



Lakeland High Ability/ Gifted Plan

This plan will be continually reviewed and modified to meet the changing needs of gifted students and our evolving understanding of gifted education.

Philosophy

At Lakeland School Corporation, we believe that our schools are a place for talent development, and we can systematically help all students develop their strengths by providing flexible enrichment opportunities, resources and service. As our students with exceptional gifts and abilities emerge and are identified, we are committed to helping them show academic, social and emotional growth.

We will challenge our gifted students in a differentiated environment. We recognize that our gifted population has needs that are specific and different from those students in our regular population, and we believe that we can continue to maintain an atmosphere of academic rigor for those students by providing them with flexible grouping and differentiation to address their needs. These students will continue to remain in the regular student population, but will be given opportunities to work, interact with, and be stimulated by their intellectual peers as their learning and education differ from the grade-level curriculum.

Lakeland School Corporation is also committed to providing professional development for our faculty to help identify and meet the academic, social and emotional needs of our gifted students. We will continue to annually review our gifted and talented program at all schools, while ensuring that we adhere to current state and national policies regarding gifted education.

Lakeland School Corporation is committed to creating a learning environment that supports and encourages growth for all gifted learners across the curriculum. We will work to ensure students from all socioeconomic, cultural and ethnic backgrounds have equal access to the program.

Definition

Lakeland School Corporation recognizes that a gifted student is one who, “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 grade level curriculum.” (Indiana Program Standards for High Ability Education, 2008.) Evidence of gifted behavior within our students can be attained through a combination of multiple criteria and measurements including standardized tests, academic achievement, authentic assessments and other subjective measures of talent potential. At Lakeland School Corporation, we recognize that our gifted students require services, educational opportunities and activities that are different from the regular high-quality curriculum provided to all students. The services will be differentiated to fit the age, grade level and needs of our gifted students or high ability students.

Program Goals

1. Lakeland School Corporation will identify our high ability students from all populations within our school corporation by:
 - Providing enrichment opportunities and differentiation within the classroom so that students are used to more complex activities that may help to reveal talents, including those that may be hidden.
 - Using a combination of quantitative and qualitative indicators for identification.
 - Providing all teachers with professional development to help them identify gifted characteristics in students, (especially those traits unique to the underserved population)
2. Provide a variety of differentiated experiences based on the high ability students’ needs by:
 - Utilizing mentorship, professional development, technology, coaching and support so teachers can develop lessons and enrichment activities to help meet the needs of the gifted students within their classroom.
3. We will meet the social/ emotional needs of our gifted population by:

- Working with our guidance staff to support our high ability students with their academic, social and emotional needs.
 - Gifted students will be placed in cluster groups on a regular basis for them to interact with their peers on a social and academic level.
4. We will evaluate our gifted program to ensure that it is aligned with the Indiana State Standards and that there is continuity in the gifted program progression by:
- School wide evaluations and district wide reviews of information along with on-going evaluations as we are continually assessing our gifted services.

Program Description

Lakeland School Corporation strives to increase the challenge levels for all high-ability and gifted students. Through the use of many types of enrichment and acceleration, services are available at all schools and grades for our students.

We strongly believe that equity is not the product of identical learning experiences for all gifted students, rather, the product of a broad range of differentiated experiences that take into account each student's unique strengths. It is our hope that these exceptional learners can reach their highest possible levels at every stage of development.

Students Served

Lakeland School Corporation is a rural school district serving students K-12. The High Ability Program serves students whose exceptional ability and/or potential necessitates specialized education beyond the regular grade level curriculum.

Identification

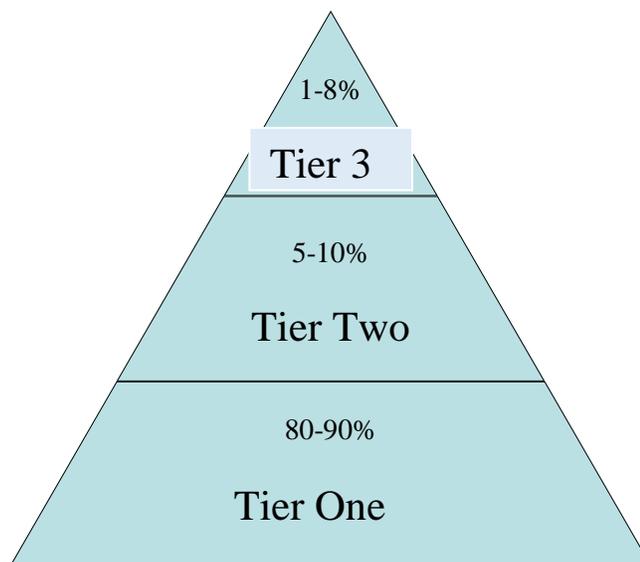
When looking to identify gifted students, they can be nominated for the initial talent pool through a variety of measures including: achievement tests, qualitative and quantitative data, teacher nominations etc.

