

## Burriss Laboratory School High Ability Plan

<b>Multifaceted ID Plan Components</b>	<b>Description</b>
<b>Introduction</b>	By using the process detailed below, students with high general intellectual ability and students who are academically talented will be identified for services. Students with high abilities are not a homogeneous group and differentiated services are necessary to meet their needs. A continuum of services will be offered to meet the needs of these students. Classroom teachers provide services for identified students with consultative support from personnel at the Center for Gifted Studies & Talent Development, Ball State University, and on-going professional development locally and from other sources. Teachers will be supported and encouraged to become licensed in gifted education.
<b>Mission Statement for High Ability Program</b>	<p><b>Philosophy Statement for High Ability Services</b></p> <p>Burriss recognizes the right of every learner to be provided with opportunities appropriate to their unique needs and abilities. Burriss strives to meet the special needs of high ability students, or those who perform, or show potential for performing, at a high level of academic and/or intellectual accomplishment when compared to other students of the same age experience, and environment, and from diverse cultural, socioeconomic, and ethnic backgrounds through specifically planned educational services differentiated from those provided by the general educational experience. At all grade levels, K-12, opportunities shall be provided for identified students in math and/or language arts to interact academically with other students who are at a similar intellectual and academic level. Burriss Laboratory School subscribes to the belief that services for high ability students must be directly integrated into the total school program. There is a commitment to and opportunities for training faculty and support staff.</p>
<b>Definition of High Ability Students</b>	Burriss defines high ability students as those who performs, or show potential for performing, at a high level of achievement or potential to achieve in at least one domain (math and/or language arts) when compared to other students of the same age, experience, and environment. Outstanding talents are present in students from all cultural groups, across all economic strata, and in speakers of all languages.
<b>High Ability Program Goals and Objectives</b>	<ol style="list-style-type: none"> <li>1. Burriss Laboratory School will use reliable and valid nationally normed instruments and will follow a procedure to identify high ability students in math and/or language arts for services without regard to race, ethnicity, gender and socio-economic status.</li> <li>2. Burriss Laboratory School will provide quality services for high ability students through levels of services appropriate to challenge individual students and:               <ol style="list-style-type: none"> <li>a. Maximize students' rate of learning and level of achievement with appropriate articulated curriculum and differentiated instruction,</li> <li>b. Ensure students do not spend time reviewing and re-learning already mastered curriculum, and</li> <li>c. Provide professional development to school personnel in identification and service options for high ability students.</li> </ol> </li> </ol>

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	<p>3. Burriss Laboratory School will recognize the unique social and emotional needs of high ability students and will:</p> <ol style="list-style-type: none"> <li>a. Facilitate interaction and collaboration of high ability students in the regular classroom, addressing common social and emotional issues,</li> <li>b. Provide guidance and counseling by personnel trained in serving high ability students, and</li> <li>c. Provide professional development to school personnel in recognizing unique social and emotional needs of high ability students.</li> </ol>		
<p><b>Services for High Ability Students</b></p>	<p><b>Elementary</b> Services Provided for at least Math and/or Language Arts: Learning Environment: Cluster grouping, subject grouping, grade skipping, and subject skipping. Content Modification: Differentiated units, tiered assignments, curriculum compacting, forming contracts, independent study, advance content, computer-based instruction, and telescoped content. <i>A definition of each of these is provided at the end.</i></p>		
	<p><b>Middle School</b> Services Provided for at least Math and/or Language Arts: Learning Environment: Balanced heterogeneous class, cluster grouping, grade skipping, and subject skipping. Content Modification: Mastery learning units, learning centers, computer-based instruction, curriculum compacting, tiered assignments, remediation services, contracts, independent study, advanced content, and telescoped content. <i>A definition of each of these is provided at the end.</i></p>		
	<p><b>High School</b> Services Provided for at least Math and/or Language Arts: Learning Environment: Open enrollment in advanced classes, distance learning courses, special interest courses, AP, dual enrollment, credit by examination, early graduation. Content Modification: Computer-based instruction, distance learning courses, curriculum compacting, special courses, independent study, contracts, tiered assignments, and differentiated units. <i>A definition of each of these is provided at the end.</i></p>		
	<p><b>Social and Emotional Plan:</b> All grade levels will have a counselor trained in high ability education who is able to work with them. All students will have the opportunity for affective curriculum differentiated for high ability students including the social and emotional dimension of giftedness.</p>		
<p><b>Multifaceted ID Plan Components</b></p>	<p><b>Grade Levels</b></p>	<p><b>Measures</b></p>	<p><b>Selection Procedures</b></p>
<p><b>Norm-Referenced Aptitude Measure (also referred to as ability measure)</b></p>	<p>Elementary</p>	<p>CogAT: Kindergarten, 2nd, and 5th grade and all new Burriss students</p>	<p>95%ile or adjusted to meet local norms</p>
	<p>Middle School</p>	<p>CogAT: 8th grade and all new Burriss students Oreleans-Hanna Algebra: Grades 6 and 7</p>	<p>95%ile or adjusted to meet local norms</p>
	<p>High School</p>	<p>CogAT: Given to all new Burriss students</p>	<p>95%ile or adjusted to meet local norms</p>

