

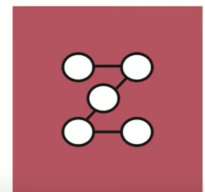
# High Five: September 2025

Supporting HA students through our Five Goals

## It is Parent-Teacher Conference Time!

I know that you are all working hard to prepare for Parent/Teacher conferences. Linked below is a document that I made last year for a teacher that wanted to send home vetted websites for students to continue developing their interests at home. You can also explore this newsletter for ways to differentiate in any subject for our HA students by using depth and complexity prompts! I have also included information from our first Broad Based Planning Meeting and ideas for Tier 2 intervention for HA students.

- Elements
- Themes
- Sequences
- Events



Patterns



Parent-Teacher Resource for HA.pdf

Download

77.9 KB

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## Depth and Complexity-Patterns

One powerful way to strengthen math skills and deepen understanding is by weaving in Depth and Complexity Icons. Math is full of patterns. Whether it's the repeating sequence of odd or even numbers, the consistent structure of place value, or the rhythm of multiplication tables, recognizing these structures helps students move from rote memorization to real mathematical reasoning.

Students can explore number grids to find repeating sequences. For example, noticing that numbers in the tens column all end in zero, or that diagonals show consistent differences.

Ask students: What patterns do you see in the hundreds chart? Can you explain why those patterns happen?

Another way to explore patterns in math is to assign students story problems that involve patterns followed up with discussion questions that allow students to explain their thinking when finding and using patterns to solve problems.

**Example:**

Sarah's mom bought a pie and set it on the kitchen table. Sarah wrote each day about how much pie was left. Predict how much will be left on Sunday.

Wednesday...whole pie  
Thursday...1/2 pie left  
Friday...1/4 pie left  
Saturday...1/8 pie left  
Sunday...??

**Example:**

McKenna had \$42 on Monday. On Tuesday, she had \$36, and on Wednesday, she had \$30. On what day will McKenna have \$6 left?

Incorporating patterns can transform a lesson from routine skill practice into opportunities for inquiry and discovery. Rather than memorizing, students can begin to recognize the underlying structures that make math both predictable and powerful.



## Professional Development Plan

### IMPORTANT DATES

[Here is a link to all PD Opportunities on one document!](#)

Indiana Association for the Gifted: December 15th and 16th at the JW Marriott

Broad Based Planning Dates all at PTEC210:

- 11/19/25210, 4-5 p.m. Prep to send Parent Input survey
- 2/18/26210, 4-5 p.m. Update on Goals, prep next year goals
- 4/22/26210, 4-5:30 p.m. HA Identification Meeting

### HA Canvas Course!

If you choose to complete this course, you can get paid for 10 hours (updated!) of out of school time to complete it. If you choose to enroll and complete it, just email me when you are complete and I will make sure that you get paid. It has all of the basics that you need to know and learn about our program and HA students in general. Click here to access the course:

<https://perryschools.instructure.com/enroll/H9NL79>



# High Ability Licensure Information-Tuition Reimbursement

## Bumping up Math with an AI Thinking Partner

3rd Grade Math Lesson 2.8—Remember, math doesn't have to be filled with higher level skills, but rather should encourage students to think deeply and problem solve. A simple tweak to the questions can push our students to think more deeply!

Original question provided by the curriculum: "There are 20 children in art class. If 4 can sit at each table, how many tables are needed?"

Prompt provided to Chat GPT: I need to rewrite this question to be harder for third grade challenge math students. Can you provide 4-5 variations on this question with each variation getting progressively more difficult? "There are 20 children in art class. If 4 can sit at each table, how many tables are needed?"

Questions generated that use original prompt, but push thinking to a new level:

*Two-step with a remainder twist:* There are 20 children in art class. Each table can seat 4 children. If 3 new students join the class, how many tables will be needed now?

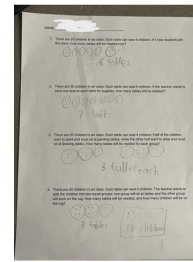
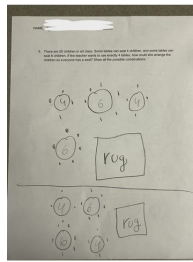
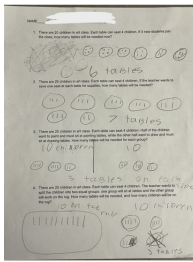
*Multi-step with comparison:* There are 20 children in art class. Each table can seat 4 children. If the teacher wants to save one seat at each table for supplies, how many tables will be needed?

*Extra challenge with grouping and leftovers:* There are 20 children in art class. Each table can seat 4 children. Half of the children want to paint and must sit at painting tables, while the other half want to draw and must sit at drawing tables. How many tables will be needed for each group?

