Burris Laboratory School High Ability Plan
Revised 2026

Multifaceted ID Plan Components	Description
Introduction	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 and receive on-going professional development locally and from other sources. Teachers will be supported and encouraged to become licensed in gifted education.
District Mission Statement for High Ability Program	**Philosophy Statement for High Ability Services** Burris recognizes the right of every learner to be provided with opportunities appropriate to their unique needs and abilities. Burris 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, environment, cultural, socioeconomic, and ethnic backgrounds through specifically planned differentiated educational services. Burris Laboratory School subscribes to the belief that services for high ability students must be directly integrated into the K-12 school program. There is a commitment to and opportunities for training faculty and staff.
District Definition of High Ability Students	Burris defines high ability students as those who perform, 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.
District High Ability Program Goals and Objectives	**1.** Burris 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. **2.** Burris Laboratory School will provide quality services for high ability students through levels of services appropriate to challenge individual students and: **a.** Maximize students' rate of learning and level of achievement with appropriate articulated curriculum and differentiated instruction, **b.** Students are given the opportunity to apply grade level standards in more complex ways in their journey toward mastery, and **c.** Provide professional development to school personnel in identification and service options for high ability students.

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District High Ability Program Goals and Objectives cont.	**3.** Burris Laboratory School will recognize the unique social and emotional needs of high ability students and will: **a.** Facilitate interaction and collaboration of high ability students in the regular classroom, addressing common social and emotional issues, **b.** Provide guidance and counseling by personnel trained in serving high ability students, and **c.** Provide professional development to school personnel in recognizing unique social and emotional needs of high ability students.		
District Services for High Ability Students	**Elementary** Potential Services Provided for at least Math and/or Language Arts: Learning Environment: Full inclusion, cluster grouping, subject grouping, grade skipping, subject skipping. Content Modification: Differentiated units, tiered assignments, curriculum compacting, forming contracts, independent study, advance content, computer-based instruction, and telescoped content. *A definition of each of these is provided on pages 7-8.*		
	Middle School Potential 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. *A definition of each of these is provided on pages 9-10.*		
	High School Potential 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. *A definition of each of these is provided on pages 11-12.*		
	Social and Emotional Plan: 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.		
Multifaceted ID Plan Components	**Grade Levels**	**Measures**	**Selection Procedures**

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Norm-Referenced Aptitude Measure *(also referred to as ability or intelligence measure)*	Elementary	CogAT Screener: Kindergarten, 2nd, and 5th grade and all new Burris students Full CogAT: those who qualify	95% or adjusted to meet local norms
	Middle School	CogAT Screener: 8th grade and all new Burris students Full CogAT: those who qualify Iowa Algebra Aptitude Test: 7th Grade math and recommended 6th grade students	95% or adjusted to meet local norms
	High School	CogAT: all new 9th, 10th, and 11th Burris students	95% or adjusted to meet local norms
Norm-Referenced Achievement Measure *(or other evidence of ability to perform <u>above</u> grade level)*	Elementary	NWEA: K,2,5 two times per year iLearn Readiness checkpoints	98% for grades K-1 or adjusted to meet local needs 95% for grades 2-5 or adjusted to meet local needs Above Average 2 or more within a year within same subject area
	Middle School	NWEA: 8th grade two times per year iLearn Readiness checkpoints	95% or adjusted to meet local needs Above Average 2 or more within a year within same subject area
	High School	10th & 11th PSAT scores in conjunction with the AP Potential tool	Must have 50-60% predicted pass rate in AP Potential.
Qualitative Indicators *(used as supporting evidence in placement decisions)*	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.
Identification Process	**Students in kindergarten and first grade will be identified based on ability and achievement due to their young age.** For achievement tests (NWEA), two scores at the 98th percentile in the same subject area AND for ability tests (CogAT), one score at the 95th percentile must be used for identification. Students whose scores are at or above the 98th		

	percentile in the same subject area for achievement AND 95th percentile for ability on the mathematics (not computation) or Language Arts or Reading Comprehension subtests will be designated as requiring services in that area. **Students in grades 2-12 can be identified based on ability or achievement, but do not need to qualify on both.** For achievement tests, two scores (no older than 2 years) must be used for identification. Students whose scores are at or above the 95th percentile on the mathematics (not computation) or Language Arts or Reading Comprehension subtests will be designated as requiring services in that area. Because the statewide test, ILEARN, is a criterion-referenced test and not nationally normed, the score will not be used as the only basis for identifying high ability students. 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 Burris test score. The High Ability Committee, composed of the high ability coordinator and Burris faculty, will make the final decision for identification of all students based on test scores and all materials in the student's file.

