



## High Ability Program Plan Template

**LEA Name:** Seven Oaks Classical School **LEA Number:** 9985

**High Ability Mission Statement:** The mission of Seven Oaks Classical School is to train the minds and improve the hearts of young people through a rigorous classical education in the liberal arts and sciences, with instruction in the principles of moral character and virtue. Seven Oaks Classical School recognizes that some students perform at, or show the potential for performing at, an outstanding level of accomplishment in at least one domain when compared with other students of the same age, experience, or environment; and are characterized by exceptional gifts, talents, motivation, or interests. The high ability program provides support for students to achieve their highest intellectual, creative, social-emotional, and virtuous potentials.

**High Ability link on district website:** [www.sevenoaksclassical.org/handbooks](http://www.sevenoaksclassical.org/handbooks)

**Name of district HA Coordinator:** Katherine Stevens

### Multifaceted Identification Plan

**In your narrative below, please include specific details about the following:**

- The process used to provide access and opportunity to all students, to include:
  - The assessments used to measure verbal and quantitative ability and achievement for each path to identification
    - Norm-referenced measure of ability/potential
    - Norm-referenced, adaptive measure of achievement
    - Qualitative indicator of achievement
  - What parameters (ie percentile ranks) identify a student as high ability

**Measure of ability and which grade levels are assessed (K, 2, and 5 are required):** High ability students in grades 2-12 may be identified using multifaceted assessments to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities are included. Students may qualify as High Ability English Language Arts (HA-ELA), High Ability Mathematics (HA-M), or High Ability General Intellect (both ELA and Math; HA-G). Students who are high ability in only other domains are designated HA-Other, and services are not required, but may be provided depending on funding and needs. The results of any relevant assessment will be recorded along with the student test number (STN) assigned to a student.

**Measure of achievement and which grade levels are assessed:** Students are considered by the identification committee, which is different than the Broad-Based Planning Committee. The identification committee should include representatives from each level, administrator(s), and the high ability coordinator. Each of these committee members should have training in high ability identification and recognize the difference between high ability and high achieving.

**Qualitative indicator(s) used:** Assessment methods include:

1. Achievement tests (standardized and norm-referenced, such as NWEA MAP)
2. Cognitive tests (both norm-referenced verbal reasoning ability as well as quantitative reasoning ability [or in place of the latter, a composite of BOTH quantitative and non-verbal reasoning] such as CogAT)
3. Qualitative methods (e.g., teacher recommendation, portfolio samples)

**Identification parameters for each assessment:** If a student scores in the 96<sup>th</sup> percentile or above with the achievement and/or cognitive tests, placement in the program will be determined based on teacher recommendation (including potential), portfolio samples, and other relevant qualitative measures. A student may not score in these percentiles but may still have potential for outstanding achievement. In this case, qualitative measures will be the primary method of assessment.

**How are you ensuring that ALL students are identified, including EL, 2e, and underrepresented student populations?** Students entering the school who have a HA designation from another district will be considered for the program using the assessment methods above. Other students transferring to the school will be tested and/or referred to the HA coordinator by teachers as any continuing student. Twice-exceptional students may be more difficult to identify. A qualitative assessment is highly beneficial, as their assessment tests may be deceiving. The high ability coordinator and testing coordinator need to be knowledgeable in this area and educate teachers on what to look for. Teachers working with these students, in HA or other programs, should work together as well as with parents and other support staff to ensure the students' successes.



## Differentiated Curriculum and Instruction

### In your narrative below, please include specific details about the following:

- A detailed description of how curriculum, instruction, and learning experiences are clearly differentiated beyond what the core curriculum provides - this pertains to what is happening during the instructional hours during the school day; extracurricular activities may supplement, but not supplant, differentiated curriculum
- A detailed description of how differentiated curriculum and instruction is provided at all grade levels K-12

### Description of what is currently in place; please be specific about service models, differentiated curriculum, etc., for all grade levels

**K-12:**Curriculum and instruction must be differentiated in core areas (math and English language arts).

Curriculum and instruction plans will likely differ greatly depending on grade level and the students involved. The teachers and HA coordinator will work together as necessary to evaluate the planned curriculum and the students' needs to create goals for class and student success. These goals should be evaluated at the end of the course in order to provide feedback for the HA coordinator and teachers.

