

Sunman-Dearborn Community School Corporation High Ability Services Handbook



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Program Overview

Definition of Gifted (please note that Indiana uses the term High Ability interchangeably with Gifted)

In accordance with the Indiana Department of Education, a gifted student in the Sunman-Dearborn Community School Corporation (SDCSC) is a student who performs at, or shows potential for performing at, an outstanding level of accomplishment in mathematics and/or language arts as compared to students of the same age and experience. (See Appendix A for Indiana Code for High Ability.)

Mission Statement

In keeping with the Sunman-Dearborn Community School Corporation's and Indiana's definition of high ability learners, SDCSC's high ability services focus on students whose ability, knowledge, and/or demonstrated skills are significantly beyond their peers in the areas of math and/or language arts. Once identified, our mission is to provide gifted learners with differentiated curriculum that takes into consideration each student's learning style and ability.

Program Goals

SDCSC services students in Kindergarten through twelfth grade and will strive to identify students in need of high ability services as soon as possible upon entering school. A multifaceted student assessment plan is implemented to identify students in need of gifted services. We will place identified students into an educational environment that will challenge them and allow them to learn at an appropriate level.

Goal: To identify students in need of gifted services in our school

- Provide testing to all students in the corporation in order to determine those in need of high ability services.
- Provide opportunities for all interested parties to nominate students to be considered for services.
- Allow additional nomination and testing of students who may have moved into the school, been ill during testing, or were otherwise overlooked during scheduled testing periods of time.

Goal: To provide educational services at an appropriately challenging level to the ability of each identified student.

- Utilize the Schoolwide Cluster Grouping Model in grades 1-5.
- Utilize advanced, honors, Advanced Placement, and/or dual credit courses for grades 6-12.

Goal: To provide support for the social and emotional needs of students identified for high ability services.

- In compliance with the law, SDCSC has developed a guidance and counseling plan specifically for those students identified as needing gifted services.
- School personnel will provide individual or focus group activities as needed to meet the social/emotional needs of identified students.

Program Description

SDCSC realizes that students identified for high ability services will have a variety of educational needs and will be capable of working at a variety of academic levels; therefore, a continuum of resources shall be available to teachers to determine the appropriate academic services to meet the individual needs of these students. Services shall include, but not be limited to:

1. Acceleration and/or enrichment of the student in one or more subjects through differentiated instruction.
2. Cluster groups will be implemented in grades 1-5. Students identified as needing gifted services are cluster-grouped in one or two classrooms in each grade level at each SDCSC elementary school. They receive accelerated and more complex curriculum and instruction in math and/or language arts, but otherwise participate in all other grade level activities, field trips, science/social studies curriculum and specials. Curriculum in the regular classroom will consist of differentiated work and enrichment based on the standard curriculum. (See Appendix B for a more thorough description of the Schoolwide Cluster Grouping Model.)
3. The middle school provides advanced and honors classes in both math and language arts in which a more rigorous curriculum is utilized. (See Appendix C for a list of classes available at the middle school for advanced instruction.)
4. In grades nine through twelve, students receiving high ability services will have a variety of options to meet their academic needs. The high school will provide Advanced Placement (AP) classes, advanced and honors courses taught by qualified teachers. In addition to these courses, students can enroll in dual credit

classes in order to prepare for college. (See Appendix D for a list of all classes available at the high school for advanced instruction.)

Social and Emotional Plan

As required by Indiana law, SDCSC has a specific Guidance and Counseling plan for those students who require high ability services. (See Appendix E for each individual school's specific guidance and counseling plan.)

Screening Procedures and Identification Process

As part of our multifaceted assessment plan, SDCS has selected valid, reliable and fair norm-referenced ability, performance, and qualitative instruments to identify students who require high ability services. The Cognitive Abilities Test (CogAT 7), the Northwest Evaluation Assessment Measure of Academic Progress (NWEA MAP), and the Scales for Identifying Gifted Students (SIGS) are utilized to provide data to aid in the High Ability identification process of all students in Kindergarten, second, and fifth grades and for new/referral students in first, third, fourth, sixth, seventh, and eighth grades. (See Appendix F for a list of measures used at each grade level.)