Multifaceted ID Plan Components	**Description**
District Appeal Procedures	Parents or teachers who wish to have a student reconsidered for services must notify the high ability counselor through the attached Appeals Form by Spring Break of the current school year. All previous testing data will be included on the form as well as any other pertinent data such as grades, work samples, and additional testing data.

	The Burris High Ability Committee will review the materials and determine if placement will be made within 4 weeks. Click Here for Appeals Form
District Exit Procedure	There are three ways in which services for students will be discontinued: **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. **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. 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. **3.** Children who are unsuccessful with the services provided might have these services discontinued. Upon request, the committee will hold 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 met minimum identification qualifications, 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.
Counseling Services	Counseling services will address high ability students' unique academic, personal, social, and emotional needs. The counseling department will: ● Provide someone on staff who has been trained in the needs of high ability students ● Provide an outlet through individual and/or group counseling for high ability students to discuss their unique challenges ● Assist in coordinating training for faculty ● Provide high ability students information on after school, weekend, and summer programs along with local community resources ● 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 ● Provide on-going developmentally appropriate career and special interest counseling ● Provide information on qualifications for academic scholarships for high ability students ● 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

Acceleration	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 Burris high ability counselor. The counselor will discuss the request with the parents, student, classroom teacher, administration, and Burris high ability coordinator. 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 communicate to the parents. Parents may appeal the decision in writing to the Burris principal. The high ability identification committee will annually review student data. 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, teacher, guardian, and administrator. The decision 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 predetermined course equivalency exam, the student's performance on a nationally normed test, class grades, teacher recommendation and approval from the receiving teacher.

Multifaceted ID Plan Components	**High Ability Services Definitions:**	
Elementary School Service Delivery Options: ******when developmentally appropriate*	**Learning Environment:**	
	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. **See Acceleration process on page 6*
	Subject Skipping – Acceleration	Placing students in classes with older students for part of the day or using materials from advanced levels.
Elementary School Service Delivery Options cont.	**Content Modification:**	
	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 meet 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.
	Remediation Services	Resource available for twice-exceptional students (intellectually gifted children who have one or more learning disabilities)

Multifaceted ID Plan Components	**High Ability Services Definitions:**	
Middle School Services Delivery Options: ***when developmentally appropriate**	**Learning Environment:**	
	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.
	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. **See Acceleration process on page 6*
	Subject Skipping	Placing students in classes with older students for part of the day or using materials from advanced levels.
Middle School Services Delivery Options cont.	**Content Modification:**	
	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 (intellectually gifted children who have one or more learning disabilities). Twice-exceptional students are identified through a review of multiple sources of evidence that considers both advanced potential and disability-related needs. Evidence may include ability and achievement assessments, assessment patterns, classroom performance, teacher observations, work samples, response to differentiated instruction, and family input. Collaboration among high-ability, general education, special education, counseling, and other staff helps identify advanced strengths that may be masked by disability-related challenges. Process: Strengths and areas of need are considered together**:** A student may demonstrate advanced reasoning, creativity, problem-solving, or academic potential while also experiencing difficulties related to a disability. The identification process considers both areas rather than allowing the student's challenges to overshadow their strengths. Assessment patterns are reviewed**:** Teams examine individual subtest scores and patterns of performance rather than relying only on a composite score. A student may show exceptionally strong quantitative or nonverbal reasoning while disability-related needs affect other areas of the assessment.
	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.

