



Polytechnic High School

PPHS High Ability Plan

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High Ability Definition: A High Ability Student at a Purdue Polytechnic High School is one who performs at, or shows the potential for performing at an outstanding level of accomplishment in general intellectual, mathematical, or language arts domains when compared to other students of the same age, experience or environment. High Ability students are characterized by exceptional gifts, talents, motivation, or interests. (IC 20-36-1).

High Ability Mission: PPHS recognizes that some students perform at, or show the potential to perform at an outstanding level of accomplishment in the core academic areas of language arts and mathematics. These students are found in all socio-economic, cultural, and ethnic backgrounds, and PPHS recognizes the need to identify such students through systematic, on-going procedures. The high ability program provides a supportive learning climate that will enrich learning so students can maximize academic potential and develop emotionally and socially in order to be contributing members of society.

High Ability Program Goals:

- Provide a variety of opportunities for students to engage in high ability targeted activities; specifically Robotics.
- Support staff development and provide targeted instructional strategies to teachers in recognizing the characteristics of high ability students and meet the needs of high ability students in their classrooms through differentiation techniques.
- Promote clear and accessible communication to parents regarding the multi-faceted identification process and high ability services offered.

Identification Plan

PPTS is a stand alone high school, therefore we do not have access to identify students during their 8th grade year. However, several pathways to identification exist.

Pathway 1 Student Identified in Middle School: Students who have been identified in middle school will keep their HA designation and have access to advanced programming in high school.

Pathway 2 Norm-referenced Assessment: All students in grades 9 will take the PSAT 8/9 in the fall of their freshman year. Students who perform at or above the 96th percentile on this nationally norm-referenced test will be identified for advanced programming.

Pathway 3 Qualitative Measures: Students that test just below the cutoff for Pathway 2 but within the Standard Error of Measurement may use Pathway 3 to determine qualification. The classroom teachers will be asked to compile a portfolio representative of each subject area for which the student's scores are within the standard error range to determine identification and placement opportunities best suited to the student's needs.

Resulting Qualification: The results from the assessment pathways are compiled and reviewed by the Identification Committee in the Spring of the school year. The identification process is done "blindly" by the committee, which means names of students and schools are not revealed until after placement decisions are made. The committee is composed of the district high ability coordinator and school representatives.

Parents of students identified by the committee will receive a letter in the mail notifying them of placement in high ability services and be provided contact information should they have further questions about their child's identification.

Common Identification Questions:

Q: What if a student has a qualification from a previous school district or a different state? A: If your child has already qualified as high ability/gifted in another school district or in a different state, you will need to provide the qualification form/letter from the previous district in addition to any evaluation information you have to PPHS' High Ability Coordinator. The High Ability Coordinator will review the received information, may seek your signature for consent to exchange information between school districts, and make a placement decision once all necessary material is received.

Q: Can my child be exited from the high ability program? A: If a student, parent, or teacher believes a high ability placement for services is no longer appropriate, he or she may:

1. Arrange a conference with the parties involved, including parent and teacher.
2. Parent, student, and teacher examine issues of concern and discuss interventions that may be implemented.
3. Participants agree on a probationary period not less than one month to implement interventions.
4. At the end of the probationary period, the parent, student, and teacher meet to review progress and determine whether or not the student should exit placement.
5. If an exit is deemed appropriate, the parent signs permission to "de-flag" student for high ability placement.
6. Parent permission for exit and documentation of meetings/interventions are sent to the High Ability Coordinator.
7. High Ability Coordinator removes high ability flag/designation for student in database.

Q: What if a student moves into the district, but is not in the identification grade level? A: If a parent or teacher of a child who moves in is interested in accessing high ability identification, but the child is not in the identification grade, then that parent or teacher can request a programming conference to review performance data and discuss opportunities for involvement.

Curriculum and Instruction Plan

Service models for the delivery of curriculum and instruction may vary from year to year based on the needs of individual students and the number of identified students. The services below are research-based and supported by the PPHS network, but may vary from building-to-building depending on student need, enrollment, number of classrooms, and number of identified students at each grade level.