The identification process is completed by a committee of educators (Identification Team), of whom are experienced or licensed in high ability education. SDCSC is committed to an identification process that is fair, unbiased, and based upon reliable data.

Instrumentation

Measurement tools are approved by the High Ability Coordinator, Identification Team and SDCSC administration to ensure they are free of biases. The Identification Team, made up of teachers and administrators from each building in the corporation, is responsible for researching and individually reviewing materials to ensure that students of all ethnicities, backgrounds, and learning styles are given equal opportunity to be admitted into the program.

Measurement Tools

(See Appendix G for a description of each tool.)

1. Cognitive Abilities Test (CogAT Form 8)

- Nationally normed ability measure
- Includes quantitative, qualitative and nonverbal subtests
- Score in the 96th percentile or higher (+/- 3 SEM)

2. Otis Lennon School Ability Test 8 (OLSAT) (may be used for referrals or when additional testing is necessary.)

- Nationally normed ability measure
- Includes verbal and nonverbal reasoning skills
- Score in the 96th percentile or higher

3. Northwest Evaluation Association Measure of Academic Progress (NWEA MAP)

- Nationally normed achievement measures
- Administered several times throughout the year
- Score in the 96th percentile or higher

4. Scales for Identifying Gifted Students (SIGS)

- Norm-referenced rating scale designed to assist school districts in the identification of students in need of gifted services
- Analyzes characteristics of students in the areas of general intellect, math, and language arts
- Completed by teachers

5. Screening and Assessment for Gifted Elementary and Middle School Students (SAGES-2)

- Nationally normed assessment that is used to help identify academically gifted students
- Has three separate components, two achievement tests (Language Arts/Social Studies and Math/Science) and one ability test (Reasoning)
- Test components can be used separately to gather needed information
- Students must score in the 95th percentile or higher using the Normal Norms

Eligibility and Placement

All students in SDCSC are initially considered for high ability services. Multiple assessments are used in the entire process. Identification materials are given before or during the third grade period. Using the above criteria, the High Ability Committee (Identification Team) will identify those students who qualify for high ability services. If consensus by the committee cannot be reached (in the original identification process or in the appeals process), the principal of the building in which the student is enrolled will make the final decision. Identified students will be placed for services for the following school year. The timing of the initial identification measures provides an adequate number of school days for end of the year appeals and nominations.

Adequate information is available regarding high ability services in SDCSC. Teachers, administrators, school personnel, and/or parents may nominate students for high ability services throughout the school year. The Identification Team will make selection decisions and will reflect on and revise documentation forms each year.

Referral Testing

Teachers, administrators, school personnel and/or parents may refer a student in a non-testing grade for evaluation for high ability identification. Students with an NWEA achievement score of 90% or higher will be considered for ability testing (CogAT or OLSAT).

Appeals

Teachers, administrators, school personnel, and/or parents may appeal on behalf of a student not placed for high ability services. Additional testing will be provided if it is warranted. The appeal should be accompanied by any additional information that the stakeholder feels should be considered in making a decision regarding the student's placement. (See Appendix H.)

Withdrawal Procedures

1. Communication (phone calls, parent-teacher conferences, and written statements) regarding concerns of student placement for gifted services should occur first at the building level. The student, parent, and/or school personnel may initiate this communication.
2. If the above means of communication does not produce a satisfactory resolution to the stated concern(s), a formal conference will be scheduled. The teacher, parent, student (if this seems advisable by teacher and/or parent), at least one licensed high ability educator, and the principal should attend this conference. All issues will be examined, and resolved to the greatest educational benefit of the student. A period of "probation" may be considered. The probation period will extend for an agreed upon time frame or a minimum of one grading period. At the conclusion of this set probationary period, a second evaluation will occur.
3. If the decision is made at either the conclusion of the conference or the conclusion of the probationary period to withdraw the student from services, the initiating party (parent or teacher) will complete the Withdrawal Form (see Appendix J). If all parties involved (parents, teachers, student) are in agreement that the student should withdraw, this should be indicated on the form. If there is disagreement, then the form will be sent to the High Ability Coordinator for consideration by the Identification Team.

4. The Identification Team may consult with those in attendance at the withdrawal conference and has the option of convening another conference with the participants. The Identification Committee will then approve the withdrawal or recommend exploration of additional options. Verbal and written communication regarding this decision will be given to the parents, teacher, and building principal.