Multifaceted ID Plan Components	**High Ability Services Definitions:**
**High School Services Delivery Options: ****when developmentally*	**Learning Environment:**

appropriate	Open Enrollment in Advanced Classes	Classes available for qualified students.
	Online Learning Courses/ Correspondence Courses	Classes for students who are not physically "on site." Teachers and students may communicate by exchanging printed or electronic media.
	Special Courses/ Electives	Interdisciplinary curriculum or seminars not usually taught in high school
	Advanced Placement/Honor Courses	Curriculum and expectations that are more rigorous than regular options.
	Concurrent Dual Enrollment	Credit earned for both high school and college.
	Credit by Examination	Credit granted for demonstrated proficiency.
High School Services Delivery Options cont.	**Content Modification:**	
	Course Selection	Course selection enhanced additional course offerings.

	Online 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.
	Remediation Services	Resource available for twice-exceptional students (intellectually gifted children who have one or more learning disabilities)

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K–12 High Ability Curriculum Map

Grade Band	Mathematics	Reading/Language Arts	Differentiation & Acceleration	Affective Development
K–2	Advanced number sense, operations, patterns, geometry, spatial reasoning, mathematical reasoning, logic, and open-ended problem solving. Inquiry based questions and explorations Student-led number talks Discuss and model strategies Create their own math problems Thinking Box	Advanced fiction and nonfiction, vocabulary, inferencing, author's purpose, text-to-text connections, close reading, discussion, and evidence-based responses. Notice & Note Signposts Metacognitive thinking strategies: Schema, making connections/inferences, synthesizing information visualizing, making inferences, questioning Self-selected book choice Open ended questions Student-led discussions Instruction that is applicable to all reading levels Orton Gillingham (OG)	Curriculum compacting when mastery is demonstrated; advanced tasks; flexible grouping; enrichment; advanced texts; student choice; multiple-solution problems.	Productive struggle, growth mindset, curiosity, making mistakes, self-awareness, and communicating learning needs.
3-5	Advanced multiplication/division, fractions, decimals, geometry, measurement, algebraic thinking, proportional reasoning, mathematical modeling, and non-routine problem solving. Math Talk participation & leading/Number Strings 3-Act Tasks by Graham Fletcher Hand2Mind Real World Math Stories/Tasks Whole group instruction with targeted enrichment problems for all levels Teaching flexibility in strategy usage to promote critical thinking and problem-solving skills	Complex literary and informational texts, close reading, author's craft, theme, point of view, text structure, source analysis, comparative analysis, research, and evidence-based argumentation. Novel Studies / Book club Greek and Latin Root Study Socratic Seminars *(4th-5th)* Power Hour: whole group instruction in critical reading, nonfiction writing, data collection and analysis, use of primary and secondary sources, and design thinking Orton Gillingham (OG) Writer's Workshop	Compacting mastered content; readiness-based enrichment and acceleration; complex problem solving; literature circles; research groups; advanced text sets; independent investigations.	Resilience, academic risk-taking, self-advocacy, perfectionism, responding to mistakes and feedback, and understanding asynchronous development.

6–8	Ratios, proportional reasoning, rational numbers, equations, functions, geometry, statistics, probability, algebraic reasoning, mathematical modeling, and advanced problem solving.	Complex literature and informational texts, rhetoric, comparative analysis, synthesis, source evaluation, research, Socratic seminars, and evidence-based argumentation. Close reading; author's purpose; inference; evidence; text connections	Flexible readiness-based grouping; curriculum compacting; accelerated mathematics; advanced text analysis; literature circles; collaborative inquiry; independent research and projects.	Academic identity, self-advocacy, independence, goal setting, managing academic pressure, peer relationships, and appropriate challenge-seeking.
9–12	Advanced Algebra 1, Geometry, Algebra II, Precalculus, Calculus, Statistics, mathematical modeling, AP/dual-credit mathematics, college coursework, and independent mathematical investigations.	Advanced/AP literature and language, college-level texts, rhetorical and literary analysis, research, synthesis, comparative analysis, primary/secondary sources, and evidence-based argumentation.	Advanced course placement; curriculum compacting; AP/dual credit; independent study; college coursework; advanced texts; long-term research and cross-curricular projects.	Academic and career identity, independence, workload management, self-advocacy, intellectual risk-taking, postsecondary planning, and balancing achievement with well-being.