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<b>Norm-Referenced Achievement Measure (or other evidence of ability to perform <u>above</u> grade level)</b>	Elementary	NWEA: K-5 - Given three times per year Iowa Test of Basic Skills	98%ile for grades K-1 or adjusted to meet local needs 95%ile for grades 2-5 or adjusted to meet local needs
	Middle School	NWEA: 6-8 - Given three times per year Iowa Test of Basic Skills	95%ile or adjusted to meet local needs
	High School	10 <sup>th</sup> & 11 <sup>th</sup> PSAT scores in conjunction with the AP Potential tool	Must have 50-60% predicted pass rate in AP Potential.
<b>Qualitative Indicators (used as supporting evidence in placement decisions)</b>	Elementary	Iowa Acceleration Scale Student Portfolio SIGS	Used as supporting evidence in placement decisions.
	Middle School	Iowa Acceleration Scale Student Portfolio Student, parent, and/or teacher nomination SIGS	Used as supporting evidence in placement decisions.
	High School	Student, parent, and/or teacher nomination SIGS	Used as supporting evidence in placement decisions.
<b>Identification Process</b>	<p>Students in grades 2-12 can be identified based on ability or achievement, but do not need to qualify on both. Due to the young age, students in grades K-1 must qualify on both ability and achievement. For achievement tests, two scores (no older than 2 years) must be used for identification. Students who meet the qualifications on the mathematics (not computation) or Language Arts or Reading Comprehension subtests will be designated as needing services in that area. Those students who do not qualify based on achievement or ability measures may qualify through qualitative measures. The percentiles may be adjusted based on the mean Burriss test score. The High Ability Committee, comprised of the high ability coordinator, Burriss faculty, and a Burriss administrator, will make the final decision for identification based on test scores and all materials in the student's file. A representative from The Center for Gifted Studies and Talent Development and/or Ball State University with expertise in the identification of high ability students and twice-exceptional students will be consulted when necessary.</p>		
<b>Multifaceted ID Plan Components</b>	<b>Description</b>		
<b>Appeal Procedures</b>	<p>Parents or teachers who wish to have a student reconsidered for services must contact in writing the high ability coordinator. Previous testing data will be looked at as well as any other pertinent data such as grades, work samples, and additional testing data. The Burriss high ability committee will review the materials and make a recommendation to a Burriss administrator on the placement of the student. Burriss administration will make the final determination.</p>		

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<b>Exit Procedure</b>	<p>There are three ways in which services for students will be discontinued:</p> <ol style="list-style-type: none"> <li>1. A student moving from the school will no longer be receiving services. Copies of all placement data will be forwarded to the student’s new school at parent request.</li> <li>2. Parents/guardians may refuse services for their child. An exit interview will be conducted to assess reasons for requesting that the child not receive services. Counseling will be provided to encourage reconsideration if refusing services is not in the best interest of the student as determined by the committee. Attempts will be made to address parent/guardian concerns. If the parents/guardians wish to have services denied, the exit will be granted. Should the parents/guardians wish to have services reconsidered at a later date, they may follow the petitioning procedure.</li> <li>3. Children who are unsuccessful with the services provided might have these services discontinued after interventions have been attempted and failed to resolve problems. Interventions will include meetings with parents/guardians, teachers, and counseling staff to assess the child’s progress and develop a plan to help the child be successful. A timeline will be established and the child’s progress will be monitored. The child will be reassessed at the end of an established time period. If the child has not made satisfactory progress, services will be discontinued. If at a later date the parents/guardians wish to have the child reconsidered for gifted services, the petitioning procedures should be followed.</li> </ol>
<b>Counseling Services</b>	<p>Counseling services will address high ability students’ unique academic, personal, social, and emotional needs. High ability students may have emotional needs in heightened perceptiveness and sensitivity, and addressing risk-taking, and dealing with success and failure.</p> <p>The counseling department will:</p> <ul style="list-style-type: none"> <li>• Provide someone on staff who has been trained in the needs of high ability students</li> <li>• Provide an outlet through individual and/or group counseling for high ability students to discuss their unique challenges</li> <li>• Assist in coordinating training for faculty</li> <li>• Develop and regularly update growth plans for high ability students with the involvement of students, parents, and teachers</li> <li>• Provide high ability students information on after school, weekend, and summer programs along with local community resources</li> <li>• Collaborate with teachers in the identification and possible options for services for high ability students such as grade and/or subject acceleration, dual enrollment, and advanced placement</li> <li>• Provide on-going developmentally appropriate career and special interest counseling</li> <li>• Provide information on qualifications for academic scholarships for high ability students</li> <li>• Advocate for at risk high ability students by working with the students, their parents/guardians, teachers, and/or administrators to identify options to help the students achieve in and outside the classroom</li> </ul>