It is anticipated that the pace of a HA course will be accelerated or advanced. Students may have a separate class, small group in the regular classroom, or differentiated instruction while participating with the regular class. In some cases, it may be appropriate for a HA student to attend a regular class at a higher grade level. For older students, there may be additional resources available, such as, but not limited to, independent study/internships, and college credit/dual enrollment classes.

HA children are sometimes expected to behave and have interests similar to those of older children. Their maturity rarely matches their academic and/or cognitive abilities, and asynchronous development is often pronounced (e.g., a 3<sup>rd</sup> grader reads at a 6<sup>th</sup> grade level but plays best with 1<sup>st</sup> graders). This should be considered by teachers and the HA coordinator, especially when planning curriculum and handling behavior and social issues. (For example, an advanced literature class should likely not involve a more difficult, mature, book; a better fit would be to use a book fitting to the child's interest/age level and have deeper questions, projects, or writing assignments, as appropriate.)

In addition to the required domains of HA-G, HA-M, and HA-ELA (see Assessment Plan), Indiana Code also includes the domains of Technical and Practical Arts, Visual and Performing Arts, Creativity, and Interpersonal. It is optional for LEAs to provide identification and services in these additional domains. The school may provide for exceptional students in these areas as need and resources dictate.

## Differentiated Guidance and Counseling Plan

**In your narrative below, please include specific details about the following:**

- How differentiated support, services, and affective curriculum are provided K-12

**Description of what is currently in place; please be specific about how your guidance/counseling plan is differentiated for HA students:**

It is critical to support student needs beyond academic challenge. High ability students may face a variety of social and emotional issues which not only hinder the student's academic progress but, more importantly, his ability to engage with peers, feel satisfied and joyful (in and out of school), and his success after high school. Some traits, such as perfectionism, are more easily recognized by teachers, but others, such as underachieving, may make the student's potential less obvious. Asynchronous development is common, especially in the earlier grades. The HA student will likely process information differently in at least one domain (e.g., mathematics), so in addition to differentiated curriculum, teachers may also need guidance to understand how to best work with these students. The HA coordinator needs to be educated on the wide range of issues that students may face and should work closely with families and the school's administrators and teachers, referring students to support staff as necessary. Support may include, but is not limited to, meetings with parents, teacher education, one-on-one time with a teacher or the HA coordinator, and support from appropriate school staff.

In the upper grades, the college counselor should be aware of the domain(s) in which a student is high ability so that he can work with the student and family to encourage and explore options for advanced or accelerated coursework (e.g., AP classes) and tests.



## Professional Development Plan

**In your narrative below, please include specific details about the following:**

- How training and coaching is regularly provided to educators, counselors, and administrators to ensure HA access and opportunity for all students K-12

**Description of what is in place, to include HA-specific PD, HA certification, etc:** Staff, especially those working with high ability students, are encouraged to further their knowledge of high ability education and the characteristics and needs of these students. The high ability coordinator is available to mentor teachers and parents. The HA coordinator will begin a library of books and other resources for parents and teachers and offer seminars. Staff may attend conferences and workshops, obtain high ability licensure, and pursue education in high ability identification, curriculum, instruction, and student characteristics as funding allows. The HA coordinator may also inform staff of relevant webinars, articles, etc., such as those put out by the Indiana DOE High Ability Program.

**How many teachers in your district currently have HA certification?** 0

**How many teachers in your district are working toward HA certification?** 0

**Does your HA coordinator have HA certification?** no

## Program Evaluation Plan

**In your narrative below, please include specific details about the following:**

- A systematic plan for program evaluation that monitors and continuous development and implementation of K-12 services for HA students
- A description of the broad based planning committee (how many members, who is part of the committee, etc.), which is to meet periodically (the recommendation is 3 times annually) and is composed of diverse stakeholders

**Description of what is in place, to include specifics about the planning committee:** The purpose of Seven Oaks Classical School's high ability program is to provide support for students to achieve their highest intellectual, creative, and social-emotional potentials. Included in this goal is providing resources so students can grow in virtue—intellectual, moral, and civic. Each student comes to the program with different strengths, needs, and areas for growth and improvement. A variety of information will be used to assess students', and therefore the program's, successes.

