

A close-up photograph of several pink orchids with yellow centers, set against a dark, blurred background. The flowers are in various stages of bloom, with some fully open and others as buds.

High Five-April

Supporting High Ability Students through our Five Goals

April Showers Bring May Flowers

Not only has the weather been a challenge this month, but our political climate and the state testing season makes us feel a little more vulnerable than usual. Students are feeling it too. This month we will give an update on advocacy efforts, testing and data, and professional development to get us ready to grow and support students in the coming years. Let's try to focus on the flowers that are in our future.

****Email Kim Jovic if you want to attend one of the PD Sessions below****



May 12th or Virtual: High Ability Thinking Skills Training Workshop Flyer.pdf

[Download](#)
453.7 KB

We are taking a group from our District to the May 12th training if you would like to go and brainstorm together, especially when thinking about CKLA.



May 13th or Virtual: SEL HA Training.pdf

[Download](#)
556.2 KB



In house Summer HA Bootcamp PD

We will be having a Summer PD session in June, so be on the lookout for HA Bootcamp! We will talk about basics of our program like identification, characteristics, and differentiation. We will show you where to go for resources.

IMPORTANT DATES 🗓️

HA Identification Meeting: April 24th 4-5:30 p.m. (let me know if you are interested in attending and I will be sure to include you on the invite)

Developing Critical Thinking Workshop: May 12th from 9-2:30 p.m. (Registration Required)

Addressing SEL Needs Workshop: May 13th from 9-2:30 p.m. (Registration Required)

HA Bootcamp: June 12th from 1-4 p.m., check TeachPoint when Summer PD is released

Check out the podcasts below for more information on twice exceptional students, executive functioning, the science of reading, and so much more!



Episodes - The Neurodiversity Podcast

Mind Matters features discussions with leaders in the field of psychology, with an emphasis on gifted/talented and 2e (twice-exceptional) children and adults. We explore parenting, education, and counseling techniques, as well as the social and emotional needs of gifted people. Choose an episode to

🔗 neurodiversitypodcast.com



Science of Reading the Podcast

Science of Reading: The Podcast, hosted by Susan Lambert, delivers the latest insights from researchers and practitioners in early reading. Listen today!

🔗 amplify.com

How can students think deeper about text? Check out this literacy wheel video!

HA Advocacy Efforts

On Thursday, March 13th, I received an email that I have never received before as an HA coordinator. A professor, consultant, and advocate for HA reached out to ask if I could testify on Monday, March 17th with the Senate Subcommittee for Finance. The gifted and talented budget was on the agenda. It has never been on the agenda before, each year it is passed without question. The senators on the committee did not know about HA programming mandates in Indiana or what that meant for schools. I asked if we could invite teachers and students. We need to hear from those who are directly affected and put a face to the funding. The individuals below testified on Monday with me. It was a new experience for all of us and we were very nervous! We kept our testimonies to facts and what HA funding provides for us in terms of identification, professional development, and student support. The students who presented were eloquent and amazing. It was intimidating, but we did it and only had 3 minutes each to speak. We hope to hear about our HA funding this week or next. I will keep you all posted!



Do you have any kids who are incredibly bright, probably could write better than the teacher if we're being honest, and yet they are still the last ones finished on most tasks? They stare and stare at the computer going over every key stroke with a fine tooth comb until the last possible second? These are probably signs of an anxious perfectionist worrying about getting that perfect score. A typical response is for the teacher to tell them to stop worrying or if you know you're going to get a great score you can turn it in now. However, most of our perfectionists don't know they're going to get a perfect score. That's the problem. There is something missing in their understanding of what it takes to be successful so they often pour over every detail with worry until they run out of time. The missing key for our anxious perfectionists is knowing what it actually takes to be successful.

One way to help our anxious high ability perfectionists on high stakes tests is to calm their emotions with as much knowledge and logic as possible. When it comes to ILEARN, there is a lot of information about scoring that in my experience has not regularly been shared with students and if it has, they don't remember it by the time they get to 8th grade. The Indiana Department of Education provides a lot of resources on how writing is scored that our students need to know, especially our anxious perfectionists. Short responses are scored a 0, 1, or a 2. Show the students exactly how that rubric works and use the same scoring rubric all year. The performance tasks are scored on a rubric of 3 domains. They can get a 4, 4, and a 2. [I go over these rubrics and scores and use them all year- every time we write.](#) Go over sample writing from the [Smarter Balanced website](#) and show the students what scores prior submissions have received. These resources all exist on [Indiana's Learning Lab](#) and Indiana's Smarter Balanced website for us to use in our classrooms.

