



# **Monroe Central School Corporation**

## **High Ability Plan**

**2023-2024**

*Revised April 2024*

## **Mission Statement of Monroe Central School Corporation**

The mission of the Monroe Central School Community is to engage and empower all students to excel in being productive and responsible citizens.

## **Mission and Belief Statement for High Ability Program**

The High Ability Program works toward the maximum intellectual development of high ability students in an atmosphere that recognizes the uniqueness of the individual. The high ability educational environment assists students as they reach their social, psychological, intellectual, physical, and creative potential. We believe that high ability students will:

- Be challenged to reach their full potential;
- Be provided leadership roles and responsibilities;
- Need qualitatively different experiences apart from the general curriculum;
- Benefit from interactions with varying populations of students;
- Be guided to be creative, independent, and critical in their thinking, problem-solving, and daily work;
- Require nurturing and understanding to promote healthy, social, and emotional well-being;
- Be recognized across all areas of the curriculum, including the arts;
- Engage in cooperative learning activities to develop a sense of teamwork.

## **Definition of High Ability**

The Indiana Department of Education requires school districts to identify high ability students in grades K-12 and provide them with appropriately differentiated curriculum and instruction. The Indiana Code defines a "high ability student" as one who: (1) 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 (2) is characterized by exceptional gifts, talents, motivation, or interests (IC 20- 36-1-3). We identify students as having high ability in one of the following areas: General Intellectual, Math only, or Language Arts only.

## **Broad-Based Planning Committee**

The Indiana Department of Education requires the formation of a Broad-Based Planning Committee that meets throughout each school year to review Monroe Central School Corporation's High Ability Plan. The school district's Broad-Based Planning Committee is composed of key stakeholders from each building. This group consists of teachers, students, parents, and community members/business representatives.

### **Purpose of the Broad-Based Planning Committee**

- Representation of key stakeholders
- Sounding board for programmatic ideas
- Keeper of the vision for high ability education
- Assessor of the degree to which program goals are being met impetus for improvement
- Ambassador for high ability services in the community

## **Curriculum and Instruction**

Monroe Central School Corporation's high ability students are exposed to a curriculum developed in grades K-12 to challenge and encourage an understanding of the high ability learner within our school community. Instruction builds on the basic knowledge and skills required by Indiana's College & Career Readiness Standards through enrichment activities, differentiated instruction within the classroom, and honors classes at the Jr/Sr High School. Products are created that allow students to model excellence in their achievements. Teachers strive to provide opportunities for students that allow them to understand the unique qualities that foster a realistic concept of themselves in society. At all grade levels, the curriculum focuses on self-awareness, self-direction, leadership, and interpersonal skills.

### **Monroe Central Elementary:**

At Monroe Central Elementary, teachers work to coordinate an appropriately differentiated curriculum through content, process, product and assessment, as well as extended service options for identified high ability students. Students are given options to broaden their knowledge on subject areas through project choices. They are also given access to Makers' Space and digital sites that allow them to move ahead of their peers in engaging ways. Acceleration and enrichment options are available, including small group (pull-out) sessions based on the needs of the students. Students will have their pull-out program during Learning

Instruction Targeted to Excel (“LITE”). During “LITE” time, students will be put into learning groups. One group will be the high ability students, who will work with their grade level high ability teacher. “LITE” will be a time for students to learn strategies and deepen their understanding of the curriculum. “LITE” time will take place a minimum of 4 days a week, for 30-35 minutes a day. MCE also provides extracurricular clubs such as Spell Bowl, Science Bowl and Math Bowl, and has a Robotics Team that elementary students may join if they choose.

### Monroe Central Jr/Sr High School:

At Monroe Central Jr/Sr High School, students in 7th and 8th grade who are identified as high ability are enrolled in available honors classes. The identified high ability E/LA students will be pulled in “LITE” with a combined 7th and 8th grade group of identified students. “LITE” will be a time for students to learn strategies and deepen their understanding of the curriculum. High ability students and other identified high achievers are placed in honors sections for math and science.

Students in 9th - 12th grades who are identified as high ability are encouraged to take honors courses, AP (Advanced Placement through the College Board), dual enrollment courses with Ball State University, Indiana University, and Ivy Tech Community College of Indiana. The dual enrollment courses are a dual-enrollment partnership between elite high schools and colleges. Courses are taught during the regular school day by certified high school teachers who hold adjunct lecturer status through the college.

