



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

HIGH ABILITY PROGRAM (HAP) GRANT TOOLKIT

The HAP Grant Toolkit includes resources and grant activity suggestions that support the equitable access to and development of high ability services and program elements to best serve the students of Indiana.

HAP Grant: Office of High Ability Education

Type	LEA Formula
Eligibility	LEAs
Length	1 year
NonPub Share	N/A
Important Dates	Application Deadline: August 31 Grants Reviewed: October Amendment Deadline: September 15 Encumbrance Deadline: September 30 Expenditure Deadline: December 15 Final Report: December 31
Grant Activities	<ul style="list-style-type: none"> • Identification • Curriculum and Instruction (Direct services) • Professional Development (Improvement of Services) • Guidance and Counseling • Program Evaluation
Resources	<ul style="list-style-type: none"> • High Ability Program Grant Guidance and Budget Planning • High Ability Program Element Evaluation • High Ability Program Models • High Ability Program Grant TIMELINE • High Ability Coordinator Handbook
Submissions	<ul style="list-style-type: none"> • HAP Grant Application→ Due August 31 <ul style="list-style-type: none"> ◦ HAP Grant Application pdf (for planning) • HAP Grant Cash Request Form→ Due June 1 • HAP Grant Amendment→ Due September 15
Reporting	<ul style="list-style-type: none"> • HAP Grant Final Report
Reporting Contact	High Ability and AP Specialist: Whitney Coake

High Ability Program Element Evaluation

Use the following rubric to evaluate your current HA program elements. Score each of the subdomains using the 1-4 scale. Average the subcategory scores to determine the overall rating for each of the five High Ability Program elements. Click [here](#) to access a copy of the evaluation.

HA Program Elements	Implementation Rating:
<ol style="list-style-type: none"> 1. Identification: <ul style="list-style-type: none"> • Access and equity 2. Curriculum and Instruction: <ul style="list-style-type: none"> • Student achievement 3. Guidance and Counseling: <ul style="list-style-type: none"> • Student conditions for learning 4. Professional Development: <ul style="list-style-type: none"> • Educator, administrator, counselor effectiveness 5. Program Evaluation: <ul style="list-style-type: none"> • Leadership effectiveness • Family and Community engagement 	<p>4=Implemented successfully</p> <p>3=Implemented and ready to enhance</p> <p>2=Implemented but needs improvement</p> <p>1=Not yet implemented</p>

1. Identification: • Access and equity	Implementation Rating (see scale above)
A norm-referenced measure of ability/potential is used in each of the areas for which program services are offered.	
A norm-referenced adaptive measure of achievement/performance is used in each of the areas for which program services are offered.	
A qualitative indicator of achievement is used in each of the areas for which program services are offered.	
Students are universally screened for identification at all grade levels for which services are provided , and the formal multi-faceted identification process is repeated at targeted grade levels including (but not limited to) kindergarten, grade 2, and prior to placement in middle school.	
The appeals process is publicized and allows for students to take	

alternative ability, achievement, and/or qualitative measures at no cost to the family.	
The exit procedure includes a period of intervention no less than one grading period to determine if the student, with support, can be successful in the program.	
Total	
	÷ 6
Identification Average Rating	

2. Curriculum and Instruction: • Student achievement	Implementation Rating (see scale above)
There is a written curriculum specific to high ability students in core content areas (and other content areas as served by the district) that is vertically aligned for all grades k-12 .	
Curriculum, instruction, and learning experiences are clearly differentiated in depth and complexity through enrichment, acceleration, and curriculum compacting.	
High ability students are grouped together for instruction in their area(s) of talent.	
Pre Assessments are administered to determine individual learning goals and the overall direction of differentiation needed for all.	
Policies are in place to allow early entrance, grade skipping, subject skipping, early credit, and early graduation according to individual student need.	
Total	
	÷ 5
Curriculum and Instruction Average Rating	

3. Guidance and Counseling: <ul style="list-style-type: none"> Student conditions for learning 	Implementation Rating (see scale above)
<p>A written, differentiated, affective curriculum that addresses social and emotional needs of high ability students is available and used by teachers and counselors.</p>	
<p>Affective curriculum teaches students about social and emotional characteristics as well as potential issues high ability students may face.</p>	
<p>Documentation of differentiated college and career guidance for high ability students is available (e.g. field trips, independent study projects, speakers, or shadowing experiences pertaining to college exploration).</p>	
<p>Personnel receive training in the affective characteristics and asynchronous development of high ability students.</p>	
Total	
	÷ 4
Guidance and Counseling Average Rating	

4. Professional Development: <ul style="list-style-type: none"> Educator, administrator, counselor effectiveness 	Implementation Rating (see scale above)
<p>Personnel working with high ability students have or are pursuing licensure in gifted education.</p>	
<p>Personnel working with high ability students are provided with opportunities for continuing professional development in the area of high ability education.</p>	
<p>Personnel working with high ability students are coached on instructional best practice.</p>	
<p>Administrators are trained on how to use a multifaceted identification</p>	

process that ensures an equitable access for all students, especially those typically underrepresented.	
Parents of high ability students are provided with learning opportunities about the characteristics and needs of high ability students.	
Total	
	÷ 5
Professional Development Average Rating	

5. Program Evaluation: <ul style="list-style-type: none"> ● Leadership effectiveness ● Family and Community engagement 	Implementation Rating (see scale above)
Services are <i>constructed, developed, and regularly reviewed</i> by a high ability specific, district-wide, stakeholder group to ensure the broad range of individual high ability needs are met.	
There is a written philosophy and/or mission statement related to high ability students with <i>articulated goals and objectives of the services provided</i> for the students at each grade level and in each area served.	
Student growth and achievement is regularly measured and evaluated using multiple strategies to ensure consistent and sustained progress.	
All elements of the high ability program are periodically reviewed by individuals who are knowledgeable about high ability learners and competent in the evaluation process in order to <i>continue program improvement</i> .	
The results of the program evaluation are presented to the local school board, the stakeholder group, and accessible to all constituencies of the program.	
Total	
	÷ 5
Program Evaluation Average Rating	

HA Program Elements	Average Implementation Ratings
1. Identification: <ul style="list-style-type: none"> • Access and equity 	
2. Curriculum and Instruction: <ul style="list-style-type: none"> • Student achievement 	
3. Guidance and Counseling: <ul style="list-style-type: none"> • Student conditions for learning 	
4. Professional Development: <ul style="list-style-type: none"> • Educator, administrator, counselor effectiveness 	
5. Program Evaluation: <ul style="list-style-type: none"> • Leadership effectiveness • Family and Community engagement 	

Rubric is adapted from the Program Checklist in the [NAGC's Administrator Tool Kit](#)

HAP Grant Activities

Permissible High Ability Program Grant Expenditures by Program Element

Identification

Identification tools and materials

Materials ensuring an equitable, multifaceted, high ability identification process

- Online testing seats
- Tangible testing booklets
- Scoring sheets
- Scoring services
- Aptitude/Potential Assessments
 - CogAT Cognitive Abilities Test
 - InViewTerraNova Cognitive Abilities Test
 - OLSAT Otis-Lennon School Ability Test
 - NNAT3 Naglieri Nonverbal Ability Test
 - SAGES 2 Screening Assessment for Gifted Elementary Students
- Achievement/Performance
 - NWEA-MAP→ Northwest Evaluation Association Measures of Academic Progress
 - IOWA Iowa Test of Basic Skills
 - AIRWays Cambium Assessment
 - iReady Diagnostic Curriculum Associates
 - STAR Renaissance
- Observational/Qualitative Assessments
 - SIGS Scales for Identifying Gifted Students
 - KOI Kingore Observation Inventory
 - Renzulli Scales Behavioral Characteristics of Superior Students
 - USTARS~Plus, TOPS Teacher's Observation of Potential in Students

Technical assistance from high ability experts with experience with Indiana Code requirements

Curriculum and Instruction

Personnel

High ability specific teacher salaries

Substitute teacher pay for High Ability professional development

Stipends for:

- IDOE High Ability ELA unit training
- STEM/Humanities Unit Development
- High Ability PLC
- High Ability Leadership Teacher Team
- Coaching
- Summer Professional Development

Direct Services for HA learners

- Makers' Space
- Clubs targeting HA learners such as:
 - Robotics
 - Roots and Shoots
 - Chess
- Summer HA Camps
- Student fees for academic competitions targeting HA learners such as:
 - MathCounts
 - Odyssey of the Mind
 - Future Problem Solving
 - Robotics
 - Continental Math League
- Transportation for HA specific:
 - Field trips
 - After-school programs
 - Access to site specific programming

Instructional Supplies and Materials

- Materials and supplies to accompany IDOE curriculum units
- Math Problem Solving Books
- Books for Parent/Community Book Study
- Core content materials, including digital materials and technology
- Student materials for academic competitions targeting HA learners
- Makers' Space equipment

Professional Development

- High Ability specific conference registrations such as:
 - Indiana Association for the Gifted (IAG)
 - National Association for Gifted Children (NAGC)
 - Supporting Emotional Needs of the Gifted (SENG)
- Reimbursement for higher ed high ability coursework
 - Teacher investment/incentive program

- High Ability specific workshop registration

Administrators

- HA student characteristics
- Identification tools and best practices
- Equity and access
- Cluster grouping
- Program models
- Data analysis

- High Ability specific workshop registration

Teachers

- HA student characteristics
- Identification
- Curriculum content knowledge
- Curriculum differentiation
 - Compacting
 - Accelerating
 - Enriching
- Instruction
 - Higher order questioning
 - Shared and independent inquiry
- AP or Pre-AP teacher training

- High Ability specific workshop registration

Counselors

- HA specific affective needs
- HA parent group
- Community outreach
- Underrepresented populations
- Twice exceptional

AP or Pre-AP teacher training

Guidance and Counseling

- High Ability specific workshop registration
 - **Counselors**
 - HA specific affective needs
 - HA parent group
 - Community outreach
 - Underrepresented populations
 - Twice exceptional
 - SMPG training

Development of a guidance and counseling plan led by someone with expertise in the social and emotional needs of the gifted

Program Evaluation

Outside review or formal program evaluation by experts in gifted education- recommended every five years to set direction for program improvement

- High Ability specific workshops
 - **Family and community**
 - HA student characteristics
 - College and Career Readiness

Brief Description of HA Program Models

Self-Contained Classrooms

All of the students in the class have been identified as high ability, and all of the instruction can be at the appropriate pace and level. This can occur in a self-contained classroom by grade, a multi-age classroom, or through a Magnet School for the district. It is recommended for the teacher(s) to have a High Ability License. This model provides the most opportunity for appropriately differentiated curriculum and instruction in core content areas.

