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South Dearborn High Ability Program

Children identified as possessing demonstrated or potential abilities that show evidence of high capabilities in the areas of math and language arts may qualify for honors or enrichment classes, special programs, and projects or activities depending on their grade level.

South Dearborn Schools are working to provide high-ability students with challenging and supportive levels of educational services determined through an ongoing process of planning and assessment.

SDCSC High Ability Mission Statement

"To promote excellence in learning for all students, the mission of South Dearborn Community School Corporation is to develop, implement, and maintain an appropriate systematic range of services to meet the individual, academic, social, and emotional needs of all high ability learners so that they may reach their fullest academic potential. A High Ability Student is one who: "performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests." The school board, district and building administrators, teachers, students, parents and community members will work cooperatively as part of a district-wide network of support for high ability students."

SDCSC High Ability Philosophy

"South Dearborn Community School Corporation believes that High Ability students have a right to know about their giftedness, to learn something new every day, to seek guidance in the development of their talent(s), and to feel good about their accomplishments. These students have a right to an education grounded in recognition of individual differences and unique learning needs. They require instruction responsive to their individual learning rate, style, and complexity. Learning environments incorporate activities to help these students develop independence, creativity, and critical thinking skills.

South Dearborn Community School Corporation provides an appropriate range of educational services to effectively meet the cognitive and affective needs of all high ability students. All students will have equal access to high ability programming, including students with limited English proficiency, students with cultural or socioeconomic differences, and students with unique learning needs. "

SDCSC High Ability Program Goals

Goal 1 –High Ability students in grades K-12 will be successfully identified regardless of gender, race, age or socio-economic background.

Objective:

1. To provide training for all teachers on the assessments used for identification and placement.
2. To provide training for counselors on the identification of High Ability learners.
3. To make early identification of high ability students a priority, all Kindergarten and second grade students will be screened.
4. To have an identification committee to determine high ability students, and to share identification procedures with teachers and parents.

5. To evaluate the identification protocol and the high ability program as a whole on a regular basis.

Goal 2 – All staff and stakeholders will be trained in the academic, social, and emotional needs of High Ability students.

Objectives:

1. To train instructional, guidance, and support staff to appropriately work with High Ability students.
2. To provide on-going professional development to promote appropriate differentiated instruction in the core subject areas.
3. To encourage teachers to take High Ability classes and to consider earning a High Ability endorsement.
4. To encourage additional High Ability training such as attending conferences on High Ability education.
5. To explore a parent advocacy group.

Goal 3 – South Dearborn Community School Corporation will provide a challenging academic education that develops critical, creative, and evaluative thinking processes in order to provide the necessary tools for effective problem solving.

Objectives:

1. To adapt, modify, or replace the regular classroom curriculum to maximize their potential and meet the unique learning needs of high ability students.
2. To implement best practices for differentiated teaching and learning (such as tiered lessons, flexible grouping, and acceleration,) to adapt instruction and curriculum.
3. To show evidence of all high ability learners having their individual learning needs met successfully.
4. To continue to explore the best practices and best strategies, such as enrichment or acceleration, for high ability students.

Goal 4 –An environment is provided for high ability students to foster their social and emotional needs by promoting an appreciation of giftedness.

Objectives:

1. To give High Ability students the needed tools to develop not only respect for self, but also others, and to gain a realistic appraisal of their own ability.
2. To provide opportunities for High Ability students to interact with their intellectual peers in order to nurture and support their cognitive needs.
3. To form discussion groups for sharing and managing problems faced by high ability students.
4. To provide opportunities for High Ability students to interact with their age/grade peers in order to nurture and support their social development.
5. To encourage counselors to gain knowledge about the High Ability program.
6. To develop a guidance and counseling plan for high ability students.
7. To educate parents and High Ability students about the range of services available for High Ability students and how the parent can best support the education of the child.