Service Options for Gifted Students

Lakeland School Corporation is dedicated to delivering enrichment and acceleration through an integrated continuum of services to our high ability students.

These services are provided in various ways and through a wide range of options. The continuum of services includes a broad range of specific grouping arrangements based on like abilities, interests, learning styles and preferences. Gifted services will also be provided through enrichment of standard course content, differentiation, acceleration, flexible grouping, conferencing, subject skipping, AP honors classes, dual credits etc.

Student's needs will be met through an RTI format. We know that 80-90% of students' needs are met with the grade level curriculum. Our high ability students (10-20% of the overall population) need strategically targeted instruction in addition to the core instruction. These Tier Two interventions can generally be provided in small groups with similarly skilled students in flexible groups. Specific Tier 2 intervention (differentiation, choice, compacting, extensions, independent studies, flexible grouping, acceleration, etc.) will be used with our high ability population. Tier 3 interventions (whole grade skipping, early entrance, advanced courses, distance learning etc.) will be utilized as needed.



Meetings will be held regarding identified and watched high ability students. Their academic growth, process, specific interventions and needs will be discussed. Information will be passed onto teachers annually so that we can continue to support and challenge these high ability learners.

Services Offered K-12

Possible Grouping Strategies

- General Classroom Enrichment- We will try to adjust the levels of required learning so that our students working above grade level expectations are challenged. They may move farther, faster or deeper through the curriculum. Teachers can use conferencing, differentiation, compacting, technology enrichment and/ or independent studies etc. to enrich the grade level curriculum.
- Cluster Grouping- As students are identified as high ability, they will be scheduled in clusters within the same classroom. We know that it is important for them to be able to work with cognitive partners.
- Ability grouping- High ability students can be grouped by ability and readiness level in math or language arts. These groups are not permanent, and can be formed or rearranged to meet the various instructional purposes. For example, two teachers may opt to work with ability grouping to place all of the students who are reading above grade level in one class, while the other teacher takes those students who are reading at or below grade level to fit the various instructional needs of the students. In the earlier grades, such as K-2, students can be placed in ability groups based on their guided reading needs, writing workshops and differentiated lessons in math. Ability groups can take place between classrooms or within a single classroom. These classes will be taught by teachers who are best-suited to teach those students who are gifted in certain subjects and will devote proportional class time to differentiating for them.
- Between-Class Grouping- If needed, teachers will be able to trade students among classrooms at certain grade levels. This will allow for a narrower range of abilities for our high ability students if they need to work with partners in grades above them for certain subjects.
- Cooperative Learning Groups- Provide grouped activities for the purpose of developing peer interaction skills and cooperation. These may be like or mixed ability groups.
- Grade Skipping- If a child is accelerated academically in all areas, and it is in the child's best interest to skip a grade, this tier three accommodation will be made.

Possible Instructional Strategies. The most important strategy for high ability learners is differentiated instruction. The key principals of differentiated instruction are that they are student-centered and are standards based. The instruction needs to have clear objectives with focused activities. Assessments need to be on going and shape future decisions. Students need to have multiple avenues to show mastery of the essential content and skills. Instructional pacing, depth and complexity must also be varied.

Possible Strategies for Differentiating Instruction:

