



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

High Ability Program Plan Template

Use the following form to provide the written description of what your Local Educational Agency (LEA) currently has in place for the required components of the High Ability Program.

Suggestions for best practice are included at the bottom.

LEA Name: **Geist Montessori Academy**

LEA #: **9665**

Multifaceted Identification Plan

Include:

- The process used to provide access and opportunity to all students, including:
 - The assessments used to measure verbal and quantitative ability and achievement for each path to identification
 - Norm-referenced measure of ability/potential
 - Norm-referenced adaptive measure of achievement
 - Qualitative indicator of achievement
 - The parameters used to identify for each assessment.

Description of what is currently in place:

Students in grades 2-8 can be identified based on ability or achievement, but do not need to qualify on both. Due to their 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 using SIGS-2. The percentiles may be adjusted based on the mean GMA test score. The High Ability Committee, comprised of the high ability coordinator, GMA faculty, and a GMA administrator, will make the final decision for identification based on test scores and all materials in the student's file. We will consult with the Center for Gifted Studies and Talent Development and/or Ball State University on an as-needed basis.

We currently use NWEA MAP Growth testing as our norm-referenced achievement measure. All students in grades K-8 participate in NWEA MAP Growth testing three times per year. Students in grades 2-8 who score in the 97%ile (or adjusted to meet local norms) on either the Math or Reading test qualify for participation in our high ability programming. Students in grades K-1 who score in the 98%ile (or adjusted to meet local norms) on either the Math or Reading test qualify for participation in our high ability programming.



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The CogAT assessment is used as our norm-referenced measure of ability/potential. We administer the CogAT assessment to our kindergarten, 2nd, and 5th grade students annually. A score in the 95thile (or adjusted to meet local norms) qualifies a student for participation in our high ability programming.

Differentiated Curriculum and Instruction

Include:

- A description of how curriculum, instruction, and learning experiences are clearly differentiated beyond what the core curriculum provides.
- A description of how differentiated curriculum and instruction is provided at all grades K-12.

Description of what is currently in place:

Our Montessori philosophy and curriculum lends itself naturally to allowing students to accelerate their learning beyond their grade level standards. It also provides our students with enriching opportunities to deepen their understanding of content through projects, experiments, and service learning. Identified students are cluster grouped in multiage classrooms spanning two grade levels per class. This provides students with opportunities to both mentor and model their learning for younger students as they develop leadership qualities, and it allows younger students opportunities to learn from older students as role models.

Our identified students use the IDOE High Ability ELA Units in small instructional groups as well as Junior Great Books and Wordly Wise Vocabulary curriculum for Reading/ELA instruction. Students also receive instruction and practice using our Montessori materials and lessons. Math instruction is scaffolded appropriately for each identified student using the EngageNY curriculum in tandem with our hands-on Montessori materials and lessons. As a PLTW school, we encourage all students to explore STEM concepts using that engaging curriculum. Our identified high ability students benefit from a cluster grouping model that supports advanced learning of these concepts as students are usually working at an accelerated pace.

Differentiated Guidance and Counseling Plan

Include:

- A description of how differentiated support, services, and affective curriculum are provided at all grades K-12.

Description of what is currently in place:

Our Wellness Coach works specifically with our identified high ability students on topics and issues that are common in gifted individuals. Performance anxiety, identity, generalized anxiety, organization, motivation, perfectionism, social connections, etc. are all topics that are covered in group and individual sessions with the Wellness Coach. Additionally, we have a list of referral based service providers that we work to connect families to when needed.



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Professional Development Plan

Include:

- How training and coaching is regularly provided to educators, counselors, and administrators to ensure access and opportunity for all students K-12.

Description of what is currently in place:

Our High Ability Coordinator works in collaboration with school administration and our High Ability Committee to identify PD needs and provide resources to all teachers, staff, and families regularly. Teachers are encouraged to attend the High Ability Bootcamp offered by the Consultants for High Ability as well as the IAG conference annually. Funds are set aside to cover these expenses for our school.

Our High Ability Committee meets bi-monthly to discuss issues specific to our high ability program and students. Resources and ideas are shared, plans are developed for engaging our community in our program, and data is examined to monitor student progress and program success.

Program Evaluation Plan

Include:

- A systematic plan for program evaluation that monitors the continuous development and implementation of K-12 services.
- A description of the broad based planning committee who meets periodically and is composed of diverse stakeholders.

Description of what is currently in place:

Our High Ability Committee reviews and evaluates our program on an annual basis each Spring using the IDOE High Ability Program Evaluation rubric. This committee is comprised of our high ability coordinator, school administration, and (at minimum) one licensed high ability teacher. The committee meets bi-monthly to ensure program effectiveness.



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Suggestions for Best Practice

Use this area to set goals to increase the implementation of best practices (this section is optional).

Multifaceted Identification Plan

Program Element and Associated Best Practices

Best practice includes:

- Universal screening of all students in grades K, 2, 5, and 8 for high ability aptitude/potential.
- A published appeals process allowing alternative ability, achievement, and/or qualitative measures *at no cost to the family*.
- An exit procedure including a period of intervention no less than one grading period.

Goal Setting (optional)

Differentiated Curriculum and Instruction

Program Element and Associated Best Practices

Best practice includes:

- Student grouping for core curriculum in math and English/language arts for each grade level K-12
 - Self-Contained Classrooms
 - Between Class Ability Grouping by Subject Area
 - Cluster Grouping
 - Pull-Out
 - Differentiation in the regular classroom
 - Advanced Placement/International Baccalaureate/Cambridge International Courses/Dual Credit or Honors Classes
- A K-12 vertically aligned, written curriculum in core content areas.
- Pre-assessments to determine individual learning goals and the overall direction of differentiation needed for all.

Goal Setting (optional)



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Differentiated Guidance and Counseling Plan

Program Element and Associated Best Practices

Best practice includes:

- A curriculum that addresses high ability specific social and emotional characteristics, needs, and supports.
- Differentiated college and career guidance.

Goal Setting (optional)

Professional Development Plan

Program Element and Associated Best Practices

Best practice includes:

- Educators possessing or pursuing licensure in gifted education.
- Educator coaching on instructional best practice at all grades K-12.
- Counselor coaching on high ability specific supportive services.
- Parent coaching on student needs and supports.

Goal Setting (optional)

Program Evaluation Plan

Program Element and Associated Best Practices

Best practice includes:

- Broad based planning committee meeting regularly.
- Services constructed, developed, and regularly reviewed by a broad based planning committee to ensure the broad range of individual high ability needs are met.
- A written philosophy and/or mission statement related to high ability students.
- Student growth and achievement being regularly measured using multiple metrics to ensure consistent and sustained progress.
- Program evaluation results that are presented to the local school board and accessible to all constituencies of the program.
- Parent and community engagement.

Goal Setting (optional)