



High Five-August 2024

Supporting High Ability Students Through Our Five Goals

It is so good to "see" you!

Welcome back...and to the many new faces, we are so happy to have you on board! We hope you are starting this school year off refreshed and excited. This newsletter will focus on showing you where you can find resources on high ability and professional development opportunities and training throughout the year. We will cover identification and characteristics while introducing our elementary and secondary themes for this year. I would love to come see you at your building. If you need anything, please email me at kjovic@perryschools.org.

Meet the High Five Team

Please meet the individuals behind our newsletters and professional development. We have been a team for many years and have a variety of experiences and interests. We are here to support you!



**Nina Bowman, 8th Grade
Language Arts Teacher at
PMMS**



**Kim Jovic, Director of
Testing and High Ability**



Where to go for Resources?

We have an HA Website and all of our program information including student goals and newsletters are posted to the site. You can share this site with parents for more information too.
<https://www.perryschools.org/idea/>

Google Drive Resources

A list of current HA Teachers, exit process, appeals process, differentiation information, and professional development opportunities are all kept on our HA Drive. Click below for access.



HA Drive for Teachers - Google Drive

Drive keyboard shortcuts have been updated to give you first-letters navigation

drive.google.com

Elementary Theme: Baby Steps towards Differentiation within CKLA

For Elementary Teachers, we are focusing on learning CKLA and thinking about our high ability students in the process. Our newsletters will focus on some ideas that teachers are using to push and grow our students as we are learning the new curriculum.

So much of CKLA is intended to be "whole group" instruction, but how do we meet the needs of our gifted kids who are ready for more? [Please share specific ways you are finding to differentiate CKLA here!](#)

Some ideas:

First, a simple bump up would be to analyze and improve our questioning--while CKLA is rich with questions, we can always use our knowledge of [depth and complexity](#) to drive richer and deeper thinking. For a refresher, click the link above.

A second option for quick and effective differentiation is our use of grouping. The lessons tend to be heavy with whole group components at times, but within that whole group it is possible to create small groups that work together. Assign students special room locations to meet with their small group to break up a lesson and offer opportunities for the teacher to vary expectations.

A final idea--allow our HA kids to generate ideas in writing whenever possible. If the curriculum asks for students to think-pair-share, consider adding in a writing component using slates and markers.

These ideas are basic and barely scratch the surface when it comes to the possibilities. [Please click here and share your ideas with us so we can better serve one another!](#)

Secondary Theme: Leveling Up with Data

When looking at our ILEARN data for our high ability students at Perry Middle School, I noticed there were several students who had not passed ILEARN English Language Arts in 7th grade and I noticed even more who were not at the above proficiency level. In theory, all of our high ability students should be performing above grade level. They tested at the 96th percentile on cognitive abilities and/or academic achievement tests and have shown they were once significantly above in comparison to their peers. When other students who are not labeled high ability are achieving an above proficiency level and high ability students are not, I wanted to find out why. So, I put some research into action. I created focus groups of those high ability students who are not performing above level that were in my 8th grade language arts classes. I made intentional curriculum decisions, including giving them specific feedback and giving them more 1 on 1 executive function support. While I had 140 students in total last year, I made sure I never missed the chance to give feedback to a kid in my focus group. When the ILEARN scores came back, the results were incredible. Out of the 17 students in my focus group, 15 showed growth to the next level. 2 students stayed the same. 1 of those 17 increased two levels from approaching proficiency to above proficiency. 11 of the 17 made it into the above proficiency level! While they weren't 100% successful, we GREW and we know that is what matters most.

