites are identified as HA in Language Arts and/or Mathematics - Semester II, MOY NWEA scores will be reviewed for all K students. Those scoring at or above the 99th NP in reading or math will be identified. - Students whose actual scores on the CogAT Post-Screener fell just below the 96th percentile (or just below the 99th percentile on the NWEA), but whose score band would include this percentile when considering the standard error of measurement, are further considered for identification by giving their teacher(s) and parent the Scales for Identifying Gifted Students (SIGS) to complete in the respective subject area. Students whose scores on the SIGS indicated gifted performance (128 or above) would be identified as High Ability in that subject area. - The HA group established in kindergarten forms the basis for the 1st grade HA identification. 	

1st Grade to 2nd Grade –

- The HA group established in 1st grade forms the basis for the 2nd grade HA identification.
- Any 1st or 2nd grade student not initially identified or move-ins without existing identification can be nominated for HA consideration/placement. Those students will be administered the CogAT Complete and/or have NWEA scores reviewed to determine if qualification requirements have been met. ID process from K and 2nd is repeated. *Refer to the **District Nomination Procedures for HA Consideration/Placement** section in this plan.*

2nd Grade to 3rd Grade –

- Semester II, all 2nd graders are given the CogAT screener. Those students scoring at, or above, the 80th national percentile are then administered the CogAT Post-Screener. Those scoring at the 96th national percentile, or higher, on the Verbal, Quantitative, or Quantitative/Nonverbal composites are identified as HA in Language Arts and/or Mathematics.
- Semester II (MOY), grade 2 will be given the NWEA. Those scoring at, or above, the 96th national percentile, in reading and language arts or math will be identified.
- Students whose actual scores on the CogAT Complete or NWEA fell just below the 96th percentile, but whose score band would include this percentile when considering the standard error of measurement, are further considered for identification by giving their teacher(s) and parent the Scales for Identifying Gifted Students (SIGS) to complete in the respective subject area. Students whose scores on the SIGS indicated gifted performance (128 or above) would be identified as High Ability in that subject area.
- The HA group established in 2nd grade forms the basis for the 3rd grade HA identification.

3rd Grade to 5th Grade –

- The HA group established in 3rd grade forms the basis for the 4th grade HA identification.
- The HA group established in 4th grade forms the basis for the 5th grade HA identification.
- Any 3rd, 4th, or 5th grade student not initially identified or move-in without identification can be nominated for HA consideration/placement. Those students will be administered the CogAT Complete and/or have NWEA scores reviewed to determine if qualification requirements have been met. ID process from K and 2nd is repeated. *Refer to the **District Nomination Procedures for HA Consideration/Placement** section in this plan.*

6th Grade to 8th Grade –

- The HA group established in 5th grade forms the basis for the 6th grade HA identification.
- The HA group established in 6th grade forms the basis for 7th grade HA identification.
- The HA group established in 7th grade forms the basis for 8th grade HA identification.
- The HA group established in 8th grade forms the basis for high school identification.
- Any 6th, 7th or 8th grade student not initially identified or move-in without identification can be nominated for HA consideration/placement. Those students will be administered the CogAT Complete and/or have NWEA scores reviewed to determine if qualification requirements have been met. ID process from K and 2nd is repeated. *Refer to the **District Nomination Procedures for HA Consideration/Placement** section in this plan.*
- Please visit the YMS website for information on course offerings, scheduling, and sequencing of math and science classes. Click on the “Guidance” tab.
<http://yms.yorktown.k12.in.us/>