SDCSC High Ability Program Description

South Dearborn Community School Corporation provides a wide range of services for high ability students in kindergarten through twelfth grade. Early identification is a priority beginning in kindergarten. High ability students in kindergarten through sixth grade will be served in a regular heterogeneous classroom with the implementation of cluster grouping and differentiated instruction. Best practices such as enrichment, acceleration, compacting, and grade skipping will be used to adapt curriculum and instruction. Early admittance to kindergarten will be an option for students meeting specific criteria. Advanced courses will be available for academically adept students beginning in the seventh grade and Advanced Placement classes are available beginning in the ninth grade. Students may be identified as high ability math, high ability language arts, or general intellectual (high ability math & language arts).

Teachers of high ability students will have on-going professional development involving best practices for teaching high ability students. Students will be cluster grouped according to their academic readiness. Students will have opportunities to interact with their intellectual peers in order to nurture their cognitive needs. They will also have opportunities to interact with their age/grade peers during flexible grouping in order to foster their social needs. Enrichment and after school opportunities will be available to high ability students. A counselor and/or principal will be available to assist high ability students in academic and career planning to help them pursue a broader variety of career options. Efforts will be made to meet the unique socio-emotional development of high ability learners as these learners will be more likely to focus on their academic needs if their social and emotional needs are addressed. At-risk high ability students will be encouraged to break through their environmental barriers to achieve academic success.

A high ability resource library will be available on campus for teachers, students and parents including written materials on high ability students, high ability opportunities, puzzles, classroom projects and other activities that can be checked out through an inner school library loan.

SDCSC's High Ability Program is monitored and evaluated throughout the school year by district and building leaders. A broad-based planning committee, consisting of a variety of stakeholders including teachers, parents, administrators, guidance counselors, and community representatives meet a minimum of one time per year to evaluate, monitor, and provide input regarding the district's high ability program.

SDCSC High Ability Identification Screening Procedures

K-9 students will be screened annually using standardized tests including the following:

SDCSC High Ability Students - Eligibility Criteria/Identification Protocol - Revised Jan. 2018

Kindergarten CogAT - 3 scores (verbal, quantitative, composite)	<ul style="list-style-type: none">• CogAT verbal (age) score of 90% or higher OR verbal (local) score of 95% or higher. (LA High Ability)• CogAT quantitative (age) score of 90% or higher OR quantitative (local) score of 95% or higher. (Math High Ability)• CogAT composite (age) score of 92% or higher AND composite (local) of 95% or higher. (General Intellectual)• CogAT meets the criteria for both Language Arts and Math. (General Intellectual)
Grade 2	<ul style="list-style-type: none">• CogAT verbal (age) score of 90% or higher OR

<p>CogAT - 6 scores (verbal, quantitative, composite)</p> <p>NWEA (Language Arts, Math)</p>	<p>verbal (local) score of 95% or higher. (LA High Ability)</p> <ul style="list-style-type: none"> • CogAT quantitative (age) score of 90% or higher OR quantitative (local) score of 95% or higher. (Math High Ability) • CogAT composite (age) score of 92% or higher AND composite (local) of 95% or higher. (General Intellectual) • CogAT meets the criteria for both Language Arts and Math. (General Intellectual) • NWEA Reading score of 95% (LA High Ability) • NWEA Math score of 95% or higher (Math High Ability)
<p>Grade 4-5</p> <p>NWEA MAP</p>	<ul style="list-style-type: none"> • Reading/ Language Arts score at 95% or higher (LA High Ability) • Math score at 95% or higher (Math High Ability) • Meets criteria for both Language Arts and Math (General Intellectual)
<p>Grade 6</p> <p>CogAT (verbal, quantitative, composite)</p> <p>NWEA MAP</p>	<ul style="list-style-type: none"> • CogAT verbal (age) score of 90% or higher OR verbal (local) score of 95% or higher. (LA High Ability) • CogAT quantitative (age) score of 90% or higher OR quantitative (local) score of 95% or higher. (Math High Ability) • CogAT composite (age) score of 92% or higher AND composite (local) of 95% or higher. (General Intellectual) • CogAT meets the criteria for both Language Arts and Math. (General Intellectual) <p>NWEA MAP</p> <ul style="list-style-type: none"> • Reading/ Language Arts score at 95% or higher (LA High Ability) • Math score at 95% or higher (Math High Ability) • Meets criteria for both Language Arts and Math (General Intellectual)
<p>Teacher Referrals KOI (K-8)</p>	<ul style="list-style-type: none"> • 95th percentile or higher

