

<b>Name of District and Contact Person</b>	<b>Signature School Multifaceted Assessment Plan</b> Contact: Jean Hitchcock, Executive Director or Shannon Hughes, High Ability Coordinator	
<b>Multifaceted ID Plan Components</b>	Description	
<b>Mission Statement for High Ability Program</b>	Signature School 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 this school corporation 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 to be contributing members of society.	
<b>Definition of High Ability Student</b>	This school corporation defines a high ability student as one who performs at, or shows the potential for performing at, an outstanding level of academic accomplishment in math, language arts, or both, when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.	
<b>Services for High Ability Students</b>	Signature students who are identified as having high ability are encouraged to take the courses that will end in the AP Capstone Diploma and the International Baccalaureate Diploma. High ability math students are encouraged to take AP Calculus and IB Math Higher Level or Standard Level. High ability Language Arts students are encouraged to choose an AP Research topic or an IB Extended Essay topic in an area related to language or literature.	
<b>Multifaceted ID Plan Components</b>	<b>Grade Level(s) that measure is given</b>	<b>Name of Measure</b>
<b>Norm-Referenced Aptitude Measure (also referred to as ability or intelligence measure)</b>	9 <sup>th</sup> , 10 <sup>th</sup> and 11 <sup>th</sup> grade. (Starting with the graduating class of 2022, E-VSC students entering Signature provide their PSAT scores.)	PSAT/AP Potential Tool applied to 100% of students who have taken the PSAT. For math and language arts, we consider potential for AP Calculus, AP Literature, or AP Language
<b>Norm-Referenced Achievement Measure (or other evidence of ability to perform <u>above</u> grade level)</b>	Matriculation at Signature	Performance in Honors, AP, and IB classes with above grade level standards; performance on AP and IB exams, applied to 100% of students who have not taken the PSAT. For math and language arts, we consider math and English classes and exams
<b>Qualitative Indicators</b>	Matriculation at Signature	Portfolio and/or Work Samples Self- or parent nomination together with work samples. For math and language arts, we consider math- and English-specific samples and projects involving extended calculations and problem-solving as well as general writing samples.

<b>Selection Procedures:</b> <b>Please describe the complete process of how the measures and data are used to identify students.</b>	Signature School students come from many different counties and school corporations. Any student entering with a high ability designation keeps that designation. Undesignated students are screened through performance on Indiana state mandated tests or other testing information included in student records. The high ability coordinator, the high-ability consultant, and core subject teachers work to evaluate sample student work and performance to determine whether the designation is appropriate.  High Ability designations are revisited each year, always with a view towards greater inclusiveness, with 10 <sup>th</sup> and 11 <sup>th</sup> grade PSAT scores in combination with the AP Potential tool.	
<b>Multifaceted ID Plan Components</b>	<b>Description</b>	
<b>Appeals Procedure</b>	An appeals process is in place in the event the identification team does not designate a student as needing high ability services and a teacher, parent, or other person close to the child challenges this decision. The following steps clarify the appeal process: 1. The petitioner contacts the high ability coordinator who provides an appeal request form, returned to the coordinator within 2 weeks. 2. Coordinator reviews student profile and requests alternative assessments which may include classroom work samples evaluated by a high ability-certified staff member. 3. Coordinator convenes the identification team reconvenes to consider new data. This meeting may include an interview with the student and/or petitioners. 4. Coordinator reports the decision of the identification team to petitioner at which point the student may be included for high ability services if that is the team’s decision.	
<b>Exit Procedure</b>	If a student, parent, or teacher believes a high ability placement for services is no longer appropriate, the high ability coordinator, upon notification will initiate the following sequence of events. 1. Arrange a conference with the parties involved. 2. Parent, student, teachers and the identification team examine issues of concern and discuss interventions that may be implemented. 3. Participants agree on a probationary period not less than one grading period to implement interventions. 4. At the end of the probationary period, the parent, student, and teacher team meet to review progress and determine whether or not the student should exit services. 5. If an exit is deemed appropriate, the parent signs permission to “de-flag” student for high ability services, and the high ability coordinator sees to it that the designation flag is removed from the data base.	
<b>Grades 9-12 Service Options</b>		
<b>Options for services for groups of high ability student</b>	<b>Considerations</b>	<b>Added Cost</b>
<b>Advanced or “Honors” classes by subject</b>	The curriculum and expectations are significantly more rigorous than the regular option.	None
<b>Advanced Placement courses</b>	Curriculum, teacher training, and exams offered by the College Board. These should be available prior to the senior year.	AP exam fees for some classes