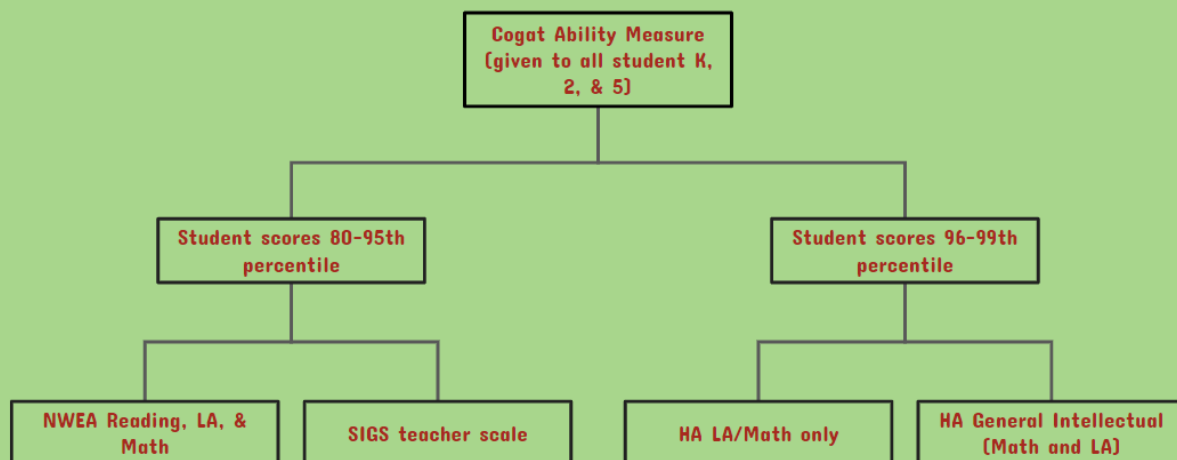
We celebrated our growth and talked about what worked. I have a few ideas about what helped them reach the next level and I think one of them was creating the focus group of awareness to begin with. I'm going to do this process again this year to see if the same actions work and what patterns exist. Would anyone like to join me? We will talk together about data, what strategies we want to be intentional about and review our data after ILEARN is over. If you're interested, email our high ability director, Kim Jovic, at kjovic@perryschools.org and let her know you're interested in being part of the high ability data focus group. We will decide how we want to communicate once we know who is interested. This is a no pressure opportunity for anyone who wants to help our high ability students reach the next level by focusing on data. Don't be afraid to join us!

2023 Proficiency Level	2024 Proficiency Level	Did they level up?	How many levels did they go up?
At Proficiency	At Proficiency	<input type="checkbox"/>	0
At Proficiency	Above Proficiency	<input checked="" type="checkbox"/>	1
At Proficiency	At Proficiency	<input type="checkbox"/>	0
At Proficiency	Above Proficiency	<input checked="" type="checkbox"/>	1
Approaching Proficiency	At Proficiency	<input checked="" type="checkbox"/>	1
At Proficiency	Above Proficiency	<input checked="" type="checkbox"/>	1
At Proficiency	Above Proficiency	<input checked="" type="checkbox"/>	1
At Proficiency	Above Proficiency	<input checked="" type="checkbox"/>	1
Approaching Proficiency	At Proficiency	<input checked="" type="checkbox"/>	1
Approaching Proficiency	At Proficiency	<input checked="" type="checkbox"/>	1
At Proficiency	Above Proficiency	<input checked="" type="checkbox"/>	1
At Proficiency	Above Proficiency	<input checked="" type="checkbox"/>	1
At Proficiency	Above Proficiency	<input checked="" type="checkbox"/>	1
Approaching Proficiency	At Proficiency	<input checked="" type="checkbox"/>	1
At Proficiency	Above Proficiency	<input checked="" type="checkbox"/>	1
Approaching Proficiency	Above Proficiency	<input checked="" type="checkbox"/>	2
At Proficiency	Above Proficiency	<input checked="" type="checkbox"/>	1

HA Screenings at K, 2nd, and 5th grade

We start our screening for high ability identification with the CogAT for 2nd and 5th graders in September. We screen kindergarten students in December. This year we had to switch back to the DataManager program for the CogAT in which we have session codes for each battery. We screen all students with this test, and get three composite scores for the batteries, Verbal, Quantitative, and Nonverbal. We use information from this test to determine a group of students to test further with the achievement test, the NWEA. The students in this group scored an 80th-95th percentile on one of the Composite scores of Verbal, Quantitative, or Quantitative Nonverbal. If students score on the bubble of identification criteria, a 94th or 95th percentile on one of the composites, we will send you a teacher rating scale to gain more information on these students. Students can be identified for services in Language Arts only, Math only, or Language Arts and Math (General Intellectual).

High Ability Screening



Click below to access resources on CogAT scores and reports



Dashboard Teacher

[Contact Support](#) [Why Riverside](#) [Careers](#) [Research Opportunities](#)
[Research Requests](#) [International Inquiries](#) [Terms of Use](#)
[Assessment Privacy Policy](#) [Website Privacy Policy](#) [Other Policies](#)

riversideinsights.com

How do I find out my list of high ability students and the area in which they are identified?

All high ability students are coded with an "H" in Skyward. I also make lists for each building at the beginning and end of the school year, but with our transient population, Skyward is the best way to get the most up to date list. This Gifted and Talented flag can be datamined in Skyward, or you can see your students under My Gifted and Talented Students in Skyward.

