

FAIRFIELD COMMUNITY SCHOOLS

Plan for High Ability Students



**Approved by FCSC School Board
April 21, 2011**

**Broad-Based Planning Committee
for High Ability Programming 2010-2011**

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FAIRFIELD COMMUNITY SCHOOLS

Plan for High Ability Students

A. PROGRAM DESIGN

School Corporation Statement of Excellence

“Maximum performance is achieved through maximum effort with maximum opportunity”

Correlative Belief Statements

We believe all students can learn.

- Student achievement is increased through quality instruction monitored and measured frequently.
- Student and staff accountability is an important component to individual and organizational growth.
- Student engagement and achievement are promoted through a positive school climate and quality facilities.
- Students are positively influenced by the modeling of high expectations by everyone in the school community.
- Student success is increased by an authentic partnership among the school, home and community.
- Students’ changing needs are met by continuous school improvement.

Philosophy Statement

Fairfield Community Schools believes in granting the direction, time, encouragement, and resources necessary to maximize potential through equal access to high ability programming.

Goals for Fairfield Community Schools High Ability Programming

1. Teachers within Fairfield Schools will receive on-going, job-embedded professional development in serving the needs of high ability students (needs to be part of a plan with consistency and clarity for teachers; teachers need to see objectives of the professional development; teachers need to be coached in ways to have differentiation/Levels of Service High Ability work in the classroom)
2. A Levels of Service High Ability Coordinator will be hired to assist with professional development by modeling lessons in the classroom and finding resources. This person will also manage student data and serve a critical role in the identification of high ability students.
3. High ability students will be provided opportunities that support the academic and social/emotional needs of students like themselves across buildings and grade levels.
4. The menu of opportunities and expectations of high ability programming will be articulated K-12 so that there is carry-over between elementary and secondary levels.

Broad Based Planning Committee (BBPC)

Fairfield Community Schools will organize a broad based planning committee representing educators, parents, students and community members who will meet a minimum of three (3) times during the school year to assess and support the program.

Indiana Code Definition of High Ability Student

“High ability student” means a student who:

- (1) performs at or shows the potential for performing at an outstanding level of accomplishment in at least one domain when compared with other students of the same age, experience, or environment; and
- (2) is characterized by exceptional gifts, talents, motivation, or interests.

(IC 20-36-1-3 Sec.3)

Fairfield Community Schools Definition of High Ability Student

“High ability student” means a student who performs at, or shows the potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and is one whose educational needs and/or individual academic growth cannot be met through typical grade level curriculum.

B. IDENTIFICATION

Student Identification Plan

Students may be identified to participate in a variety of Level III and Level IV services. Our talent development model provides services developed throughout the school year to tap into the many strengths and interests of the students of our school district. The identification process of students for classroom differentiation, Level III and Level IV services involves multi-faceted data from the following sources:

<u>Grade</u>	<u>Aptitude</u>	<u>Achievement</u>	<u>Qualitative</u>
KG	Cognitive Abilities Test, Form 7 (CogAT)	mClass reading; local benchmark assessments	Teacher recommendation; parent survey
1	KG - Cognitive Abilities Test, Form 7 (CogAT)	mClass reading; local benchmark assessments	Teacher recommendation; parent survey
2	Cognitive Abilities Test, Form 7 (CogAT)	mClass reading; local benchmark assessments	Teacher recommendation; parent survey
3	2 nd gr. Cognitive Abilities Test, Form 7 (CogAT)	mCLASS reading; local benchmark assessments; performance with HA curriculum	Teacher recommendation; parent survey