<b>International Baccalaureate Program</b>	Fulfilling IB Diploma requirements is required of all students regardless of high ability designation.	IB program school fee, registration and exam fees
<b>Special classes</b>	These may be interdisciplinary, subjects not usually taught in high school, or seminars especially designed for students of high ability Examples of these might include a double class in American history and literature or a philosophy course. Enrollment in such classes does not exempt a student from the Signature School graduation requirement of following the IB Diploma path.	Varies
<b>Options for individuals beyond the grouping options</b>		
<b>Credit by examination</b>	This is credit without seat time if proficiency is demonstrated.	None
<b>Distance learning classes from universities or Advanced Placement courses through distance learning</b>	These require a student who is self-directed and a teacher who can monitor progress and provide onsite help.	Tuition for online courses
<b>Individual options: IEP, internships, mentorships, etc.</b>	Can be used in combination with other options.	None
<b>Differentiated Guidance and Counseling Plan</b>		
Signature school employs a counselor through Youth Services to meet the social and emotional needs of High Ability students. At each grade level, teachers meet every other day with small classes of grade-level students to assess what support and services High Ability students need beyond the classroom. These teachers work with our High Ability consultant and with our Youth Services counselor to organize and implement support and service plans.		
There are 2 Academic Advisors, one for grades 9-10 and one for grades 11-12, who work with our High Ability consultant to organize and implement appropriate career and college guidance.		
<b>Professional Development Policy</b>		
Signature School is committed to ensuring that teachers of AP and IB classes are trained in workshops approved by both agencies and that all counselors and administrators are IB or AP trained. Teachers are encouraged to become AP Readers and IB Examiners. High ability certification is encouraged.		
<b>Program Oversight</b>		

The Indiana Administrative Code defines a Broad-Based Planning Committee as the following:

“Broad-based planning committee” means a diverse group organized for the purposes of planning and development of programs with representation from: educators, parents, students, community members, and other stakeholders; Members have an interest in and support for high ability education. Members should also include some decision-makers within the corporation. The High Ability Coordinator keeps a record of official members, including contact information, meeting dates, and agendas. The BBPC represents stakeholders, and its purpose is to improve communication and visibility of the High Ability Program in the district. Its task is to review the continuous development and implementation of the services and programs for high ability students. The committee meets once per year and serves as the:

- Representation of key stakeholders.
- Sounding board for programmatic ideas.
- Keeper of the vision for high ability education.
- Assessor of the degree to which program goals are being met.
- Impetus for improvement.
- Ambassador for high ability services in the community.

#### **Identification Committee**

The identification committee includes teacher representatives from core content areas, the Director of Student Services, the high ability coordinator and a high-ability certified retired teacher who consults with the committee when sample work is reviewed and/or in the eventuality of an appeal to enter services.



# Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

## High Ability Program Plan Template: 2025-2026

Use this form to provide a written description of what your local educational agency (LEA) currently has in place for the recommended components of the High Ability Program. Please provide the information as requested; do not simply copy and paste from a corporation handbook. *Suggestions for best practices are included at the bottom of the template.*

LEA Name: **Signature School**

LEA Number: **9315**

**High Ability Mission Statement:** **Signature School 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 this school corporation recognizes the need to identify such students through systematic, ongoing 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 to be contributing members of society.**

**High Ability Website:**

**High Ability Coordinator:** **Shannon Hughes**

Are they certified in high ability \_\_\_\_ Yes \_\_\_\_X\_ No, but we employ a certified High Ability Consultant who is on our broad based committee.



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## Multifaceted Identification Plan

Signature School students come from many different counties and school corporations. Any student entering with a high ability designation keeps that designation. Undesignated students are screened through performance on Indiana State-mandated tests. The high-ability coordinator, the high-ability certified Director of Student Services, and core subject teachers work to evaluate sample student work and performance to determine whether the designation is appropriate. High Ability designations are revisited, always with a view towards greater inclusiveness, with 10th and 11th grade PSAT scores in combination with the AP Potential tool.