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<b>Acceleration</b>	<p>Parents of students in grades K-7 who wish to have their child considered for full grade acceleration will make a written request to the Burriss high ability coordinator. The coordinator will discuss the request with the parents, classroom teacher, and an administrator to determine if the student is considered an outlier within the grade level, meaning that the student performs significantly higher than that of the peer group. If a decision is made to move forward, the coordinator will use information from the Iowa Acceleration Scale (IAS) as a guide for making the acceleration decision and then a meeting will be held with parents, classroom teacher, high ability coordinator, and an administrator. Parents may appeal the decision in writing to the Burriss principal.</p> <p>For students wishing to advance to high school or who wish to test out of a high school course, the decision for placement will be made by the student’s counselor <i>with administrator approval</i> and will be based on the student’s academic and personal goals with input from the subject area teacher and the student’s parents. Evidence for acceleration at the high school level may include the student’s score on a pre-determined course equivalency exam, the student’s performance on a nationally normed test, class grades, teacher recommendation and approval from the receiving teacher.</p>
<b>Lottery Policies</b>	<p>Students <i>entering</i> Kindergarten: Students can qualify for the high ability lottery with a general IQ test approved by the Burriss high ability coordinator and a Burriss administrator. Qualifying for the high ability lottery will not place them in the high ability program if they enroll at Burriss. Students must qualify for the Burriss high ability program the same way that current Burriss students qualify (see Multifaceted ID Plan Components) or with results from tests approved by Burriss high ability coordinator and a Burriss administrator. Burriss will work with Ball State University to provide testing for possible high ability lottery qualification.</p> <p>Students <i>entering</i> Grades 1-2: Students can qualify for the high ability lottery with either an achievement <i>or</i> ability test that is listed in the Burriss High Ability Plan. Qualifying for the high ability lottery does not automatically place them in the high ability program if they enroll at Burriss. Students must qualify for the Burriss high ability program the same way that current Burriss students qualify (see Multifaceted ID Plan Components) or with results from tests approved by Burriss high ability coordinator and a Burriss administrator. Burriss will provide testing for possible high ability lottery qualification.</p> <p>Students <i>entering</i> Grades 3-12: Students must qualify for the high ability lottery the same way that current Burriss students qualify for the high ability program (see Multifaceted ID Plan Components) or with results from tests approved by Burriss high ability coordinator and a Burriss administrator. Qualifying them for the high ability lottery will automatically place them in the high ability program if they enroll at Burriss. Burriss will provide testing for possible high ability lottery qualification.</p> <p>Early Entrance to Kindergarten: Students cannot enter Burriss without meeting the state guidelines on age requirement; no testing will be accepted or provided for those students.</p>

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<b>Multifaceted ID Plan Components</b>	<b>High Ability Services Definitions:</b>	
<b>Elementary School Service Delivery Options</b>	<b>Learning Environment:</b>	
	Cluster Grouping	Placing a small group of high ability students at a grade level in the same classroom with a teacher best suited and qualified to work with high ability students.
	Resource Services/ Class	Grouping students of high ability for regular instruction in math and language arts with a teacher best suited and qualified to work with high ability students.
	Subject Grouping	Grouping students of high ability by subject area with a teacher best suited and qualified to work with high ability students.
	Cross-Grade/Age Grouping	Placing students in a particular subject when they are ready for instruction at that particular grade level, regardless of their current grade in school.
	Grade Skipping	Students progressing through grade level instruction skipping one or more grade levels.
	Subject Skipping – Acceleration	Placing students in classes with older students for part of the day or use materials from higher-grade placements.
	<b>Content Modification:</b>	
	Differentiated Units	Varying the structuring of curriculum students need to learn, how students will learn it, and/or how students can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible.
	Tiered Assignments	Teach one concept and meeting the different learning needs for the range of abilities in the group.
	Curriculum Compacting	Making appropriate curricular adjustments for students who demonstrate mastery of curriculum prior to its being taught to the class.
	Contracts	Agreements between a teacher and a learner to address concerns on issues of assessment, and to provide a mechanism for reassuring a planned piece of work will meet requirements examination.
	Independent Study	In-depth study of a student-selected topic of interest.
	Advanced Content	Identifying content outside the traditional curriculum content in order to generate interest and enriched learning.
	Computer-based Instruction	Using technology for research, presentation, communication, drill and practice, tutorials, games, simulation, and modeling.
Telescoped Content	Progressing rapidly through content materials and tied closely to assessment.	
<b>Middle School Service Delivery Options</b>	<b>Learning Environment:</b>	
	Balanced Heterogeneous Class	Grouping students of dissimilar cognitive abilities and learning styles.
	Cluster Grouping within Class	Placing a small group of high ability students at a grade level in the same classroom with a teacher best suited and qualified to work with high ability students.