4	Cognitive Abilities Test, Form 7 (CogAT)	3rd gr. ISTEP + E/LA and math; performance with HA curriculum	Teacher recommendation; parent survey
5	4 th gr. Cognitive Abilities Test, Form 7 (CogAT)	4th gr. ISTEP + E/LA and math; performance with HA curriculum	Teacher recommendation; parent survey
6	Cognitive Abilities Test, Form 7 (CogAT)	5th gr. ISTEP + E/LA and math; performance with HA curriculum	Teacher recommendation; parent survey
7	6 th gr. Cognitive Abilities Test, Form 7 (CogAT)	6th gr. ISTEP + E/LA and math; performance in HA and/or Honors classes	Teacher recommendation; parent survey
8	6 th gr. Cognitive Abilities Test, Form 7 (CogAT)	7th gr. ISTEP + E/LA and math; performance in HA and/or Honors classes	Teacher recommendation; parent survey
9	PSAT; AP Potential	8th gr. ISTEP + E/LA and math; performance in HA and/or Honors classes	Teacher recommendation; parent survey
10	PSAT; AP Potential	performance in HA and/or Honors classes	Teacher recommendation; parent survey
11	PSAT; SAT; ACT; AP Potential	10 th gr. ISTEP+ E/LA and math; performance in HA and/or Honors classes	Teacher recommendation; parent survey
12	SAT; ACT; AP Potential	performance in HA and/or Honors classes	Teacher recommendation; parent survey

Student Assessment Plan

Individual assessment profiles are developed for each Level III and Level IV identified high ability student and used to evaluate appropriate placement and service options. The individual assessment profile reflects learning characteristics, potential and performance levels, interests, learning style, and specific educational needs of the student.

Identification Procedures

A. Areas of Giftedness/Grade Levels Served

Area of Giftedness	Grades Served
General Intellectual Aptitude	K – 12
Specific Academic Aptitude English/Language Arts & Math	K – 12

B. Screening, Identification, Placement Procedures

1. Screening Procedures

Screening is the active search for students who should be evaluated for identification. Kindergarten, second, fourth, and sixth grade students will be screened using the Cognitive Abilities Test (CogAT) Form 7 Screener throughout each year. Fourth and sixth grade students will be screened in

the first semester. Kindergarten and second grade students will be screened in the second semester. Students scoring in the 80th percentile or higher will be given the full Form 7 of the CogAT.

Results from the full CogAT Form 7 will be viewed as the first pathway to high ability identification. Students scoring above the 90th percentile will be identified as high ability as follows:

CogAT Score Above 90 th Percentile	High Ability Identification
Verbal Reasoning	English/Language Arts
Quantitative Reasoning	Math
Quantitative/Nonverbal Partial Composite	Math
Verbal, Quantitative –or- Verbal, Quantitative/Nonverbal Composite	General Intellectual

For students scoring in the 80th – 89th percentile in any of the above measures from CogAT Form 7 testing, the student will be evaluated for high ability identification through achievement and qualitative measures. In the instances where a student is showing HA potential through qualitative measures, the student may be placed in groups or courses using high ability curriculum and monitored up to one year for achievement. If the student shows achievement average to that of identified high ability students in the same group, the student will be identified as high ability.

For students in first, third, and fifth grades, in addition to students who move in after CogAT testing is completed in kindergarten, second, and fourth grades, the identification process will start with qualitative and achievement measures. These students will be given the CogAT screener as part of the identification process in second, fourth, and sixth grades before an identification will be determined.

Additional edits to be made during the 2015-2016 school year:

1. Update achievement measures with any changes with formative assessments to be used in the 2016-2017 school year (NWEA?)
2. Collect samples of parent and teacher surveys to use for qualitative measures. BBPC to review surveys at December meeting.

For consideration for entry into high ability programming for grades 3-6, students must generally achieve scores above +1 standard deviations or above 90% on achievement measures. The student profile created from multiple instruments is intended to assess several distinct measures and will not be used to arrive at one final “score” for admission. The identification committee will evaluate students with scores along both sides of the +1 standard deviation measure. No single instrument, score, or criterion may be used to exclude or include a child for eligibility. All checklists, rating scales, and questionnaires are reliable and valid original versions.