## Differentiated Curriculum and Instruction

**In your narrative below, include specific details about the following:**

- A detailed description of how curriculum, instruction, and learning experiences are clearly differentiated beyond what the core curriculum provides. (This pertains to what is happening during the instructional hours during the school day; extracurricular activities may supplement, but not supplant, differentiated curriculum).
- A detailed description of how differentiated curriculum and instruction is provided at all grade levels for K-12.

**Detailed description of what is currently in place (e.g., service models, differentiated curriculum) for all grade levels for K-12:**

Signature School students come from many different counties and school corporations. Any student entering with a high ability designation keeps that designation. Undesignated students are screened through performance on Indiana State-mandated tests. The high-ability coordinator, the high-ability certified Consultant, and core subject teachers work to evaluate sample student work and performance to determine whether the designation is appropriate. Parents and students are free to self-nominate for inclusion. High Ability designations are revisited, always with a view towards greater inclusiveness, with 10th- and 11th-grade PSAT scores in combination with the AP Potential tool. We offer the IB Diploma and the AP Capstone Diploma, 22 IB courses, and 22 AP courses to our High Ability students. Through advanced placement credit, they typically enter college as second-semester sophomores. Credit by examination is available for High Ability students.



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## Differentiated Guidance and Counseling Plan

**In your narrative below, please include specific details about the following:**

- How differentiated support, services, and effective curriculum are provided in K-12.

**Detailed description of what is currently in place, including how your guidance/counseling plan is differentiated for high ability students:**

The school employs a counselor who works with our High Ability consultant and our Academic Advisors to ensure that High Ability students are properly identified and served. High-Ability students are encouraged to enroll in the IB Diploma Programme, a holistic educational model that requires creativity, activity, and service in addition to academic components and to pursue the AP Capstone Diploma.

## Professional Development Plan

**In your narrative below, please include specific details about the following:**

- A detailed description of how training and coaching are regularly provided to educators, counselors, and administrators to ensure high ability access and opportunity for all students in K-12.

**Detailed description of the professional development that is in place, including any high ability-specific professional development (PD) and/or high ability certification (professional learning communities and teacher planning time are not considered PD):**

Signature School is committed to ensuring that teachers of AP and IB classes are trained in workshops approved by both agencies. Teachers are encouraged to become AP Readers and IB Examiners. High ability certification is encouraged. The school's High Ability consultant works with teachers, academic advisors, our counselor, and families on an as-needed basis to ensure that services are accessible to all students.



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## Program Evaluation Plan

**In your narrative below, including details about the following:**

- A systematic plan for program evaluation that monitors and continuous development and implementation of K-12 services for high ability students; and
- A description of the broad based planning committee (e.g., how many members, who is part of the committee), which is to meet periodically (the recommendation is three times annually) and is composed of diverse stakeholders.

**Provide a description of what is in place, including specifics about the planning committee:**

**The Broad-Based Planning Committee meets at least once a year to review High Ability procedures, but subsets of the Committee meet as needed to identify new High Ability students. The Committee is composed of the Superintendent and Executive Director, 2 Academic Advisors, the High Ability Consultant, subject area teachers, a School Board representative and a parent representative.**

**Signature's High Ability development plan focuses on providing differentiated instruction and challenging coursework to meet the needs of its high-achieving students. This includes a strong emphasis on Advanced Placement and International Baccalaureate courses, with high participation and success rates among students.**





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## Appeals and Exit Procedures

In your narrative below, please detail your appeals and exit procedures for your high ability programming:

### Appeals Procedure:

An appeals process is in place in the event the identification team does not designate a student as needing high ability services and a teacher, parent, or other person close to the child challenges this decision. The following steps clarify the appeal process:

1. The petitioner contacts the high ability coordinator who provides an appeal request form, returned to the coordinator within 2 weeks.
2. Coordinator reviews student profile and requests alternative assessments which may include classroom work samples evaluated by a high ability-certified staff member.
3. Coordinator convenes the identification team reconvenes to consider new data. This meeting may include an interview with the student and/or petitioners.
4. Coordinator reports the decision of the identification team to petitioner at which point the student may be included for high ability services if that is the team's decision

### Exit Procedure:

If a student, parent, or teacher believes a high ability placement for services is no longer appropriate, the high ability coordinator, upon notification will initiate the following sequence of events.