I organized 3 responses (see links below) to show my students what a perfect score in narrative, informative, and argumentative writing looked like. I had them score the writing first before I told them the scores they received from the state and of course my perfectionists were all shocked they received perfect scores. *How can they be perfect with those grammar errors? How can they be perfect when that thesis could have been more clear?* And there came the opportunity for a beautiful discussion. We don't have to be perfect to get that perfect score on standardized tests. The rubric says *adequate* use of punctuation and spelling; it doesn't say *perfect*. What a beautiful day it was when my perfectionists realized they don't have to be absolutely perfect in order to receive the high scores they hope to achieve. Removing that anxious barrier was just as good for their mental health as it was their academic success.

If you would like to read more ways you can help those struggling with perfectionism, check out [this resource from the Gifted Guru](#). If you would like help using DOE resources such as the Learning Lab or Smarter Balanced writing samples, let us know! Our perfectionists need our help and attention just as much as our other struggling students. Thank you for taking time to learn how to help them.

Informative/Explanatory Task and Perfect Score

Narrative Task and Perfect Score

Argument Task and Perfect Score

Have you ever thought of using Magic School AI as a writing tool to help provide specific feedback for one specific skill? Give it a try today!

Magic School AI

HA Licensure and Tuition Reimbursement

Did you know Indiana is home to three universities that have specialized programs to help you meet the needs of gifted students? As you work to provide the best possible learning experiences for these gifted learners, you may find that this kind of advanced training and education becomes more and more important. Whether you're an experienced educator seeking to deepen your expertise and add to your credentials or are new to the field of education, these educational pathways will help you support gifted learners.

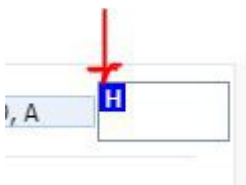
I previewed the three licensure programs in past newsletters. The funding comes from our High Ability grant each year and you would be reimbursed after paying for the class, completing the class, and submitting your grade and the form below. Please let me know if you are thinking of applying.



2024-08-13 PTS- Tuition Reimbursement Agreement.pdf

[Download](#)

65.2 KB



HA Screening Update

All screening pieces are completed! We are required to have a committee to work through our program criteria and identify students who qualify in kindergarten, 2nd, and 5th grade. I will send parent letters through ParentSquare of students who qualify by the end of May. Right after the meeting I will get class lists out to 6th grade academies and then elementary schools. I will also mark the students in Skyward as HA and the area identified by the end of June.

Broad Based Planning Committee Meeting #2

4/16/25 @ PTEC 210

BBPC 4-16-25

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docs.google.com

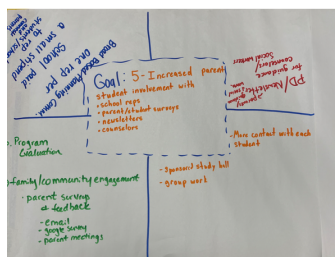
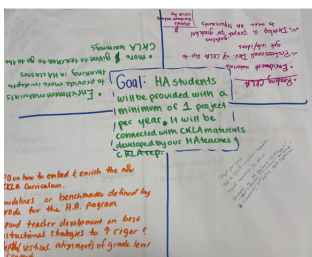
We had our Broad Based Planning Committee Meeting last week. We had students, teachers, administrators, and a parent present. We established priorities at our February meeting based on our HA data and five required plans through the high ability grant. We divided into two groups and discussed how to use the funds to continue to grow our HA students. They came up with a common project that would work with CKLA so that we are giving them different types of work, rather than more work, to use critical and other higher order thinking skills. We also came up with a goal to increase parent and student communication. [Now it is your turn to give input.](#) What would make an impact in your classroom and with your high ability students to help them grow?



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Five Required Written Plans

Multifaceted student assessment plan	CognAT, NWEA, SIGS
Curriculum and instructional strategies plan	Adopted CKLA at Elementary, Depth and Complexity
Counseling and guidance plan	Created through our BBPC
Professional development plan	HA Drive, Newsletters, State and National Conferences, and Website
Systematic program evaluation plan	Formative, Summative, and Demographic Data



Kim Jovic

Kim is using Smore to create beautiful newsletters