K–12 Differentiated Service Delivery Map

Grade Band	Whole Class	Small Group	Individual
K–2	Advanced texts and mathematical tasks; higher-level questioning; close reading; mathematical reasoning; discussion; evidence and explanation.	Flexible groups based on readiness; advanced comprehension; vocabulary; enrichment tasks; logic and problem solving; literature discussions.	Student-selected reading; individualized goals; advanced texts/tasks; math investigations; choice-based products; student-generated questions.
3–5	Complex text sets; cross-curricular connections; close reading; comparative analysis; mathematical modeling; higher-level questioning; evidence-based discussion.	Curriculum compacting; advanced comprehension; literature circles; research skills; source evaluation; advanced math problem solving; collaborative inquiry.	Independent reading; research investigations; advanced mathematical concepts; student-selected projects; long-term inquiry; choice-based products.

6–8	Advanced/accelerated mathematics; complex texts; source analysis; comparative analysis; Socratic seminars; mathematical argumentation and modeling.	Readiness-based acceleration; complex text analysis; literature circles; research groups; source evaluation; advanced mathematics; collaborative inquiry.	Independent study; advanced texts; individualized reading/math goals; research investigations; student-generated questions; long-term cross-curricular projects.
9–12	AP/advanced/dual-credit content; college-level texts; advanced mathematical concepts; research; rhetoric; synthesis; evidence-based argumentation.	Flexible groups for enrichment, acceleration, AP/dual-credit preparation, advanced text analysis, research, and mathematical problem solving.	Student-selected advanced coursework; independent study; college coursework; research; capstone projects; long-term interdisciplinary investigations.

K–12 Curriculum Progression

K–2: Explore	3–5: Develop	6–8: Investigate	9–12: Specialize
Advanced foundational skills	Increased depth and complexity	Acceleration and synthesis	College-level learning
Questioning	Evidence and analysis	Research and inquiry	Independent research
Exploration	Application	Independent investigation	Specialization
Teacher-supported choice	Guided independence	Increasing student ownership	Student-directed learning
Enrichment	Enrichment	Acceleration + advanced coursework	AP, dual credit, independent study, college coursework

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Core Differentiation Practices
Curriculum Compacting: Pre-assess students to identify mastered content and reduce unnecessary repetition. Acceleration: Provide access to advanced concepts, coursework, or grade-level standards beyond the student's current placement when demonstrated readiness supports it. Enrichment: Increase depth, complexity, abstraction, problem solving, research, and authentic application rather than simply increasing the quantity of work. Flexible Grouping: Group and regroup students according to demonstrated readiness, academic strengths, interests, and learning goals. Independent Learning: Progressively increase opportunities for student-selected reading, mathematical investigation, research, independent study, and long-term projects. Affective Differentiation: Intentionally address the social-emotional and asynchronous developmental needs of high ability learners through instruction in self-advocacy, resilience, perfectionism, academic identity, productive struggle, goal setting, and healthy responses to challenge.

9th- 12th Advanced Coursework Definitions
· Advanced Course Work* - Provide appropriately rigorous academic content, AP, honors/advanced courses, accelerated sequences (available courses rotate each year) · Dual Credit** – within Burris Building - Allow students to earn college credit through approved courses taught in the school, Dual-credit courses offered through the high school · Dual Credit** – Ball State - Extend coursework into university-level learning, Ball State enrollment, university coursework, college faculty/program connections · Independent Study - Allow students to pursue advanced interests beyond the standard curriculum, Independent research, specialized coursework, directed study · Internship - Connect academic strengths to authentic professional experiences, Career-based internship, school/community placement, mentorship · Capstone - Synthesize learning into an authentic product or experience, Research project, portfolio, presentation, community-based project · College/Career Planning- Help students intentionally develop a postsecondary pathway, Course planning, career exploration, college planning, academic advising *Advanced Placement: AP Biology, AP Chemistry, AP Calculus AB, AP Statistics, AP Computer Science A, AP Computer Science Principles, AP English Language and Composition, AP English Literature and Composition, AP Spanish, AP United States History, AP Studio Art. Offerings subject to change. **Dual Credit: Ball State University dual-credit courses offered on-site at Burris, including ENG 103: Rhetoric and Writing, ENG 104: Composing Research, and COMM 210: Fundamentals of Public Communication; additional opportunities for students to enroll directly in Ball State University courses for high school and college credit. Offerings subject to change.