Central Noble Community School Corporation

High Ability Program Manual

Updated September, 2026

High Ability

The Central Noble Community School Corporation, in accordance with Indiana Code, has developed and provides appropriate educational experiences to high ability students in grades Kindergarten through grade twelve. By definition, "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". The CNCSC High Ability program provides a learning environment that offers the level of challenge necessary for a student's intellectual and personal growth and encourages learning beyond the regular curriculum with an emphasis on critical thinking to provide students with skills necessary for College and Career readiness. Details of the program can be found in the following manual.

Mission Statement

Central Noble Community School Corporation believes that high ability students are present across all grade levels, backgrounds, demographic groups and learning profiles. These students require intentional opportunities to work at an appropriately advanced level of challenge, complexity, depth, pace and independence.

Program Commitment

CNCSC's high ability program will identify students through multiple sources of evidence, provide appropriately differentiated instruction through the school day, monitor student growth and well-being, and expand access for students who may be underidentified by traditional measures.

Identification Process

The purpose of identification is to provide the appropriate academic placement or services needed for the student. Students identified as high ability in Indiana must be provided appropriately differentiated curriculum and instruction. In the primary grades, some students enter school with strong school readiness having had many opportunities to learn. These students may already be reading and be comfortable in a school environment. Later, other students with high ability may catch up in their school related skills and even surpass those with an early advantage. Development plays an important role at the primary level. Motivation and hard work can also propel student achievement for those with high ability. Therefore, students must be evaluated at strategic points on their development in order to make the most appropriate academic placement decisions for those who "perform at or show the potential for performing at an outstanding level when compared to others of the same age, experience, or environment " (Indiana Department of Education, 2019).

Identification Assessments

Central Noble Community School Corporation uses identification instruments from IDOE's approved measures lists to ensure all students have the opportunity to be identified as high ability.

- CogAT, a norm-referenced ability measure, is given to all students in grades K, 2 and 5.
- SIGS/SIGS-2 will be used as the district's standardized qualitative measure of gifted characteristics when additional qualitative information is needed or when a student's assessment profile warrants further consideration.
- IXL is utilized as a local instructional and diagnostic data source to monitor student performance and growth in English Language Arts and Mathematics. IXL data may be considered as part of the district's multifaceted review process but will not be characterized as a norm-referenced assessment or used as the sole criterion for High Ability identification
- ILEARN is utilized as an additional achievement/performance data source for students in grades 3-8. ILEARN checkpoint and summative results may be reviewed as part of the High Ability screening process..

Identification Criteria

All students in grades K, 2 and 5 will participate in the CogAT screening process. Students meeting the National/State established screening threshold will be administered the appropriate CogAT full battery for further consideration. The middle of the year (MOY) IXL diagnostics for both math and language arts may also be utilized for screening and identification processes in grades K-2; all K-2 students partake in the IXL diagnostics. Checkpoints, IXL diagnostics and/or ILEARN summative results for both math and language arts may be utilized for annual identification at grades 3-8.

Students entering grades 1-9 may qualify for High Ability identification when they demonstrate performance at or above the district-established criterion on an approved

ability measure, achievement/performance measure, and or/qualitative measure, consistent with the student's identified domain:

- Score in the 95th percentile of the CogAT full battery on the Verbal subtest;
- Score in the 95th percentile of the CogAT full battery on the Quantitative subtest;
- Score in the 95th percentile of the CogAT full battery on the Quantitative/Nonverbal Composite.
- Score of 130 or above on the SIGS/SIGS-2 in General Intellectual Ability, Language Arts or Mathematics;
  **National norms and age percentiles will be used for the above assessments
- Score in the 95th percentile of the ILEARN Math test;
- Score in the 95th percentile of the ILEARN English Language Arts test
  **Local percentiles will be used for the above assessments

Appeals Process

Parents may appeal a decision to qualify a student for high ability services by completing the Appeals Form at the end of this manual and supplying it to the High Ability Coordinator. The identification committee will re-examine test data and other qualitative information to determine if the student qualifies for the program based on the qualifications stated above. The parents/guardians will be contacted with the results of the committee's decision.

New Students

Students who move into the district between testing periods will be placed in the high ability program if the family is able to produce the student's previous test scores and they qualify under the CNCSC criteria. Participation in a different school's program does not necessarily guarantee that the student will qualify in the CNCSC program.

Curriculum and Instruction

Grade K

While not formally identified as high ability, enrichment opportunities are available for kindergarten students showing characteristics of gifted students (exceptional gifts, talents, motivations and interests). At the start of each year, each child is given a diagnostic assessment. Immediately following the diagnostic window, data is disaggregated to develop individualized learning plans for students. Small group instruction ensures curriculum, instruction and learning experiences are differentiated beyond what the core curriculum provides. Enrichment activities within the adopted math and reading series will also be utilized. Additional instructional resources will be provided to assist teachers in providing higher level reading content and self directed learning center activities. Continued formal and informal assessment occurs throughout the year to adjust instructional content and student grouping.

Grades 1-2

Identified high ability students will be placed in a cluster group in the same homeroom class. The high ability cluster of students will be placed in a class that consists of other

students in the average ability range and slightly below average ability range. The homeroom teacher will differentiate instruction to meet the needs of all students in the class. Differentiation strategies include the following: tiered assignments, self directed learning, flexible grouping and project based learning. Enrichment activities within the adopted math and reading series will also be utilized. Additional instructional resources will be provided to assist teachers in providing higher level reading content, self directed learning center activities and project based learning.