For grades 3-5 the Student Profile sheet will contain:

- a) ACUITY language arts and math off-grade level testing
- b) IN View CSI scores, verbal and non-verbal percentiles
- c) ISTEP + scores for language arts and math
- d) Kingore Parent Observation From rubric score

For placement into junior/senior high school honors programming and advanced coursework, students will self-select such coursework based on schedule requests made through the guidance department. To be eligible for high school honors/advanced courses, students must be in good standing and meet all prerequisites. To be eligible for Advanced Placement, Ivy Tech, or other dual credit courses, students must meet the eligibility requirements of the host school and any requirements established by Fairfield Community Schools. The secondary student profile for identified high ability students will contain measures from the following:

- a) Grades 7-8 ACUITY testing
- b) IN View CSI scores, verbal and non-verbal percentiles
- c) ISTEP+ and Core 40 End-of-Course Assessment scores
- d) PSAT, SAT, and/or ACT scores
- e) Parent observation inventory rubric score

For identification for high ability for grades 7-12, students must generally achieve scores above +1 standard deviations or above 90% on measures.

2. Referral Procedures

For students not identified in initial or annual screening, potential candidates can be considered through the referral process. Referrals are accepted on an ongoing basis from independent sources, including

teachers, administrators, guidance personnel, and parents. Referral forms will be available on-line at the district website and in each building's guidance office. Parents will also be informed of the referral process through student handbooks.

Two types of referrals:

- 1) Referral by professional staff: teachers, counselors, and administrators are asked to consider all students in their classes/schools who are currently not identified and to refer those students who demonstrate behaviors and characteristics indicative of high ability learners.
- 2) Referral by a parent/guardian

Referrals for all grade levels will be accepted at any time.

Referrals from educators will be through the Slocumb-Payne Teacher Perception checklist; parent referrals will be made through the Kingore Parent Observation Form. Further evaluation/testing of referred students may depend on when the most recent or next testing opportunity will be available. For students referred, teachers may complete a Kingore Observation Inventory. As a follow-up to a referral by someone other than a parent, parents/guardians of the student will be asked to complete the Kingore Parent Observation Form. Standardized data representing the following measures will be placed on the Kingore Student Profile:

- a) Standardized tally counts or rubric on the Kingore Observation Inventory and/or the Slocumb-Payne Teacher Perception checklist
- b) Cognitive Skills percentile scores from aptitude test
- c) Kingore Parent Observation Form rubric score
- c) ISTEP + scores, NWEA, or other achievement test scores

For consideration for entry into high ability programming, students should achieve scores at +1 standard deviation or the 90%ile.

Transfer students who have been identified in another school system will be accepted if the identification process in the previous school system is comparable to that of Fairfield Community Schools. If it is not, the students will be considered referred by the previous school system and will be evaluated for identification under the guidelines above.

Referrals for grade acceleration ("grade skipping") will be processed using the Iowa Acceleration Scale, an instrument that looks at several measures as well as student and parent attitudes and support.

Early entrance to kindergarten will be determined by a process guided by the Iowa Acceleration Scale. Measures used with the Acceleration Scale can include:

- | | |
|---------------|-----------------------------------|
| + K-BIT | + district benchmarks for reading |
| + mClass math | + DIBELS |

- + Phelps Inventory
- + parent survey
- + teacher observation of screening assessments
- + references
- + preschool history

3. Identification/Placement Panel

Decisions regarding placement will rest with a selection panel potentially consisting of people from at least two of the following groups:

- a) representative teachers from the grades involved
- b) building level principal(s) or designee(s)
- c) building level and/or district level G/T coordinator
- d) volunteer BBPC member who is not a parent of a student under consideration

The Identification/Placement Panel is responsible for the triangulation of data to determine what students receive Level III and Level IV services. Student confidentiality will be maintained during the identification and selection process by using student identification numbers instead of student names.

4. Methods for assuring the identification of minority and disadvantaged gifted children:

- 1) Use of multiple measures with a referral process
- 2) Teachers are asked for observations and anecdotal evidence of potentially gifted minority or disadvantaged children.
- 3) Teachers receive information about and discuss the difficulties inherent in identifying these children.
- 4.) Kaufman Brief Intelligence Test, 2nd ed. (K-BIT 2) used, which has a non-verbal component
- 5.) Slocumb-Payne Teacher Perception Inventory detects positive and negative behaviors of gifted students, thus identifying students from populations perhaps not typically identified.

To ensure that low income, culturally diverse, and handicapped learners are included, all teachers are asked to refer their top students in these underserved populations. Teachers will receive descriptors and other information to aid in recognizing gifted characteristics for students from diverse backgrounds.

