Name of District and Contact Person	**WEST CENTRAL SCHOOL CORP.** **Marcia Kennedy** (mkennedy@wcsc.k12.in.us)	**2021-22**
Multifaceted ID Plan Components	Description	
District Mission Statement for High Ability Program	West Central School Corporation is committed to providing quality instruction to ensure all K-12 students reach their highest level of potential regardless of individual differences. Alternate educational opportunities are provided to meet the intellectual, social and emotional needs of high ability students. West Central recognizes that high ability students are found in all populations.	
District Definition of High Ability Student	High ability students demonstrate, or have the ability to demonstrate, outstanding intellectual ability in Language Arts and/or Math when compared to other students of similar age, experience, or environment. These students require service options beyond the general education curriculum to fully develop those abilities.	
District Services for High Ability Students	**Elementary:** CLUSTER GROUPING CLASSROOM DIFFERENTIATION WHOLE GRADE or SINGLE SUBJECT ACCELERATION	
	Middle: CLUSTER GROUPING CLASSROOM DIFFERENTIATION WHOLE GRADE or SINGLE SUBJECT ACCELERATION	
	High School: CLASSROOM DIFFERENTIATION WHOLE GRADE or SINGLE SUBJECT ACCELERATION HONORS CLASSES, ADVANCED PLACEMENT CLASSES, DUAL CREDIT CLASSES	
Multifaceted ID Plan Components	**Grade Level(s) that measure is given**	**Name of Measure**
Norm-Referenced Aptitude Measure **(also referred to as ability or intelligence measure)**	Elementary: Kdg, 2nd, 4th	CogAt Screener &/OR CogAt
	Middle: 7th	NWEA
	High School	PSAT SAT
Norm-Referenced Achievement Measure (or other evidence of ability to perform above grade level)	Elementary	IREADY Math NWEA
	Middle	NWEA
	High School	NWEA
Qualitative Indicators	Elementary	SIGS as needed
	Middle	SIGS as needed, portfolio, work samples
	High School	Portfolio, work samples as needed

Selection Procedures: Please describe how the complete process of how the measures and data are used to identify students. o Indicate whether or not the district uses tests each child at the grade level, and if so, at which grade levels, and with what measures. If not, describe the process by which students are referred to participate in the identification data collection process. o Describe how data from each of the measures are used in the identification process, including specific guidelines that are used for determining identification. o State all the pathways by which a student can be identified as high ability O Indicate if selection procedures are the same or different at the elementary, middle, and high school levels. If different, describe each process separately.	ELEMENTARY: Kdg., 2nd & 4th: 1. Jan/Feb full CogAt for all students (Kdg, 2nd & 4th); classroom teacher administers 2. Full CogAt scores at 95th%ile and above automatically identified (LA, Math or Both) 3. 80th%ile - 95th%ile on full CogAt scores: Must score at or above 95th%ile on NWEA Reading tests for at least 3 consecutive tests over a 6 month period (identified for LA); score "above grade level' on one IREADY Math diagnostics OR above 95th%ile on STAR Math tests for at least 3 consecutive tests over a period of 6 months (identified for Math); AND teacher recommended MS: NWEA scores, ILEARN scores, classroom work and grades and teacher recommendation are reviewed for placement into Honors Algebra I A. HS: Data (PSAT, SAT) is reviewed and student/teacher/parent recommendations are considered.	
Multifaceted ID Plan Components	**Description**	
Appeals Procedure	Contact the teacher, building principal, HA Coordinator	
Exit Procedure	Conference scheduled	
Questions/Comments: Please indicate any specific comments or questions you have about your identification process that you would like me to help answer.		