Key Personnel and Professional Development Plan

SDCSC High Ability Program includes key personnel and committees. The **Broad-Based Planning Committee** (BBPC) is an advisory body consisting of the High Ability Student Services Coordinator, SDCSC administrators, Identification Team members, parents, students and community members. The BBPC formally meets once a year in the spring, but may receive communication several times throughout the year.

A licensed **High Ability Student Services Coordinator** oversees all aspects of gifted services at each school in the SDCSC.

The Identification Team consists of the coordinator, building representatives, and other staff which may include, but is not limited to, the principal, guidance counselor/psychologist, and grade level chairs.

Professional development in high ability education is made available to all the teachers within the corporation. Each year, a group of SDCSC teachers attends the Indiana Association for Gifted Annual Conference. When available, professional development is offered through the Wilson Education Center. SDCSC educators may attend free workshops offered in gifted education throughout the year sponsored by the Indiana Department of Education Office of High Ability Education. Cluster teacher collaboration within the district is also offered during an early-dismissal day when possible.

High ability grant funds from the state are used to provide funding for necessary personnel and for professional development to interested teachers.

Timeline

- August: High Ability Identification Committee is formed. Staff is informed of plans and professional development is offered if possible.
- February: CogAT administered to kindergarten, second, and fifth grade students. CogAT administered to referral students.
- March: Data collection sheets completed for grades K-5.
- April: Identification Committee meets to make placement decision.
- May: Placements are finalized for the upcoming school year.

RESOURCES FOR PARENTS

National Association for Gifted Children: <http://www.nagc.org/>

Supporting the needs of high potential learners.

Hoagies Gifted Education Page: <http://www.hoagiesgifted.org/>

The "All Things Gifted" resource for parents, educators, administrators, counselors, psychologists, and even gifted kids and teens themselves!

Indiana Department of Education: High Ability Education

<http://www.doe.in.gov/exceptional/gt/welcome.html>

Information specific to Indiana in the area of high ability education.

Indiana Association for the Gifted:

<http://www.iag-online.org>

Our Mission: The Indiana Association for the Gifted educates and advocates for meeting the academic and social/ emotional needs of gifted youth.

Appendix K: Common Gifted Education Myths

Disclaimer

As the High Ability/Gifted Education services in SDCSC evolve, the High Ability Handbook will reflect any improvements or adjustments recommended by the High Ability Coordinator, Superintendent, and additional team members. Any adjustments to this handbook will be consistent with the services that are in place and described within this handbook and will only reflect our efforts in pursuing excellence in the services we provide in the area of gifted education. We believe it is important to continually assess our services and seek ways in which we can improve them in order to benefit the students of our corporation.

Appendix A

**Indiana Code for High Ability
Title 511 Indiana State Board of Education
Final Rule Section 1.511 IAC 6-9.1**

Sec. 2 (a) To qualify as a program for high ability students under this rule, each school corporation shall meet all of the criteria in this section.

(b) The school corporation shall develop and periodically update a level of services program to provide educational opportunities to encourage high ability students to reach the highest possible level at every stage of development.

(c) The differentiated program for high ability students must include the following:

1. A multifaceted student assessment plan, including the following:
 - A. Performance-based assessment
 - B. Potential-based assessment
 - C. Alternative assessment
2. A curriculum and instructional strategies plan
3. A counseling and guidance plan
4. A systematic program assessment plan
5. A professional development plan.

(d) Educational experiences offered outside the school day may be used to supplement, but not to supplant, the levels of services provided for high ability students offered during the school day.

(e) The governing body shall create a broad-based planning committee to design and monitor the continuous development and implementation of the levels of services program for high ability students.

(f) The plan must be approved by the governing body.

(g) The plans described in subsection (c) must be available for public inspection and filed with the department.

May 2014

Appendix B

Schoolwide Cluster Grouping Model

The Schoolwide Cluster Grouping Model (SCGM) is a method for providing full-time services for gifted students in the regular classroom, in grades 1-5, without major budget implications. The SCGM will allow us to better meet the needs of all children. In this model, all classes are carefully balanced to reflect a range of achievement levels to maximize the learning potential of all students. Implementing this model has the potential to raise achievement for all students.