- Choice- Provides opportunities for choice and flexibility.
- Choice boards- Students make a work selection from a certain row or column. Teachers can provide for student learning needs and rigor while giving student choice.
- Compacting- This is a strategy used to eliminate repetition and re-teaching of content that students have already mastered. To compact, pre-testing must be done. Students will then move on to an advanced level of difficulty beyond what they already know.
- Conceptual Discussions-Using higher levels of questioning students explore themes, concepts, generalizations, issues and problems rather than review facts, terms and details.
- Extensions- Offering relevant options for learners who need additional challenges.
- Flexible Assessments- Offering different assessment options that allow students to demonstrate their mastery of new concepts, content and skills.
- Flexible Tasks- Allowing students to structure their own projects and investigations according to their strengths and interests.
- Grouping- Regular opportunities to work in whole groups, small groups, with a partner or independently.
- Higher order thinking- Questioning in discussion or providing activities based on processing that require analysis, synthesis, evaluation or other critical and creative thinking skills.
- Independent study- Students research a teacher or self-chosen topic; develop either traditional or non-traditional products to demonstrate learning.
- Learning centers or stations-Activity stations that demonstrate awareness of different academic needs and learning style preferences.
- Learning contracts- Students negotiate individually with teachers about what and how much will be learned and when the product is due. This can be connected with an individual or independent project.
- Learning programs- Computer programs or websites that meet learner's needs.
- Mini-lessons- Provide scaffolding, support and challenge as needed for students of like ability or 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 that particular skill at that level any longer.
- 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 topic for the orbital and work with guidance and coaching from the teacher to develop more expertise on the topic as well as learning the skills of an investigator.
- Pre-assessment- An array of pre-assessment options can guide instruction. By regularly pre-assessing students, teacher can flexibly group students by ability and readiness. 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 can take on the role as “facilitators” of learning.
- RAFT- Provides student’s choice in writing assignments varying the role, audience, format and topic.
- 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 to encourage growth. All students explore the same essential ideas, but work at different depths 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 to fit their learning needs.
- Varying pacing- Planning to accommodate varied pacing allows students to move through content at a pace that is appropriate to their learning needs.
- Varying task- Providing different homework options, journal prompts, questions etc.

Specific Programming Options for the Elementary Level:

Teachers will use flexible grouping and differentiation to provide the appropriate challenges to our high ability population. We will also utilize the RTI model to help students show growth as needed. Tier three RTI interventions can be utilized in cases where extreme measures are necessary (i.e. grade skipping). Students may also be challenged through Success Period, Math Pentathlon, Ambassador’s Club (4th and 5th grades), Science Fair, Spelling Bee etc.

Specific Programming Options for the Middle School:

The service model at the middle school will continue to be flexible grouping and differentiation. In addition, all middle school students experience opportunities through related arts classes to pursue areas of talent and interest. Examples of these classes are technology education, art, lifetime fitness, band and choir. Co-curricular opportunities include student council, a variety of athletics, art club, spelling bee, science fair,

Specific Programming Options for the High School:

Flexible grouping and differentiation will continue to be used at the high school setting. Students wishing to select exceptionally challenging classes resulting in accelerated study, earning college credit, or advanced placement may select from:

- Advanced Placement/ Honors Classes
- Dual/ Concurrent Enrollment- in high school and college classes through Trine University, IUPUI, IPFW, Purdue, Ivy Tech. Students may also take classes on the campus of select universities.
- Early Graduation- This option will be considered for those students who have taken the most rigorous courses offered at the high school, and demonstrate that they can perform well academically at the collegiate level.
- Credit by Exam
- Distance Learning
- Individual Options- such as internships, apprenticeships or mentorship.
- Internships
- Senior Project
- Enrichment Activities- Academic Quiz Team, Speech and Debate Team, Governor's School,
- Counseling- In addition to the regular counseling services, students at the high school will receive college and career guidance counseling.

Service Location

These specific activities may take place within regular classrooms during the course of the regular school day.

Identification Procedure (Nomination, Screening, Instrumentation, Eligibility Determination, Placement)

Nomination

The above average ability group is the target population and starting point for identification and nomination. Students will be selected based on test scores and non-test criteria. To create our initial talent pool of potential nominees to the High Ability Program, the first half will be filled by test score nominees (For example, any student scoring in the 95th percentile in NWEA or CoGAT). The other half of the talent pool will be filled by students gaining entrance through non-test criteria.

As the regular curriculum is enriched, teachers will make nominations for the other half of the talent pool containing those students who may show potential giftedness in creativity, task commitment, interest, talents or potential.

Teachers will continue to provide enrichment activities in the regular curriculum and watch for evidence of giftedness in students who were not previously considered for gifted services. This will help us to continually watch for behaviors of giftedness throughout the school year.

Screening

Grade level teachers will meet and discuss each student whose needs may not be met with the typical grade level curriculum. Nominated students will have their talents showcased through multiple means including qualitative, quantitative and alternative measures in order to provide an equal opportunity for the identification of gifted children. Additional tests or evaluations (such as nominations, grades, writing samples, portfolios etc.) may be used to ensure that all potential gifts are uncovered.