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	Cluster Grouping within Teams	Placing a small group of high ability students regardless of grade level in the same classroom with a teacher best suited to work with high ability students.
	Part-Time Special Class	Grouping students with similar readiness levels, interests, and/or learning styles are work with each other and a resource teacher to facilitate accelerated and/or enriched learning experiences.
	Distance Learning Courses	Delivering curriculum to students who are not physically "on site." Teachers and students may communicate by exchanging printed or electronic media, or through technology that allows them to communicate in real time.
	Grade Skipping	Students progressing through grade level instruction skipping one or more grades.
	Subject Skipping	Placing students in classes with older students for part of the day or use materials from higher-grade placements.
	<b>Content Modification:</b>	
	Mastery Learning Units	Organizing learning through ordered steps and to move to the next step, students master the prerequisite steps. Mastery learning engages the learner in multiple instructional methods, learning levels and multiple cognitive thinking types.
	Learning Centers	Enriching and adding variety with advanced materials and activities. Interest-based or enrichment centers can be used to introduce students to a topic or to allow them to pursue challenging activities independently. A teacher might create two centers on the same topic with different types of activities.
	Computer-based Instruction	Using technology for research, presentation, communication, drill and practice, tutorials, games, simulation and modeling.
	Curriculum Compacting	Making appropriate curricular adjustments for students who demonstrate mastery of curriculum prior to its being taught to the class.
	Tiered Assignments	Teaching one concept and meeting the different learning needs for the range of abilities in the group.
	Remediation Services	Resource available for twice-exceptional students (i.e. GT students with LD, ADD/ADHD, Asperger's Syndrome).
	Contracts	Agreements between a teacher and a learner to address independent work to provide a mechanism for reassuring a planned piece of work will meet requirements for completion.
	Independent Study	In-depth study of a student-selected topic of interest.
	Advanced Content	Identifying content outside the traditional curriculum content in order to generate interest and enriched learning.
	Telescoped Content	Progressing rapidly through content materials and tied closely to assessment.
<b>High School Service Delivery Options</b>	<b>Learning Environment:</b>	
	Open Enrollment in Advanced Classes	Classes available for qualified students.
	Distance Learning Courses/Correspondence Courses	Classes for students who are not physically "on site." Teachers and students may communicate by exchanging printed or electronic media.

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Special Courses/ Electives	Interdisciplinary curriculum not usually taught in high school, or seminars especially designed for students of high ability.
Advanced Placement/Honor Courses	Curriculum and expectations more rigorous than regular option.
Concurrent Dual Enrollment	Credit earned for both high school and college.
Credit by Examination	Credit granted for demonstrated proficiency.
<b>Content Modification:</b>	
Course Selection	Course selection enhanced additional course offerings.
Distance-Learning Courses	Delivering curriculum to students who are not physically "on site." Teachers and students may communicate by exchanging printed or electronic media, or through technology that allows them to communicate in real time.
Curriculum Compacting	Making appropriate curricular adjustments for students who demonstrate mastery of curriculum prior to its being taught to the class.
Special Course/Elective	May include interdisciplinary courses.
Independent Study	In-depth study of a student-selected topic of interest.
Contracts	Agreements between a teacher and a learner to address concerns on issues of assessment, and to provide a mechanism for reassuring a planned piece of work will meet requirements examination.
Telescoped Content	Rapid progression through content materials.
Tiered Assignments	Teaching one concept and meeting the different learning needs in a group.
Differentiated Units	Varying the structuring of curriculum students need to learn, how students will learn it, and/or how students can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible.