

SOUTHEAST FOUNTAIN SCHOOL CORPORATION

High Ability Program

2018



Southeast Fountain School Corporation

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MISSION STATEMENT

The Southeast Fountain School Corporation is dedicated to ensuring a specialized program for high ability students will provide a stimulating learning environment that will empower each of them to achieve at their maximum potential and promote their development as lifelong learners and ability to become successful, productive members of society.

SEFSC PROGRAM GOALS AND OBJECTIVES

Southeast Fountain Schools is dedicated to improving the identification process of high ability students within the corporation.

Objectives:

1. Ensure all students have an equal and appropriate opportunity to be observed and evaluated for possible acceptance into the SEFSC High Ability Program.
2. Utilize multiple sources of data to fairly and properly identify students as high ability learners.
3. Educate all staff members of the specific academic, social, and emotional needs of high ability learners.
4. Provide professional development opportunities for teachers to become better trained and prepared to meet the needs of high ability learners.

DEFINITION OF "HIGH ABILITY"

"The 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." (IC 20-36-1-3)

Students identified as "high ability" are those students who, regardless of ethnicity, gender, or socio-economic status, perform at or show their potential for performing at an outstanding level of achievement when compared with students of the same age, grade level, or experience/background and whose educational needs and/or individual academic growth cannot be met through the general education or grade-level curriculum.

As per Indiana Code (IC 20-10.1-5.1-1), high ability students may show aptitude in one or more of the following areas: general intellectual ability, general creative ability, specific academic subjects, technical and practical arts; visual and performing arts, and/or interpersonal skills.

CHARACTERISTICS OF A GIFTED CHILD

Although there are many definitions of giftedness, according to the National Association of Gifted Children, gifted children have many common characteristics. It is important to note however, that there is a distinction between a child who is bright and does well in school versus a truly gifted child. The chart below distinguishes some of those characteristics.

A Bright Child	A Gifted Child
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discussed in detail; elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes the assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates new designs
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Is alert	Is keenly observant
Is pleased with learning	Is highly self-critical
Enjoys straightforward, sequential presentation	Thrives on complexity

IDENTIFICATION PROCESS

Southeast Fountain Schools is dedicated to identifying students who perform at or show the potential to perform at an outstanding level. SEFSC will use a triangulation of data to identify those students who qualify for the high ability program in our corporation. The triangulation of data used for identification is as follows:

1. Cognitive Ability Test (CogAT)
 - a. CogAT has been adopted as the standard cognitive assessment used for evaluation. Students who score an IQ of 116 or higher will be passed through for further evaluation by the HA Identification Committee. The committee will review the individual results of the CogAT, along with data from the subsequent categories to make a final determination for qualification.
 - b. Every new student to Southeast Fountain Elementary School will be given the opportunity to take the CogAT during his/her initial year of enrollment. This will include all Kindergarten students.
 - c. All other students who are NOT new to the corporation and have not previously qualified for the SEFC high ability program (grades 1-5 and 7-9) will be granted an opportunity to retake the CogAT based on teacher, parent, or Identification Committee recommendation. Please note that a student will not be allowed to take the CogAT twice in the same school year.
2. Extraordinary performance on state standardized tests
 - a. Achieving Pass+ on ISTEP (grades 3-8)
 - b. Above grade level on iReady Diagnostic Math and Reading Tests
3. Teacher Recommendation (K-12)
 - a. Supported with samples of student work (writing prompt, mastery benchmarks, etc.)
 - b. SIGS School Rating Scale

PLEASE NOTE: No single category listed above will solely qualify a child for the high ability program at SEFSC. The HA Identification Committee will review the results submitted from a minimum of each of the 3 categories listed for each individual student before making a final determination.

REQUEST FOR REVIEW / APPEAL

A parent/guardian of a student who is not selected for the high ability program for the current school year may appeal the committee's decision. The request must be presented in writing (Appendix A) and submitted to the building administrator. The request will then be passed on to the HA Identification Committee for further review. If a student has been tested using the CogAT during the current school year, the parent/guardian is welcome to submit a cognitive abilities test from an outside source. A student will only be allowed to take the school provided CogAT assessment one time per school year. If a student has already been administered the CogAT during a given school year, he/she must wait until the following school year to retake the assessment at Southeast Fountain.

EXIT POLICY

Students may exit the high ability program at any time upon written parent/guardian request (Appendix B). It is possible the exit procedures may be initiated based on school request. If at any point the school feels the high ability program is not in the best interest of the student, the following steps will take place:

- Meeting with administrator, teacher, counselor, and parents/guardians to discuss the student concerns. A review of student performance and the development of a Student Improvement Plan will take place at this time.
- The implementation and review of a Student Improvement Plan. The plan will provide interventions in efforts to address the academic/emotional concerns of the student. If after a stated period of time the improvement plan proves ineffective the student may be removed from the program at this time.

ELEMENTARY SCHOOL (K-6) SERVICES

High ability education is not simply enrichment. It is about providing appropriate curriculum and instruction in the core content areas taught at a faster pace with greater depth, rigor, and focus on higher level thinking skills.

Southeast Fountain Elementary School will provide curriculum and instruction with more depth and rigor in the following ways:

- Pull-out Period. Students at SEFE who have been identified as “high ability” based on the SEFSC high ability identification process will be pulled for 1 period daily. The designated high ability learners will receive exposure to a specialized curriculum that is more in-depth with a focus on higher-level critical thinking skills, problem-solving skills, and project-based learning opportunities. The pull-out program for grades 1-6 will begin at midterm of the 1st nine weeks; the pull-out program for Kindergarten will begin in January.
 - Cluster Grouping. Students identified as “high ability” based on the SEFSC high ability identification process will be placed in the same classroom at a given grade level with a teacher best-suited to meet their needs. A variation of cluster grouping will take place in all grades K-6 at SEFE.
 - Ability Grouping. Students are grouped by ability and readiness level. Groups can be formed and reformed to meet varied instructional purposes. Examples of ability grouping at SEFE would be class placement based on initial screener in Kindergarten, small group workstations in grades K-2, within the 3rd grade Reading and Math blocks, and the departmentalization and rotation periods in 4th, 5th, and 6th grades.
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JUNIOR HIGH SCHOOL (7-8) SERVICES

Fountain Central Junior High School will provide curriculum and instruction with more depth and rigor in the following ways:

- Cluster Grouping. Students identified as “high ability” based on the SEFSC high ability identification process will be grouped together for both English and Math blocks.
 - Special Advanced Classes. FCJH will offer high ability students the opportunity to take Pre-Algebra in 7th grade, Algebra 1 in 8th grade for high school credit, and Spanish 1 in 8th grade, also for high school credit.
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HIGH SCHOOL (9-12) SERVICES

Fountain Central High School will provide curriculum and instruction with more depth and rigor in the following ways:

- Honors Courses: English (9-12), Geometry, Algebra II, Biology 1, and Chemistry 1
- Advanced Placement Courses: Calculus, US History, Chemistry 1
- Dual Credit Courses: Anatomy and Physiology, Pre-Calculus and Trigonometry, English 12, Agribusiness Management, Horticulture, Natural Resources, Project Lead the Way
- Early Graduation Program

GUIDANCE AND COUNSELING

Southeast Fountain Schools will permit any student access to building guidance counselors to discuss specific needs and develop coping strategies relating to behavioral, social, or emotional challenges that may exist with high ability learners. Furthermore, SEFSC will provide information and consultation to the parents/guardians of high ability students relating to the intellectual, academic, career, social, and emotional needs that may exist.

PROFESSIONAL DEVELOPMENT PLAN

It is imperative that all teachers within the school corporation be informed of, and prepared to accommodate for the specific academic, behavioral, and social needs that may accompany high ability learners. As a result, SEFSC will provide multiple professional development opportunities for our teachers to better equip them with the skills necessary to educate high ability learners. SEFSC will provide information (research based best practice) to staff members through Professional Learning Communities and staff development opportunities such as workshops, seminars, and on-site consultation on the intellectual, academic, career, social, and emotional needs of high ability students.