Instrumentation

- Bertie Kingore Observation Inventory (KOI)
- ISTEP+ test
- NWEA
- CoGAT
- GQE- Indiana's Graduation Qualifying Exam (GQE) is designed to measure student's mastery of reading, writing and math prior to graduation.
- Grades

- Qualitative Data: Including classwork, enrichment or passion projects, teacher input, etc.

All children will have the opportunity to be assessed for gifted services, even if special arrangements need to be made. Absence, transfer students from another school or late identification will not exclude any child from the opportunity to be identified for services in the gifted program.

Eligibility Determination

The eligibility standards will be made public through the Broad Based Planning Committee and the district website.

All pieces of assessment and evaluation will be given equal weight. Students will have an equal opportunity to qualify through all assessment measures, both quantitative and qualitative. These recommendations will be communicated to the student's classroom teacher.

1. Those identified as being high ability will be made known to the teachers. The High Ability Coordinator will contact the teachers regarding high ability students in their class to discuss their strengths, instructional practices that have previously worked with that child and any accommodations that may need to be made.
2. Teachers will also be informed as to those students who have not been identified as high ability. We have identified a population of high average students who are doing well with the grade level curriculum, but we are watching to see if they need consistent Tier 2 interventions.

Placement

Classroom teachers will continue to expose students to enrichment activities, and as any previously un-nominated student shows evidence of gifted behavior, these new nominees will be considered for placement in the program. This revolving door approach ensures that as students are identified for services throughout the school year, their needs will be met.

Identified students will be purposefully clustered in classrooms with other high ability students, so they are not working in isolation. We will annually discuss their academic progress, interventions, enrichments and needs. This information will be continually

passed onto their current classroom teachers, as we ensure that once the students have been identified, their needs are continually being met.

Social/Emotional Plan

As Hollingworth once stated, “To have the intellect of an adult and the emotions of a child combined in a childish body is to encounter certain difficulties. “ To address the social and emotional needs of our gifted population, Lakeland School Corporation agrees with NAGC that all gifted children require at least the opportunity to learn with others of similar interest, ability and drive. Gifted students also need an appropriate level of challenge in the regular classroom and flexible pacing through the curriculum. In addition to providing services in these three areas, Lakeland School Corporation will help these students to recognize their strengths, help with any coping skills that may be needed and with college/ career planning.

Specific Guidance Initiatives

Resources will be made available and we will support our high ability students with affective needs as they arise through RTI.

Group and Individual Counseling- will be available for all gifted students K-12. If any student wishes for more in-depth discussion or has specific needs that need to be addressed, they will individually meet with our guidance staff as needed.

Goals of these counseling sessions will be to empower gifted students by:

- ***Elementary***
 - Be able to identify their strengths and areas that they excel in. Also be able to identify areas where they could grow.
 - Be able to formulate goals.
 - Be able to see how certain strengths may be utilized later in life, and with possible careers/ people/ situation use these skills.
 - Be able to name 3 coping skills for stress
 - Learn the resources available to them
- ***Middle School***
 - Students will be exposed to post-secondary planning including looking for and applying to scholarships, choosing the right university, applying to competitive universities, guest speakers from

local universities and other topics as seen to be needed by guidance, parent or teacher request.

- Students will also learn the resources available to them.
- **High School**
 - Students will also be exposed to post-secondary planning including looking for and applying to scholarships, choosing the right university, applying to competitive universities, guest speakers from local universities and other topics as seen to be needed by guidance, parent or teacher request.
 - Students will also learn the resources available to them.
 - Students will explore goals and options for themselves for when they graduate from high school to help plan for the future.

Petitioning (Due Process) Procedure

If any stakeholder or member of the Broad Based Committee disagrees with the findings of the High Ability Team's findings for the gifted status of a student, a petition made be made and the student will be discussed during an RTI meeting.

Exit procedure

A student may be removed from the gifted program following the following procedures:

1. Students who withdrawal from the school district, or transfer will be removed.
2. Students who previously required constant differentiation and modifications beyond the grade level curriculum, whose needs are now met by the grade level curriculum, will be discussed during an RTI intervention meeting. If it is determined that the grade level curriculum is meeting that child's needs, the child will be removed, but watched, as farther modifications may be needed.
3. A parent may request that a student be removed from the gifted program. An exit interview will be conducted to assess reasons for the requested removal. All reasonable attempts will be made to address parent concerns, but removal will be granted when counseling is unsuccessful and if the parent still desires it. The student will be placed on the "watch" list and looked at for placement needs during the next identification period.