Grades 3-4

Identified High Ability students will have the opportunity to participate in enrichment activities either at their home school as part of the high ability cluster program or as part of the district's self contained high ability class. Student test data is analyzed to determine the best placement setting for students to receive high ability instruction. High ability cluster programming involves placement in a class that consists of other students in the average ability range and slightly below average ability range. The teacher will differentiate instruction to meet the needs of all students in the class. Differentiation strategies include the following: tiered assignments, self directed learning, flexible grouping and project based learning. Enrichment activities within the adopted math and reading series will also be utilized. Additional instructional resources will be provided to assist teachers in providing higher level reading content, self directed learning center activities and project based learning.

Grades 5-6

Identified High Ability students will have the opportunity to participate in enrichment activities and/or honor courses. Enrichment activities and honors also involve tiered assignments, self directed learning, flexible grouping, and project based learning. Enrichment activities within the adopted math and reading series will also be utilized. Additional instructional resources will be provided to assist teachers in providing higher level reading content, self directed learning center activities and project based learning. The membership of these classes are not limited to high ability students.

Grades 7-8

Identified High Ability students will have the opportunity to participate in enrichment activities and/or honors/Pre-AP courses. Honors and Pre-AP classes offer both enrichment opportunities, differentiated instruction and an accelerated curriculum. The membership of these classes are not limited to high ability students.

Grades 9-12

Identified High Ability students will have the opportunity to participate in honors, AP, and dual credit courses. They will take classes on track to earn the Academic Honors Diploma. Honors and AP classes offer both enrichment opportunities and accelerated curriculum. The membership of these classes are not limited to high ability students.

Withdrawal Process

Once a student has qualified as High Ability, they will remain in the program unless the student begins to struggle with the placement. At that time, a meeting with the parent/guardian, school administrator and teacher will be held. An intervention plan will be created, implemented and assessed. If, after a single grading period, the student continues to struggle with the placement, another meeting will be held and the student's placement may be changed.

Guidance and Counseling

The Central Noble Community School Corporation acknowledges that gifted students have unique social and emotional needs, and counselors are available in each school to support these diverse needs.

High Ability teachers, counselors and other school personnel will attend high ability specific professional development sessions to learn best practices for offering differentiated support, services and effective curriculum for high ability students. Staff will receive training related to the following:

- Understanding the social and emotional dimension of giftedness
- Understanding that high ability students are also likely to have greater sensitivity to their environment which may cause social and emotional issues
- Sharing resources with other school personnel and parents regarding the social and emotional characteristics of this population
- Learning strategies that address the social and emotional needs of high ability students
- Using provided materials to begin a framework that may be used to develop a Guidance and Counseling plan within the district

Professional Development

As part of the High Ability grant, teachers, counselors and administrators who work with high ability students will be offered professional development opportunities to continuously inform them of best practices and improve learning and improve support for high ability students. These offerings may include:

- Attendance at AP-Teacher Investment Program events
- Participation in IDOE sponsored PD opportunities
- Participation in various workshops offered by vendors such as Wabash Valley Education Service Center, Consultants for High Ability, etc… Opportunity topics will range from identification and differentiation to cluster grouping, technology support and beyond.
- Attendance at the Indiana Association for the Gifted Annual Conference

Program Evaluation

The CNSCS high ability program is evaluated through a systematic plan that monitors the continuous development and implementation of K-12 services. Evaluation will be

conducted by the broad based planning committee who meets periodically and is composed of various stakeholders. The team will consist of teaching staff, parents, students, administrators and counselors. Period meetings consist of self evaluation of 5 areas:

- Identification
- Curriculum
- Professional Development
- Guidance and Counseling
- Program Evaluation

CENTRAL NOBLE COMMUNITY SCHOOL CORPORATION

HIGH ABILITY APPEALS FORM

Identification and/or Placement Decision

Submit this form to the High Ability Coordinator within three (3) weeks of receiving notification of the initial High Ability identification or placement decision.

Student Name:	
Grade:	
School:	
Parent/Guardian:	
Date Submitted:	

Decision Being Appealed

☐ Identification ☐ Placement/Services ☐ Identification Domain ☐ Other: _____

Domain: ☐ General Intellectual Ability ☐ Language Arts ☐ Mathematics ☐ Other/Not sure

Date initial decision was received: _____

Specific Concerns

Describe the specific concern(s) regarding the identification or placement decision. Explain why you believe the assessment results and/or other information may not accurately reflect the student's abilities.

_____

_____

_____

_____

_____

Supporting Evidence

☐ Assessment results/reports

☐ Student work samples/portfolio

☐ Teacher/school information

☐ Outside evaluation or assessment

☐ Other supporting documentation

Additional explanation/evidence:

_____

_____

_____

_____

_____

Requested Review

I am requesting review of the student's existing quantitative and qualitative data and the supporting evidence submitted with this appeal. I understand that, when sufficient evidence indicates prior assessment results may not accurately reflect the student's ability, the district may administer an alternative ability and/or achievement assessment at no cost to the family. I understand that the High Ability Identification Committee will review all available evidence and make the final determination regarding identification and/or placement.

Parent/Guardian Signature:	Date:
Preferred Contact Information:	
Additional Contact/Notes:	

For District Use Only

Date appeal received: _____ Within three-week window? ☐ Yes ☐ No

Committee review date: _____ Existing quantitative data reviewed: ☐ Yes ☐ No

Existing qualitative data reviewed: ☐ Yes ☐ NoFamily-provided evidence reviewed: ☐ Yes ☐ No

Alternative assessment warranted: ☐ Yes ☐ No Alternative assessment administered: _____

Final determination: ☐ Identification confirmed ☐ Identification changed ☐ Placement changed

☐ Other: _____

Final determination date: _____

Committee rationale/notes:

_____

_____

_____

_____

_____

_____

High Ability Coordinator Signature: _____ Date: _____

Parent/Guardian Notification Date: _____