*Use of multiplication and division together:* There are 20 children in art class. Each table can seat 4 children. The teacher wants to split the children into two equal groups: one group will sit at tables and the other group will work on the rug. How many tables will be needed, and how many children will be on the rug?

*Multiple solutions:* There are 20 children in art class. Some tables can seat 4 children, and some tables can seat 6 children. If the teacher wants to use exactly 4 tables, how could she arrange the children so everyone has a seat? Show all the possible combinations.

Want to see a fun extension on a different topic with new variables? [Click here!](#)

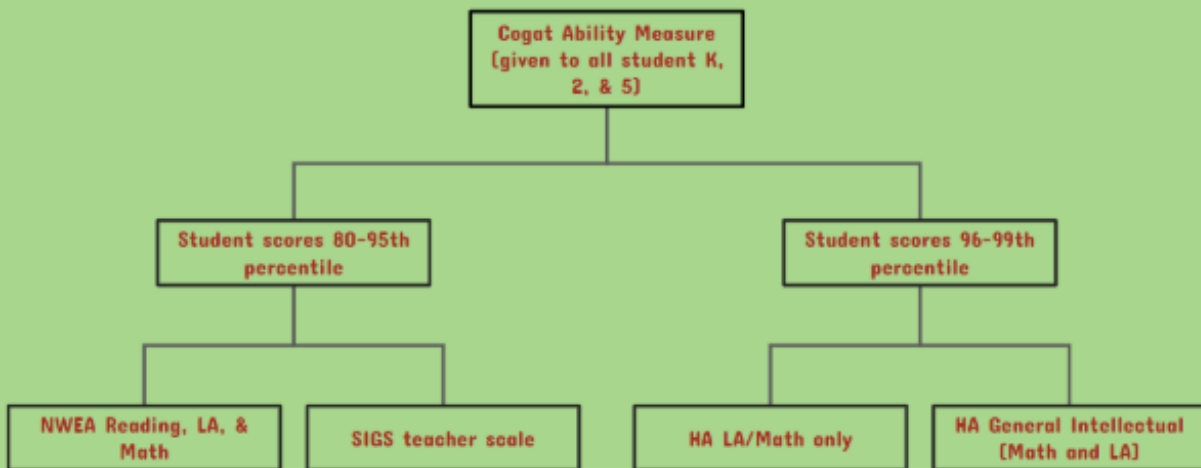


## HA Screening-Overview and Timeline

We are wrapping up the CogAT for 2nd and 5th graders. We extended the window until after Fall Break due to technology issues with Datamanager. Once testing is completed, I will send the list of students to each building that scored an 80th-95th percentile on one of the Composite scores of Verbal, Quantitative, or Quantitative Nonverbal. This small group will take the NWEA in November. They take the test in Reading, LA, and Math. I will share the electronic and paper CogAT profile information with building administrators to be shared with teachers after Fall Break.

We start our kindergarten screening with the CogAT in December (12/1-12/12).

## High Ability Screening



**Broad Based Planning Committee**

### Goal 1: Differentiated Curriculum and Instruction

- a. Goal Description: Perry Township will focus on building a vertically articulated K-5 project with the CKLA coach in which students complete 1 project per year to focus on depth and complexity, choice, interdisciplinary connections, and critical and creative thinking for our high ability students.
  - i. A committee of administrators, teachers, and instructional coaches will collaborate with the CKLA coach to build in vertically aligned enrichment opportunities K-5.
  - ii. An updated curriculum plan will be developed by June 2026 based on this work.

### Goal 2: Program Evaluation Plan

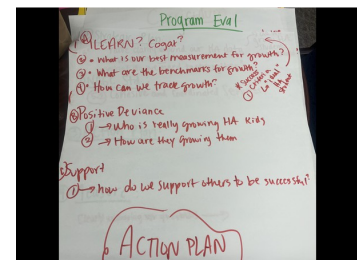
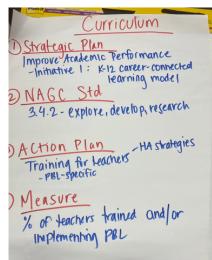
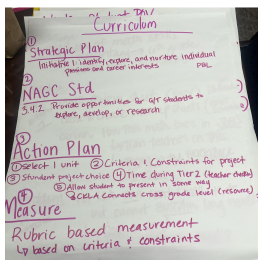
- b. Perry Township will continue planning with the BBPC and increase parent and student involvement through identifying school representatives to attend PD and share at the building level, gain input from parents through survey feedback, and send the monthly newsletters to parents.
  - i. Buildings will identify a school representative to participate and communicate HA information.
  - ii. Parents will be sent a needs survey to identify areas for newsletter topics and speakers.
  - iii. Monthly newsletters will be sent to parents through Parent Square.