5. Exit procedure

There are three means by which students may be removed from the program of high ability education:

- 1) 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 so that transition will be facilitated.
- 2) Children may be removed from the program by parent request. An exit interview will be conducted to assess reasons for requested removal and

counsel will be provided to encourage reconsideration if removal is not in the best interest of the student as determined by the Identification Panel. All reasonable attempts will be made to address parent concerns, but removal will be granted when counseling is unsuccessful.

3) Children who are unsuccessful in the program may be removed after interventions have been attempted and failed to resolve problems. The following interventions will be implemented as appropriate:

- a. Behavior issues
 - i. Parent meeting: Student and parent(s) will meet with the teacher, counselor/principal/designee and/or coordinator of high ability services to address behavior concerns.
 - ii. Counseling services: The child will meet with the school guidance counselor/principal/designee to discuss behavior issues and to develop an appropriate behavior plan.
 - iii. Alternative grouping will be implemented as appropriate to redirect or avoid behavior problems.
 - iv. Weekly follow-up reports will be provided to parents and counselor/principal/designee.
 - v. Behavior issues are not a reason for dismissal, but should be addressed as special needs. Only serious behavior(s) which disrupt and impede the learning of others will be considered reasons for removal if interventions are unsuccessful.
 - vi. Exit interview: An exit interview with the student (if appropriate) and parent(s) will be conducted to discuss removal and what must occur for the child to reenter the program.
- b. Failure to meet minimum performance standards (passing grades)
 - i. Parent meeting: Student and parent will meet with the teacher and coordinator of high ability programs to discuss an intervention plan and to create a performance contract.
 - ii. Counseling: Services will be provided to determine if there are external issues affecting performance that must be addressed to help the student succeed.
 - iii. Alternative grouping may be utilized to encourage peer collaboration or to change level of differentiation of curriculum and/or instruction to better meet student needs.
 - iv. Additional instruction: Staff may provide additional small group or individual instruction or recommend tutorial services to assist as appropriate.

- v. Removal will occur only if interventions are unsuccessful and services are not beneficial for the student after parent meeting, counseling, alternative grouping or differentiation and/or tutoring have been unsuccessful.
- vi. Exit interview will be conducted with the student (if appropriate) and parent(s) to discuss results of interventions and what must occur if readmission to the program is to be considered.

C. CURRICULUM AND INSTRUCTION

Program for Talent Development – Level of Service (LoS) Model

- (1) **Level I – Services for all students.** Level I services deal with appropriate and challenging content for all learners, and emphasize the importance of recognizing and responding to individual learner differences and of the need to guide students in learning specific tools in addition to content skills. Students are provided a foundation for creative and critical thinking, problem-solving, and basic research or inquiry. These services include, but are not limited to, field trips, guest speakers, activities directed to individual learning styles, and school-wide programs.
- (2) **Level II – Services for many students.** Level II services are the result of deliberate efforts to engage and stimulate students to test or apply their strengths through invitational opportunities, exploring new topics, and “digging deeper” into one or more talent areas. Level II helps students to verify their emerging talent possibilities by offering opportunities to participate in many voluntary activities. These services include, but are not limited to, extended group projects, Future Problem Solving, contests, fairs and special interest or hobby groups.
- (3) **Level III – Services for some students.** Level III services offer group-oriented opportunities for students within the school or through other agencies to help students reach a higher level of accomplishment and build their competence and commitment in a particular talent area. Examples of these services include, but are not limited to, honors or advanced placement classes, acceleration in classrooms or grade advancement, advanced programs in the community, and performing groups.
- (4) **Level IV – Services for few students.** Level IV services recognize and respond to an individual’s “blooming expertise,” providing individually tailored services that help the student rise to an outstanding level of talent development, expression, and productivity. These services include, but are not limited to, early

admission, grade advancement, dual enrollment, early graduation, mentorship, advanced independent research or inquiry projects, and internships.