Instrumentation

1. **Cognitive Abilities Test (CogAt)** – Its purpose is to assess students’ abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols. It is a group administered ability test battery appropriate for grades K-12. Testing time requirements include 30 minutes or less per session for Level K; 50 minutes or less per session for Levels 1-2; and 60 minutes or less per session for Levels A-H. This abilities test is designed to help teachers expand instructional opportunities for all students, and it is co-normed with the Iowa Test for greater instructional insights.
2. **Northwest Education Association (NWEA) – MAP** - Measures of Academic Progress (MAP) are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student

and measure growth over time. These tests measure student achievement and growth and are administered twice per year. Map provides highly accurate results that can be used to:

- Identify the skills and concepts individual students have learned.
 - Diagnose instructional needs.
 - Monitor academic growth over time.
 - Make data-driven decisions at the classroom, school, and district levels.
 - Place new students into appropriate instructional programs.
3. **Kingore Observation Scales (KOI)** – An easy-to-use assessment and differentiation process for grades K-8. The KOI enables teachers to enrich the learning environment for all children while identifying gifted and talented students through seven categories of observable behavior. The KOI increases teachers' effectiveness in identifying and differentiating instruction for the students with gifted potentials by helping to initiate appropriate differentiation in the classroom for students whose learning responses exceed the expectations of the core curriculum.

SDCSC High Ability Placement

Placement determination is based on the student's attainment of both ability and performance (achievement) tests as described in the Identification protocol. High Ability students will be placed in a regular classroom with a trained High Ability teacher where cluster grouping, flexible grouping and a variety of differentiation strategies will be implemented.

SDCSC High Ability Exit Procedures

To remain in the high ability program, the student must demonstrate all of the following:

1. Minimum grade average of C.
2. Appropriate task commitment.
3. Participation in class activities and assignments (written and oral) at a level commensurate with identified peers.
4. Responsible management of homework and in-class assignments.
5. Continuous academic progress as evidenced by achievement on tests, quizzes, projects, etc.
6. Mastery of basic skills following appropriate instruction without need for extensive review or assistance beyond that typically required for a high ability student.

If a student demonstrates success in all areas, he/she may remain in the high ability program. Otherwise, the student will return to the general education curriculum after a probation period of one grading period (or principal discrimination). If a student is recommended to return to the regular classroom, parents may request a conference with school staff to discuss the reasons for reassignment to the general education curriculum. According to Indiana statute, decisions regarding appropriate placement to best meet a student's educational needs rest with the school district and are always final.

Students moving from the district will be removed from the program and copies of all placement data will be forwarded to the student's new district to facilitate a smooth academic transition for the student.

Looking for more information?

A high ability **Resource Library** is available to parents, students, and teachers through your school library. These resources include parenting of high ability students, high ability opportunities, puzzles, classroom projects, finding ways to attend college, etc.

Call **Leslie** or **Terri** at the **SDHS Library** to get a user name & password. (926-2090) Check out the SDHS link-

<http://library.sdsc.k12.in.us>

....search for "high ability"

Some online resources include:

www.iag-online.org

This is the Indiana Association for the Gifted website. This site has information on conferences and links government sites, parent groups and a message board.

www.nagc.org.com

This is the National Association for Gifted Children website. It trains teachers, encourages parent and educates administrators and policy makers on how to develop and support gifted children.

www.hoagiesgifted.org

This site is for parents, kids, and educators. Read high ability news articles, see reviews on educational toys and games, and join a gifted community forum.

www.prufrock.com

This site is a publishers clearing house for magazines, journals, college textbooks, and other various resource books allowing teachers and parents many choices of reading materials.