## Goal # 1: Curriculum and Instruction

This committee guides our HA Grant planning and funding. It is composed of parents, teachers, students, community members, and administration. We had three students in attendance this meeting and they have the most enlightened point of view! We talked about our two program goals that we developed last year for our Grant. This is the Curriculum and Instruction Goal.

## Goal # 2: Program Evaluation

Our second Goal is based on the Program Evaluation Plan. Our Grant for SY 25-26 is in the process of being reviewed. We should receive approval in October. The funds have to be spent by June 30, 2026. The final report of how we ended up spending the money is due November 2026.



### #1: Align to Goals

The groups looked at NAGC programming standards (best practice in gifted education) and our Strategic Plan. They chose at least one from each document to align our HA Program Goal and start to create an action plan or next step. The two curriculum groups chose the same programming standard and strategic plan initiative without realizing it!

### #2: Form an Action Plan

Then, I asked the groups to align an action plan to those goals and think about a next action step that we can take to get us closer to reaching our HA Grant Goal.

### #3: Pick a Measure to Progress Monitor

Lastly, I asked the group to think about how we can monitor the progress of our goal. This came up with more questions than answers, because we need to know what the success criteria is for our high ability students. Our usual measures of ILEARN/IREAD/mCLASS do not capture all of what they can do and what about measuring executive functioning and social/emotional skills that are very relevant with this student group?

# Tier 2 Support for HA Students

ELA Grade/Yr	ILEARN% Below	ILEARN% Approaching	ILEARN% At	ILEARN% Above
3rd 2025	5	6	32	56
3rd 2024	1	4	35	59
3rd 2023	3	17	24	55
4th 2025	1	10	18	70
4th 2024	2	6	20	73
4th 2023	3	8	27	62
5th 2025	3	10	37	50
5th 2024	1	7	30	63
5th 2023	1	5	42	52
6th 2025	0	4	29	66
6th 2024	1	5	23	71
6th 2023	0	5	21	74
7th 2025	2	8	25	66
7th 2024	0	7	25	67
7th 2023	1	7	27	65
8th 2025	0	9	21	71
8th 2024	1	1	16	81
8th 2023	0	8	17	75

**Research Units (RU)**

- Each unit has a pedagogical approach that focuses on student centered inquiry and research
  - 6: At the Edge of the World
  - 7: Invention Stories: Toys from the Edges of the World
  - 8: 20, 10, and Away: The Age of Aviation
  - 9: 20 the Year
  - 4: Energy Past, Present, and Future
  - 5: Beyond Journeys: 1850 to Present
- Authentic texts, trade books, and multimedia resources are integrated to build background knowledge

- Students generate their own research questions and locate information that aids in their construction of knowledge around each RU domain
- Each unit includes a writing or multimedia presentation as a culminating task
- Mid to end of year application recommended, since each unit focuses on the synthesis and application of theory skills
- Each unit revolves around a collection of high interest trade books, many of which teachers read aloud
- 15 lessons taught consecutively or pairing of CKLA
- Access includes PDF of Teacher Guide, Student Book, Image Cards, Digital Components on box of disks, Computer Letter



## Challenge Math

Pre-assessment of EDM Chapter

Example-Melissa Gannon

Match Chapter to Skill in EDM

Teach new skill

Work through whole packet by Chapter

## The Need

I was able to work with HA teachers at AL to develop a focus for WIN time for HA students. We started by looking at ILEARN data from HA only students from 2023-2025. We expect HA students to be in the above category. These are students identified in Math or LA in particular. We were surprised by the amount that were not in the Above category. We also talked about social and behavioral needs of HA students such as perfectionism, anxiety, and executive functioning.

## ELA

At the ELA session we went through the CKLA enrichment document, NAGC Programming Standards, and CogAT Profiles. We talked about how to use these resources when planning WIN time.

## Math

At the Math session, we explored Noetic for the Fall and Spring Competition and Problem of the Week and Challenge Math books and how to align that with EDM. The slides from the clusters are on the HA Drive for Teachers, HA Math Differentiation.



### nagc\_2019\_prek-grade\_12\_gift.pdf

Here are the NAGC Programming Standards that I referenced in the newsletter.

Download

1.6 MB

The Tier 2 resources are available in the HA Drive for Teachers below. Math is under HA Drive for Teachers, HA Math Differentiation. ELA is under HA Drive for Teachers, CKLA.



[HA Drive for Teachers - Google Drive](#)

[drive.google.com](https://drive.google.com)

# Tell me you're HA without telling me you're HA..

## You know that one student..



**Kim Jovic**

Kim is using Smore to create beautiful newsletters