Between Class Ability Grouping by Subject Area

The school schedule is constructed in a way that has coinciding times for grade level math and english language arts. During the two subject specific times, students will be grouped at their instructional level with other identified high ability learners to receive enriched and accelerated instruction. The remainder of the day, students would be in heterogeneous classrooms.

Flexible Grouping

An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.

Cluster Grouping

Students are ability grouped to provide a narrowed instructional range in each class; however, all classes have a group of typical learners. One class has a cluster of high ability students with a group of average achieving learners while other classes have some high achieving, average achieving, and low achieving students. This model requires fidelity of implementation to remain true to the model throughout the year (with transfers in and out). It is recommended that the cluster teacher hold a High Ability License.

Push-In

High Ability teachers or High Ability Instructional Assistants assist the classroom teacher in providing enriched and accelerated instruction. Instructional Assistants need to be under direct supervision of the classroom teacher.

Pull-Out

High Ability students are “pulled out” of the general education classroom for special enriched and accelerated instruction.

Differentiation in general education classrooms

High Ability teachers modify curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom. Levels of depth and complexity are differentiated through carefully planned, coordinated learning experiences that extend the core curriculum, combine the curricular strategies of enrichment and acceleration, and integrate instructional strategies that engage learners at appropriate levels of challenge.

Honors

Honors courses generally refer to higher-level classes that proceed at a faster pace and cover more material than regular classes. Honors classes are open to any student who is recommended by a teacher or maintains a particular level of performance.

Advanced Placement

High Schools offer courses that meet criteria established by institutions of higher education and audited by the College Board AP Program. College credit may be earned by obtaining a score of three or higher on an AP exam in specific content areas. The Pre-AP program is offered to younger students as preparation for the upper-level courses.

Dual Credit

High school students dually enroll in a college course, often for college credit. This allows access to additional academic and technical courses than what is provided at the local level. The term also refers to middle school students taking high school courses for credit.

International Baccalaureate (IB)

A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the completion of the IB program, which allows graduates access to universities worldwide. The IB program now includes Middle Years and Primary Years programs.

Magnet Schools

A public school program that focuses on a specific learning area such as math, science, technology, or the performing arts. Magnet schools have been established to meet the specific learning needs of the gifted.

High Ability Program (HAP) Grant Timeline

January	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all materials for the multifaceted identification process are ordered <input type="checkbox"/> Evaluation of student performance and growth with an <i>adaptive achievement assessment</i>.
February	<ul style="list-style-type: none"> <input type="checkbox"/> Broad Based Planning Committee meeting to review identification process
March	<ul style="list-style-type: none"> <input type="checkbox"/> Universal screening using assessment <i>measuring aptitude/potential</i>
April	<ul style="list-style-type: none"> <input type="checkbox"/> Universal screening continued using measure of <i>aptitude/potential</i> <input type="checkbox"/> Identification continued using an <i>adaptive assessment measuring student achievement/performance/growth</i>
May	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluation of program goals <input type="checkbox"/> Ensure all allocated funds have been requested from IDOE
June	<ul style="list-style-type: none"> <input type="checkbox"/> Begin discussion for new goals
July	<ul style="list-style-type: none"> <input type="checkbox"/> Broad Based Planning Committee meeting to discuss SMART goals <input type="checkbox"/> Write new grant SMART goals for the upcoming cycle with <i>Broad Based Planning Committee approval</i>.
August	<ul style="list-style-type: none"> <input type="checkbox"/> Application deadline is August 31.
September	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all funds are encumbered no later than September 15.
October	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluation of student performance and growth with an adaptive achievement assessment. <input type="checkbox"/> Broad Based Planning Committee meeting review SMART goal progress
November	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare documents for final report <input type="checkbox"/> Final collection of measurable data for evaluation of goals. <input type="checkbox"/> Final review of expenditures--<i>liquidation date mid-December</i>
December	<ul style="list-style-type: none"> <input type="checkbox"/> Complete final report <ul style="list-style-type: none"> <input type="checkbox"/> Review Goals <ul style="list-style-type: none"> <input type="checkbox"/> Presentation of measured data for each goal <input type="checkbox"/> Reflection on accomplishment of goal <input type="checkbox"/> Review Budget <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate proper use of identification appropriation and included in category 600: Supplies. <input type="checkbox"/> Total expenditures within each category is within a 10 percent variance.



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success