BROAD-BASED PLANNING COMMITTEE

The Indiana Department of Education requires the establishment of a broad-based planning committee that meets periodically to review the local education plan for high ability students. The committee must have representatives from diverse groups representing the school and community. The DOE requires each BBPC include at least five members. The committee must include one of each of the following:

- Educator
- Student
- Parent
- Community / business representative
- "Other" stakeholder

The BBPC will meet annually to discuss and review K-12 programming for highly able students in the Southeast Fountain School Corporation. The committee is an advisory group making recommendations to the district administration. The committee will discuss the pros and cons of the current program and make suggestions for improvements/revisions for the upcoming school year.

SYSTEMATIC ASSESSMENT PLAN

An annual broad-based planning committee meeting will take place each spring that will assess the current high ability plan. The committee, along with building administrators, will analyze the pros and cons of the current plan and develop ideas for improving the plan for the following school year.

EARLY ENTRANCE POLICY

Per School Board Policy 330, "Any child who attains the age of 5 on or before August 1 for 2006-2007 school year and any subsequent school year will be admitted to the kindergarten program of the Southeast Fountain School Corporation, if the child is younger than 5 years and the parent(s)/guardian(s) of the child wish to enroll the child in the kindergarten program they may do so by making application to the Superintendent. Such application should be made no later than ten [10] days prior to the first day of school. The Superintendent will make the determination of whether the child will be admitted to the kindergarten program. "

SEFSC HIGH ABILITY PROGRAM

Appendix



**SOUTHEAST FOUNTAIN SCHOOLS HIGH ABILITY PROGRAM
REVIEW REQUEST/APPEALS FORM**

To Whom It May Concern:

This letter is to formally request the review of my child's academic and assessment file for consideration in the Southeast Fountain School Corporation High Ability Program.

Student name: _____

School: _____

Current grade level: _____

Parent/guardian name: _____

Parent/guardian signature: _____

Date of request: _____

Description of additional evidence submitted for review (required): _____

Your request for review will be submitted to the SEF High Ability Identification Committee. The committee includes the building level administration, guidance counselor(s), teachers, and the high ability coordinator. All requests for review must be submitted to the building level administration no later than May 1st of the current school year. A formal letter will be sent no later than the last day of the current school year to notify the parents/guardians of the final decision of identification for the following school year.

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www.sefschools.org

**SOUTHEAST FOUNTAIN SCHOOLS HIGH ABILITY PROGRAM
EXIT REQUEST FORM**

Student: _____

Grade: _____

School: _____

Parent/guardian: _____

Person making request: _____

Date of request: _____

Reason for request: _____

All high ability students must demonstrate the skills and knowledge necessary for a beneficial and successful academic experience on an ongoing basis in order to stay in the high ability program within the Southeast Fountain School Corporation. If the student does not demonstrate the above, the school should follow these procedures to place the student in a more suitable course as soon as possible.

1. Meeting with administrator, teacher, counselor, and parents/guardians to discuss the student concerns. A review of student performance and the development of a Student Improvement Plan will take place at this time.
2. The implementation and review of a Student Improvement Plan. The plan will provide interventions in efforts to address the academic/emotional concerns of the student. If after a stated period of time the improvement plan proves ineffective the student may be removed from the program at this time.
3. The improve plan has proven ineffective and re-assignment is what's in the best interest of the child. A second meeting will be held with the parents/guardians to discuss and implement a smooth transition from the high ability program/course into an alternate program.

Duration of Improvement Plan: _____

Review/comments of plan: _____

Final Placement Decision: _____

Parent/Guardian Signature

Date

Administrator Signature

Date

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**SOUTHEAST FOUNTAIN SCHOOLS HIGH ABILITY PROGRAM
STUDENT IMPROVEMENT PLAN**

Student: _____

School: _____

Grade: _____

High ability placement/course of concern: _____

Date of Parent/guardian meeting: _____

Plan for Improvement

Timeline for Completion

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |

Additional comments/concerns: _____

Parent/Guardian Signature

Date

Administrator Signature

Date

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