Elementary Cluster Group Model (Grades 1-5)

Classroom	Group 1: Identified/ Watch High Ability/Gifted Learner	Group 2: High Achieving students	Group 3: Average Learner	Group 4: Struggling or Reluctant learners Below Average	Group 5: Far Below Average
Class A	5-8 students		12-14 students		
Class B		5-8 Students	12-14 students	6-8 students	
Class C		8-10 Students	9-12 students	6-8 students Dependent on total 4/5	Dependent on total 4/5.
Class D		9-12 students	9-10 students		5-8 students

Note: Example only

These numbers are based upon class sizes of 23-30 students.

Number of students identified High Ability and total number of students in grade level can alter these numbers.

A student with an IEP is not necessarily classified as "Far Below Average."

Building Principal makes the final decision in class list makeup.

Sunman-Dearborn Middle School Course Offerings and Descriptions

All Math Courses	All Language Arts Courses
Math 6 *Advanced Math 6 *Honors Math 6	Language Arts 6 *Advanced Language Arts 6 *Honors Language Arts 6
Math 7 *Advanced Math 7 *Honors Math 7	Language Arts 7 *Advanced Language Arts 7 *Honors Language Arts 7
Math 8 *Advanced Math 8 *Honors Math 8	Language Arts 8 *Advanced Language Arts 8 *Honors Language Arts 8

*denotes service options for identified High Ability students

Advanced and Honors Courses Grade 6 Math

Sixth Grade Advanced Math: The sixth grade advanced math course is composed of students that possess a strong understanding of the fundamental concepts of elementary mathematics. This course contains accelerated Indiana Academic Standards for mathematical learning with an emphasis on mathematical Process Standards to foster a greater understanding of mathematical content and to promote the synthesis and application of mathematical skills. Its purpose is to continue developing problem solving and critical thinking skills, as well as prepare students to enroll in Pre-Algebra as they enter 7th Grade.

Sixth Grade Honors Math: This course will provide learners with an accelerated and expanded math curriculum that maximizes opportunities to think and reason mathematically. The course features an accelerated approach to Indiana's Academic Standards for mathematical learning with an emphasis on mathematical Process Standards. It aims to develop a deep conceptual understanding of mathematical content to enable students to synthesize and apply mathematical skills. Early assessment will determine math level placement. Flexibility within the program allows for advanced placement into the middle school and high school. Enrichment activities include additional learning opportunities in algebra-based applications, problem solving, logic, analogies and spatial reasoning, and the utilization of a variety of learning resources and technological tools.

Grade 7 Math

Seventh Grade Advanced Math: Advanced Math 7 is a comprehensive middle school math course in which all Indiana Academic Standards for both seventh grade math and eighth grade math are compacted into one course. In addition, there are some Algebra I and Geometry standards introduced. This course is typically taken in preparation for taking regular Algebra I in the eighth grade. Determination of eighth grade placement is based on the classroom average in Advanced Math 7 and the results of the Orleans-Hanna Algebra Prognosis Test.

Seventh Grade Honors Math: Honors Math 7 is a comprehensive middle school math course in which all Indiana Academic Standards for both seventh grade math and eighth grade math are compacted into one course. In addition, there are multiple Algebra I and Geometry standards introduced. This course is much more in-depth than Advanced Math 7 which covers the same basic course topics. Cooperative learning, problem-solving, and using mathematics as a tool for problem-solving in the other content areas will be stressed as well.. This course is typically taken in preparation for taking Algebra I Honors in eighth grade. Determination of eighth grade placement is based on the classroom average in Honors Math 7 and the results of the Orleans-Hanna Algebra Prognosis Test.

Grade 8 Math

Eighth Grade Advanced Math: Algebra I taken at the eighth grade level is a high school level High Ability Algebra I course in which all Algebra I Indiana Academic Curricular Standards are covered. Special emphasis will be placed on the five core topics of linear equations and inequalities, sketching and interpreting graphs, systems of linear equations and inequalities, polynomials, and quadratics. Additional algebraic topics beyond the Algebra I standards are also covered. Either Honors Math 7 or Advanced Math 7 is a prerequisite for taking Algebra I. All Algebra I students must maintain a 70% or higher average each semester in order not to have to repeat Algebra I in ninth grade. Students successfully completing this Algebra I course take Algebra II in ninth grade. Students in this course must take the credits (one per semester) and the grade for each semester as high school credit..