	<p>9th Grade to 12th Grade –</p> <ul style="list-style-type: none"> - Any high school student not initially identified or move-in without identification can be nominated for HA consideration/placement. Those students in grades 9-12 will be administered the CogAT Complete. In addition, grade 9 and 10 students only, NWEA scores can be reviewed to determine if qualification requirements have been met. ID process from K and 2nd is repeated. <i>Refer to the District Nomination Procedures for HA Consideration/Placement section in this plan.</i> - Please visit the YHS website for information on academic planning, course offerings, registering for classes, dual credit, flex credit, and assessments like ECAs, SAT, and ACT. Click on the “Guidance” tab. http://yhs.yorktown.k12.in.us/
<p>District Nomination Procedures for HA Consideration/Placement</p> <p><i>(A “Certified Staff Member” includes any YCS employee who holds an educationally-related license; such as, a teacher, principal, director, counselor, specialist, etc.)</i></p>	<p><u>Certified Staff Member</u> – A certified staff member may recommend or nominate a student for HA consideration by simply contacting the student’s principal and/or guidance counselor (YMS and YHS) in writing. The school official will take the nomination from there and follow the above multifaceted plan for YCS to evaluate whether or not the student qualifies.</p> <p><u>Parent and/or Guardian</u> – A parent/guardian may recommend or nominate his or her child for HA consideration by simply contacting the child’s principal and/or guidance counselor (YMS and YHS) in writing. The school official will take the nomination from there and follow the above multifaceted plan for YCS to evaluate whether or not the child qualifies.</p> <p><u>YMS Student-Self</u> – A student may indicate his or her interest in taking a HA course or HA consideration when he or she registers for classes online. A school official will review that request and examine the student’s transcript to ensure all the prerequisite requirements have been met. If so, the student will be assigned that HA course/class. Additionally, the school official will take the nomination from there and follow the above multifaceted plan for YCS to evaluate whether or not the student qualifies.</p>

	<p><u>YHS Student-Self</u> – A student may indicate his or her interest in taking a HA course or HA consideration when he or she registers for classes online. A school official will review that request and examine the student’s transcript to ensure all the prerequisite requirements have been met. If so, the student will be assigned that HA course/class. Additionally, the school official will take the nomination from there and follow the above multifaceted plan for YCS to evaluate whether or not the student qualifies.</p>
Multifaceted ID Plan Components – Part 3	
District Appeals Procedure	<p>If a parent/guardian or certified staff member has a disagreement or question about the identification and/or programming for a student currently in the HA program or for a student who did not qualify for services, he or she may complete the high ability identification appeal form located on the corporation website under parent resources. This form is submitted to the student’s principal and/or guidance counselor (YMS and YHS). The student in question may also initiate this process in writing by completing the same appeals form. The contacted school official and the high ability identification team will begin the appeals procedure process. An appeal does not re-evaluate student data already considered in the official identification process. Scoring at the Pass Plus level on ISTEP+, high grades, or strong performance on classroom benchmark assessments are not valid reasons for an appeal. The purpose of the appeal is to bring new information to the attention of the school official that could lead to a different decision. Examples include having discussions/meetings with other appropriate stakeholders (student team meeting), clarifying procedures and processes, addressing any potential inaccuracies, and requesting and reviewing any other additional needed data. After a thorough review of the concern, a decision regarding an appropriate course of action will be made.</p>
District Exit/Dismissal Procedure	<p>Students who are not performing well or who are struggling are subject to removal. Dismissal from the program may be initiated by a parent/guardian, certified staff member, or the student in question. A request for dismissal must be made to the student’s principal and/or guidance counselor (YMS and YHS). A student team meeting</p>

	<p>will be held with all appropriate stakeholders to discuss issues of concern. Also, appropriate interventions will be discussed and implemented for a probationary period not less one month. At the end of the probationary period, the student team meeting will reconvene and review progress and determine if the student should exit services. If the team decides dismissal from the program is in the student's best interest, the student will be assigned by a school official to a different academic setting best suited to meet the student's needs. This dismissal period will be established by each school; however, a student may reapply for placement after that period has ended. All necessary requirements must be met to re-qualify for services. If a student and/or parent decides to withdraw from the program and/or courses associated with such without school support, a sign-off will be required to ensure the student and/or parent understand the potential consequences of such decision.</p>
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District HA Professional Development -

Throughout the year, a variety of professional development is offered to the YCS staff. Opportunities to attend conferences, workshops, trainings, seminars, and webinars both on and off the YCS campus are provided. Collaboration time meetings provide opportunities for school personnel to showcase best practices and instructional strategies.

For detailed information about a school's HA professional development offerings, contact the building level principal, superintendent/HA coordinator, or access the school's individual School Improvement Plan (PL 221) on its website.

District HA Plan Review -

School officials and HA committee members/BBPC members will revisit this plan yearly to make any necessary modifications.

Updated 4/16/13; 6/18/15; 12/08/15; 5/23/16; 8/22/16, 06/12/17