1 = General Intellectual (Language Arts and Math)

2 = Math only

3 = Language Arts only



Perry Township Schools

Home

Teacher Access

Administrator Access

Food Service

▼ Teacher Access

My Gradebook

My Students

My Classes

My Lesson Scheduler

Post Daily Attendance

My Homeroom

My Students With Disabilities

My LEP Students

My Section 504 Students

My Gifted and Talented Students

Expand All Collapse All Modify Details (displaying 2 of 2) View Printable Details

▼ General Details

Student Status: Active	Grade: 05	Grad
Default Entity: [REDACTED]	School: [REDACTED]	
Birthdate: 03/20/2006	Age: [REDACTED]	Ge
Guardian 1: [REDACTED]	Guardian 2: [REDACTED]	
Phone: [REDACTED]	Address: [REDACTED]	
Advisor: [REDACTED]		

▼ Gifted & Talented Areas

School Year	Area	Date Identified	End Date	High Ability
2013-14	99 - High Ability	07/30/2013		3

Notes:

HA Characteristics

Once our students are identified, we still have a highly variable group of students who are more different than the same. Even though each student is unique, there are certain characteristics that are found in this group of students that affects how we serve and support them in the classroom. Many people view students identified as high ability as their high achieving counterparts...that they do well on school work and perform academically higher than their peers, but this is not always the case. Due to poor executive functioning skills, higher levels of perfectionism, and asynchronous

development, these students may not always show what they know in the classroom. Their intellectual, emotional, and psychomotor intensities may also provide challenge in the classroom. Below is a short video and chart that is a great illustration of what we mean by high achieving and high ability.

Click below to check out great examples between HA and High Achievers

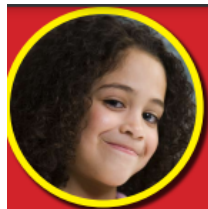
https://www.instagram.com/reel/C9_MO5hRU-A/?utm_source=ig_web_button_share_sheet&igsh=MzRIODBiNWFIZA%3D%3D

 [instagram.com](https://www.instagram.com)

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

Advocate for HA students

High ability students have needs too, and they deserve to learn and grow like all students. Below is a great poster that sums up all the reasons to do whatever we can to advocate for this diverse group of students!



Gifted Children's Bill of Rights



You have a right . . .

- . . . to know about your giftedness.
- . . . to learn something new every day.
- . . . to be passionate about your talent area without apologies.
- . . . to have an identity beyond your talent area.
- . . . to feel good about your accomplishments.
- . . . to make mistakes.
- . . . to seek guidance in the development of your talent.
- . . . to have multiple peer groups and a variety of friends.
- . . . to choose which of your talent areas you wish to pursue.
- . . . not to be gifted at everything.



—Del Siegle
2007–2009 NAGC President



Provided as a service of the
National Association for Gifted Children, Prufrock Press, &
Herszuli Center for Creativity, Gifted Education, and Talent
Development
Copies are available online at giftedconnection.org



Noetic Math

Are you interested in starting a team at your building to compete in the Noetic Math Contest? Let Kim Jovic know. There is another building interested and I would love to see how we can support you.



Noetic Learning Math Contest

A National Math Contest for Elementary School and Middle School Students - Join us to practice, compete, and fall in love with math!

noetic-learning.com

Check out below for upcoming dates and professional development

Event Information

High Ability Bootcamp

Dr. Kristie Speirs Neumeister is presenting a High Ability Bootcamp for newer teachers to high ability that focuses on identification, characteristics, and differentiation. The camp is on two days in person on 8/27 and 9/9 from 9-3 p.m. You can also do an online module over a two week window set by you instead of in person meetings. If you are interested, email Kim Jovic. When?

Tuesday, Aug 27, 2024, 09:00 AM

Where?

Conner Prairie, Allisonville Road, Fishers, IN, USA

Event Information

Indiana Association for the Gifted

The [Indiana Association for the Gifted Conference](#) has a wide variety of educators and nationally recognized speakers and advocates for high ability students. This conference is offered on Monday 12/9 and/or Tuesday, 12/10. If you are interested in attending, please email Kim Jovic.

When?

Monday, Dec 9, 2024, 08:00 AM

Where?

JW Marriott Indianapolis, South West Street, Indianapolis, IN, USA

Event Information

Broad Based Planning Meeting

When?

Wednesday, Jan 15, 2025, 04:00 PM

Where?

Perry Township Schools, Orinoco Avenue, Indianapolis, IN, USA

Event Information

Broad Based Planning Meeting

When?

Tuesday, Apr 8, 2025, 04:00 PM

Where?



Nina Bowman

Nina is using Smore to create beautiful newsletters