High Ability is an academic placement as determined by the multi-faceted identification process. The needs of students who qualify for the High Ability Placement may be met in one or more of the following placements in each PPHS building:

- Dual Credit Courses – Dual credit courses are available at PPHS to enable students to concurrently earn high school and college credit, and may include the Purdue Summer Experience on the campus of Purdue University West Lafayette.
- Summer Enrichment Opportunities - High Ability programming may be available in the summer, including enrollment in Purdue University’s GERI camp.
- Technical Honors Courses – Advanced technical courses are available in the high school.
- Special Classes - Independent Projects, Robotics / STEM Enrichment, and election into Passion Projects utilizing the Design Thinking process allow students to engage curriculum and solve problems of personal interest as they develop academic knowledge and competencies that further their post-secondary success.
- Course Acceleration / Credit by Examination - Students may earn credit for high school courses at an accelerated pace or by examination whenever proficiency is demonstrated. High Ability students may also have the opportunity for early graduation.

Guidance and Counseling Plan

Students with High Ability may require support with fostering positive social and emotional development and the development of self-regulatory skills (organization, time management, self-discipline, motivation, etc.) Counselors and Career and College Readiness Coordinators are available to meet with students and parents to discuss the specific needs of their high ability children.

Professional Development Plan

High Ability Licensure: PPHS will pursue the finest and most qualified teaching candidates for positions in our schools. High Ability qualifications are valued in this pursuit.

Professional Development: Building-based professional development is offered through a variety of structures: (Team Meetings, Grade-Level Meetings, Multi-building Meetings, etc.) In addition to the variety of building offerings, participants will be selected to attend the Indiana Association for the Gifted Annual Conference, curriculum workshops, and other opportunities offered outside the district that align to our High Ability Mission and goals.

Program Evaluation Plan

The PPHS network High Ability Plan will be reviewed on an annual basis by the Broad-Based Planning Committee. The Indiana State Board of Education requires the establishment of a Broad-Based Planning Committee (BBPC) that meets at least annually to review the local education plan for high ability students. The committee must have participation from diverse groups representing the school and community. Each BBPC must include at least one of each of the following: Educator, Student, Parent, Community/business representative, “Other” stakeholder.

The committee is an advisory group making recommendations to the district administration. Feedback from these meetings will be considered when editing and updating the district plan. Our High Ability Grant application is reviewed and approved by the Indiana Department of Education annually. In addition, norm referenced data for each graduating class is tracked to support the district in evaluating long-term progress and success of high ability programming.

Anticipated Identification Timeline Overview

October.....PSAT Administered

December - March..... PSAT Data Analyzed and HA Identification Occurs, with Qualitative Data Review as Needed

Appendix A

PPHS High Ability Program Appeal Form

The High Ability Identification Team for this district uses a well-designed process, consistent with Indiana Code and Rules, based upon sound measures designed for use with high ability learners in order to find those students whose academic needs are far beyond those of typical students of the same age in our district. In this process, students are identified for services through multiple pathways including ability and/or achievement in Language Arts and/or Math.

An appeal process is in place in the event the identification committee team does not place a child in services and a teacher, parent, or other person close to the child challenges this decision. An official written appeal using this form must be provided to the district High Ability Coordinator (contact information below).

Student Name: _____ Current Grade & School _____

Name of the Individual Making the Appeal: _____

Relationship to Student: _____

Contact Address, email, and phone number: _____

An appeal does not re-evaluate student data already considered in the official identification process. Scoring at the Pass Plus level on ISTEP+, high grades, or strong performance on classroom benchmark assessments are not valid reasons for an appeal. The purpose of the appeal is to bring new information to the attention of the committee that could lead to a different decision. New information provided demonstrating the child's need for high ability identification and services: (list below and attached additional reports or other evidence):

Signature of person making the appeal: _____ Date _____

Appeal Procedure: The High Ability Coordinator reviews the new information provided and the student profile(s). The Coordinator may request alternative assessments to be completed by the student(s) at the school. These may include alternative measures of ability and/or achievement, approved work samples, and/or interviews. The Identification Team reconvenes to consider all appeals

and any new data.