Ideally grades and test scores reflect a student's academic abilities. However, if a student has a history of underachievement and/or is twice-exceptional, progress toward his potential should be shown. Qualitative measures reveal a great deal about a student's success and his fit into the program, as well as how well the program fits into the school. The HA coordinator will be involved with students, parents, and teachers as necessary to gather information and observations such as:

- Student accomplishments in and out of class (e.g., Science Fair, extracurricular work, or competitions)
- Teacher and parent observations: Is the student making progress, at home and school, toward the goals discussed earlier in the year? These may include social-emotional as well as academic goals. The HA coordinator should update these goals in the student's file as necessary.
- As required by the state, the percentage of students who participate in the multifaceted assessment process for identification in each grade level must be noted.

As the program grows and evolves, teachers should continue to be provided with education about HA children and teaching them and be encouraged to talk with the HA coordinator.

The HA Coordinator will evaluate success and keep documentation for future reference. This includes individual students' goals and progress as well as notes regarding the program in general. Ideally, a successful program will result not only in the HA students achieving their potentials and enjoying learning, but also in the contentment of the HA students, teachers and staff, peers, and family.



## Appeals and Exit Procedures

**In your narrative below, please detail your appeals and exit procedures for your HA programming:**

**Appeals Procedure:** The assessment plan includes an appeals process, for which outside testing is not required. Parents wishing to file an appeal may do so within the first month of each semester and should contact the HA Coordinator. The coordinator will provide a form to be completed by parents who wish to appeal their child's placement, which requires justification of invalid assessment results. The school may administer a cognitive test to help determine how to place the student. The parent(s) should contact the HA Coordinator so that parents, teachers, and administrators can discuss the appeal and how to proceed. Parents will be notified of the Identification Committee's final decision for that school year.

**Exit Procedure:** The assessment plan also includes an exit procedure. As the goal is to find the appropriate placement and services for students, a student may need to leave the program due to a concern such as that services are proving too challenging for the child and the child will be appropriately challenged through regular educational programming and services. Compliance, attitude, and behavioral concerns are not reasons to initiate exit from the program, as these issues are not likely to resolve simply removing high ability services. The exit procedure should be no less than a semester and involve input from and discussion with relevant teachers, administrators, counselors, the HA coordinator, parents, and, if possible, the student. Parents will receive a letter from the HA Coordinator regarding the situation before the evaluation is complete so that they may participate in the discussion. Parents may withdraw a student from the HA program at any time and should contact the HA Coordinator to discuss this.

## Suggestions for Best Practices

## Multifaceted Identification Plan

**Program Element and Associated Best Practices Goal Setting**

- Universal screening of **ALL students in grades K, 2, 5, and 8** for HA aptitude/potential
- A published appeals process allowing alternative ability, achievement, and/or qualitative measures *at no cost to the family*
- An exit procedure including a period of intervention of no less than one grading period



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

## Differentiated Curriculum and Instruction

### Program Element and Associated Best Practices Goal Setting

- Student grouping for core curriculum in math and English/language arts for each grade level K-12
  - Self-contained HA classrooms
  - Between class grouping by ability
  - Cluster grouping
  - Pull-out
  - Differentiation in the regular classroom
  - Advanced Placement/International Baccalaureate/Cambridge International courses; dual credit or honors courses
- A K-12 vertically aligned, written curriculum in all core areas
- Pre-assessments to determine individual learning goals and the overall direction of differentiation needed for all HA students



## Differentiated Guidance and Counseling Plan

### Program Element and Associated Best Practices Goal Setting

- An affective curriculum that addresses high ability specific social development needs and supports
- Differentiated college and career guidance



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## Professional Development Plan

### Program Element and Associated Best Practices Goal Setting

- Educators possessing or pursuing licensure in gifted education
- High Ability Coordinator possessing or pursuing licensure in gifted education
- Educator coaching on instructional best practice at all grades K-12
- Counselor coaching on high ability specific supportive services
- Parent coaching on student needs and supports

## Program Evaluation Plan

### Program Element and Associated Best Practices Goal Setting

- Broad based planning committee meeting regularly  
**(recommended at least three meetings annually)**
- Services constructed, developed, and regularly reviewed by a broad based planning committee to ensure the broad range of individual high ability needs are met
- A written philosophy and/or mission statement related to high ability students
- Student growth and achievement being regularly measured using multiple metrics to ensure consistent and sustained progress
- Program evaluation results that are presented to the local school board and accessible to all constituencies of the program
- Parent and community engagement