Curriculum and Instructional Strategies Plan

High ability students will be provided curriculum that:

- addresses higher cognitive levels of thinking
- addresses multiple intelligences
- integrates research and problem-solving activities
- is articulated and differentiated for kindergarten through twelfth grade,
- integrates technology skills
- is adapted, modified, or replaces regular classroom curriculum based upon each student’s unique needs

High ability students will be provided with instruction that:

- is differentiated
- is accelerated
- is compacted
- utilizes high-level curricular materials
- meets individualized needs
- provides ability grouping.

Math Acceleration

Students demonstrating advanced proficiency in math in grades 4 and 5 are accelerated through the current Saxon curriculum in order to be ready for Pre-Algebra at grade 6. Students who then score high enough on the Orleans-Hanna Algebra Readiness Test are placed in Algebra I in grade 7. Then the advanced math sequence is followed through Fairfield Jr/Sr High School.

D. GUIDANCE AND COUNSELING

Identified high ability students will have the opportunity to meet as needed with a guidance counselor/principal/designee, as a group or individually, for support in emotional growth and socialization. Counselor/principal/designee will work collaboratively with parents, teachers and administrators to support student interventions, to draft individual learning plans as necessary, and to provide general information about high ability student behavior.

In addition to informal services to meet the social and emotional needs, high ability students will be provided with support services through the following programs:

<u>Grade Levels</u>	<u>Social & Emotional Programming</u>	<u>Person(s) Responsible</u>
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KG to 6	Students meet with counselor, principal, or designated teacher in a one-on-one or small group setting to discuss progress as high ability student	elementary guidance counselor, principal, and/or trained teacher
2	It's OK to Be Yourself: student session on being different from peers and how that leads to challenge and requires motivation	guidance counselor with HA coordinator
3	Accepting Challenge: student session on having talents and how that means students will have different things asked of them that will not always come easily	guidance counselor with HA coordinator
3 to 12	Students are encouraged to participate in Destination Imagination, LEGO robotics from ETHOS Center, MATH Counts, academic team competitions, spelling contests, Indiana Math League, chess club, reading clubs	principals, faculty sponsors, parent volunteer/coaches
4	I Am in Charge of My Learning: student session on self-motivation	guidance counselor with HA coordinator
5 & 6	High school students mentor upper grade school students by meeting with them regularly	National Honor Society, guidance counselors, other student leadership organizations
7 to 12	Students meet with counselor, principal, or designated teacher in a one-on-one or small group setting to discuss progress as high ability student; will be incorporated into scheduling and long-range planning	jr/sr high school guidance counselor, principal, assistant principal, and/or trained teacher
7 to 12	Student sessions are conducted on perfectionism, handling stress, and meeting challenge	guidance counselor with HA coordinator; community mental health speaker
11 to 12	Recent graduates or Goshen College students conduct a round table/informal discussion with honors and advanced course students about college readiness	National Honor Society; junior/senior class officers; guidance counselor

E. PROFESSIONAL DEVELOPMENT

Fairfield Community Schools will provide opportunities for staff members to participate in appropriate on-going professional development activities to develop awareness and classroom strategies for:

- characteristics and identification of high ability students
- identification instruments and criteria for placement including cognitive and achievement aspects
- four levels in LoS model, including multiple intelligences
- differentiation training to help identify and effectively use materials and assessments
- differentiated instruction which includes compacting, individualized instruction, enrichment/extension, problem solving, and research
- use of the State Student Growth Model as a way to chart student growth
- socio-emotional needs of high ability students.

In addition, professional development opportunities for staff will include district-wide consultants/coaches, summer workshops, information meetings, and teacher collaboration activities.

F. PROGRAM EVALUATION

Fairfield Community Schools provides on-going program assessment by the BBPC at least once annually prior to recommending to the school board the continuation of our district-wide high ability program. The BBPC monitors development and implementation of the Talent Development – Level of Service (Los) program, reviews evaluation information, and makes recommendations for improvements in the program. The BBPC will examine the following categories to develop and update the high ability program:

- Student assessment/identification practices (using test samples and student achievement data.)
- Program implementation (using student, teacher and parent surveys)
- Professional development (using workshop evaluations, teacher attendance, and calendars.)

External program evaluation will be conducted by the State of Indiana High Ability Field Coach Project sometime within the next three years.