The opportunities at the high school are:

Honors:

- English 9/10/11
- Biology and Chemistry
- Algebra II and Geometry

Advanced Placement:

- US History

Dual Enrollment:

- [Ball State University](#)
- [Indiana University - ACP \(Advance College Project\)](#)
- [Ivy Tech Community College of Indiana](#)

Other students are admitted to those courses through self or teacher nomination.

## Identification Plan

- Kindergarten through Sixth grade students are assessed using the full CogAT assessment at Monroe Central Elementary. Monroe Central Jr/Sr High School students are identified as high ability by looking at the student's history of identification throughout our district or prior district, emphasizing communication, and criteria from the junior high school. Data points such as ILEARN scores, PSAT/SAT, and ACT are utilized as tools to continually identify and guide students in the appropriate course sequence at the high school level.
- All students in grades kindergarten through eighth grade are assessed by using NWEA. For students in grades 2-6, the STAR reading assessment offers achievement scores in English/Language Arts areas. Vimme Learning assessments offer achievement scores in the area of math for grades K-6. Additional identifying assessments, such as ILEARN, are incorporated for students in grades 3-6. PSAT/SAT and ACT assessments, as well as NWEA are used to assess students in 7-12, at the appropriate grade levels.
- Qualitative indicator(s) used: Students in first through sixth grades are given the SIGS Scales for Identifying Gifted Students.
- Inform parents of nominees of the nomination and request permission for testing.
- Identifying parameters as given for the SIGS, CogAT and ILEARN are used for students who qualify as gifted, or "Pass Plus." Students scoring in the top ten percent of each grade in NWEA are monitored and assessed on each area of instruction for high ability. All assessment information is then put together to be looked at as a whole for each student.
- All students are assessed through norm referenced materials, given in his/her first language. Students' scores are then rated in an anonymous fashion so that objectivity is maintained.



The Broad-based Planning Committee has determined the eligibility requirements for each assessment. See table below.

Grade	NWEA	STAR Reading	Vimme	ILEARN Scores	PSAT, ACT or SAT	OLSAT	CoGAT
K	X		X			X	
1	X	X	X			X	X
2	X	X	X			X	X
3	X	X	X	X		X	X
4	X	X	X	X		X	X
5	X	X	X	X		X	X
6	X	X	X	X		X	X
7	X			X		X	
8	X			X	X	X	
9-12					X	X	

## Testing Administration

- The high-ability teacher(s), counselor, administration, and/or coordinator will administer each intelligence test and ability test(s).

## Test Timing

- All K-8 grades will be tested with the NWEA in the fall, winter, and spring. For absent students, make-up testing will be done as soon as the student returns to school. Testing will be done for students who move into the district as soon as the next testing window is available. Intelligence and ability testing for qualifying students will be done during the second semester.

## Appeals

- A teacher or parent may appeal/review a decision. An appeal must be filed with one of the following: building administrator, school counselor, or high ability coordinator.
- Within ten calendar days after the notification. The screening selection committee will reconvene to consider the appeal. The person filing the appeal may be in attendance. The student may attend. After hearing the reason for the appeal and/or any new information about the student, the committee will review the original decision and make a final recommendation within ten calendar days after the hearing.

## Exit the Program

If a student, parent, or teacher believes a high ability placement for services is no longer appropriate, he or she may:

- Arrange a conference with the parties involved, including the parent, administrator, and the teacher providing services. This conference may be a telephone conference.
- Parent(s), student, teacher, and administrator examine issues of concern and discuss interventions that may be implemented.
- Participants agree on an RTI (Response to Intervention) plan for not less than one semester to implement interventions.
- At the end of the RTI timeline, the parent(s), student, teacher, and administrator meet to review progress and determine whether or not the student should exit services.
- If an exit is deemed appropriate, the parent signs permission to remove the student from high ability placement and services.
- Parent permission for exit and documentation of meetings/interventions are sent to the high-ability coordinator.
- The high ability coordinator removes the high ability flag for the student in the database.

## Professional Development

Monroe Central School Corporation faculty and staff are trained in recognizing the characteristics of high-ability learners. New teachers will be supported through additional training and by utilizing the district's High Ability Plan and High Ability Coordinator and Teacher. The school district encourages administrators, teachers and counselors to attend conferences, webinars, and graduate coursework that

enhances their knowledge of best practices with high ability learners. Each year, the High Ability Coordinator and at least one High Ability Teacher and one member of the Broad Based Planning Committee will attend Indiana's Association of the Gifted and Talented Conference. Necessary supplies and resources needed to implement concepts learned from these professional development experiences are supported by the superintendent.