1. Arrange a conference with the parties involved.
2. Parent, student, teachers and the identification team examine issues of concern and discuss interventions that may be implemented.
3. Participants agree on a probationary period not less than one grading period to implement interventions.
4. At the end of the probationary period, the parent, student, and teacher team meet to review progress and determine whether or not the student should exit services.
5. If an exit is deemed appropriate, the parent signs permission to "de-flag" student for high ability services, and the high ability coordinator sees to it that the designation flag is removed from the data base.



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## Suggestions for Best Practices

Use this area to set goals for implementing best practices and to ensure your programming includes these elements (e.g., a checklist for what an ideal high ability program should look like).

### Multifaceted Identification Plan

Program Element and Associated Best Practices	Goal Setting
<ul style="list-style-type: none"><li>• Universal screening of <b>ALL students in grades K, 2, and 5</b> for high ability aptitude/potential</li><li>• A published appeals process allowing alternative ability, achievement, and/or qualitative measures <i>at no cost to the family</i></li><li>• An exit procedure including a period of intervention of no less than one grading period</li></ul>	<p>Continue to work with teachers, parents, academic advisors, and the High Ability consultant to identify and engage High Ability students. Measurable goal: increase the number of IB Diploma candidates by 10%</p>

### Differentiated Curriculum and Instruction

Program Element and Associated Best Practices	Goal Setting
<ul style="list-style-type: none"><li>• Student grouping for core curriculum in math and ELA for each K-12 grade level:<ul style="list-style-type: none"><li>○ Self-contained high ability classrooms</li><li>○ Between class grouping by ability</li><li>○ Cluster grouping</li><li>○ Pull-out</li><li>○ Differentiation in the regular classroom</li><li>○ Advanced Placement/International</li></ul></li></ul>	<p>Continue to work with teachers to offer academically engaging experiences for our High Ability students. Measurable goal: increase the number of Science Fair entries by 10%.</p>



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<p>Baccalaureate/Cambridge International courses; dual credit or honors courses</p> <ul style="list-style-type: none"><li>• A K-12, vertically-aligned, written curriculum in all core areas</li><li>• Pre-assessments to determine individual learning goals and the overall direction of differentiation needed for all high ability students</li></ul>	
Differentiated Guidance and Counseling Plan	
Program Element and Associated Best Practices	Goal Setting
<ul style="list-style-type: none"><li>• An affective curriculum that addresses high ability-specific development needs and supports</li><li>• Differentiated college and career guidance</li></ul>	<p>Continue to work with Academic Advisors, the High Ability consultant, and families to increase student engagement.</p> <p>Measurable goal: increase the number of IB CAS participants by 10%.</p>
Professional Development Plan	
Program Element and Associated Best Practices	Goal Setting
<ul style="list-style-type: none"><li>• Educators possessing or pursuing licensure in gifted education</li><li>• Educator coaching on instructional best practice at all K-12 grade levels</li><li>• Counselor coaching on high ability-specific supportive services</li><li>• Parent coaching on student needs and supports</li></ul>	<p>Continue our practice of keeping teachers up to date in AP and IB training as well as in Regeneron Science Talent Search training.</p>



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## Program Evaluation Plan

Program Element and Associated Best Practices	Goal Setting
<ul style="list-style-type: none"><li>• BBPC meeting regularly (<b>recommended at least three meetings annually</b>)</li><li>• Services constructed, developed, and regularly reviewed by a broad based planning committee to ensure the broad range of individual high ability needs are met</li><li>• A written philosophy and/or mission statement related to high ability students</li><li>• Student growth and achievement being regularly measured using multiple metrics to ensure consistent and sustained progress</li><li>• Program evaluation results that are presented to the local school board and accessible to all constituencies of the program</li><li>• Parent and community engagement</li></ul>	<p>Continue our regular BBPC meetings and subcommittee meetings to identify High Ability students and new High Ability programming. Measurable Goal: With the committee's input, develop another IB Higher Level subject to offer starting with the Class of 2029.</p>