Eighth Grade Honors Math: Algebra I Honors is an accelerated and enriched high school High Ability Algebra I course. All Algebra I Indiana Academic Curricular Standards are covered during the year. Special emphasis will be placed on the five core topics of linear equations and inequalities, sketching and interpreting graphs, systems of linear equations and inequalities, polynomials, and quadratics. In addition, multiple Algebra II standards are covered or introduced as well as several Geometry, Trigonometry, and Probability and Statistics standards. Either Honors Math 7 or Advanced Math 7 is a prerequisite for this course. Emphasis will be placed on applied problems, using algebra as a tool for problem-solving in various careers, and cooperative learning. Students must maintain a 70% average in order to not be required to repeat Algebra I in ninth grade. Students taking this course must take the credits (one per

semester) and the grade for each semester as high school credit. The follow-up course at the high school level is Algebra II Honors.

Grade 6 Language Arts

Sixth Grade Advanced Language Arts: These students will review sixth grade standards and begin to master seventh grade standards. Students will develop advanced writing skills and reading comprehension incorporating text-based writing prompts in preparation for state testing. Students will advance their sentence structure incorporating sentence variety, language conventions, and word choice.

Sixth Grade Honors Language Arts: These students will master sixth grade standards and be introduced to seventh grade standards second semester. This course will focus on the writing process and reading comprehension incorporating text-based writing prompts in preparation for state testing.

Grade 7 Language Arts

Seventh Grade Advanced Language Arts: These students will review seventh grade standards and begin to master eighth grade standards. Students will develop advanced writing skills and reading comprehension incorporating text-based writing prompts in preparation for state testing. Students will advance their sentence structure incorporating sentence variety, language conventions, and word choice.

Seventh Grade Honors Language Arts: These students will master seventh grade standards and be introduced to eighth grade standards second semester. This course will focus on the writing process and reading comprehension incorporating text-based writing prompts in preparation for state testing.

Grade 8 Language Arts

Eighth Grade Advanced Language Arts: These students will master eighth grade standards and be introduced to ninth grade standards second semester. The course will focus on the writing process and reading comprehension incorporating text-based writing prompts in preparation for state testing.

Eighth Grade Honors Language Arts: This accelerated course will review eighth grade and integrate 9th/10th grade College & Career Ready Standards. Course emphasis will be on text complexity and advanced writing skills to maximize student growth in preparation for state

testing. Students are expected to have knowledge of text-based writing to prepare them for an introduction to the Modern Language Association (MLA) documentation style of writing. In addition, students will work in cooperative learning groups to focus on critical thinking skills.

East Central High School Course Descriptions
ECHS Curriculum Guide (available on EC website)

AP/Honors/Dual Credit Math Courses

ALGEBRA II HONORS

Algebra II Honors is a course available to students who qualify for a faster paced and more in-depth study of the Algebra 2 concepts mentioned previously. The student enrolling in this course should be one with a high interest and aptitude in mathematics and one who is interested in completing a five-year mathematics program while in high school.

Eligibility for this course is determined through our middle school's placement program or through demonstration of exceptional scholarship in Algebra I, with teacher recommendation. Students must meet placement criteria to enroll. This criteria includes a combination of previous math grades, overall GPA, and standardized test scores. Students must maintain at least a B- to remain enrolled in the Algebra II Honors course.

Prerequisite: Algebra I Honors or Teacher Recommendation

Credits: 1 per semester; 2 semesters

Fulfills 2 Math requirements for all diplomas

GEOMETRY HONORS

Honors Geometry formalizes and extends students' geometric experiences from the middle grades and is designed for the students who plan to continue their mathematical studies in the Honors Pre-Calculus, AP Calculus and AP Statistics courses.

Students explore more complex geometric situations and deepen their explanations of geometric relationships, while learning to formalize mathematical arguments through the methods of two-column proofs and proof by contradiction. Five critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-Dimensional Solids.

The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations

Grade Level: 10, 11, 12

Prerequisite: Algebra I Honors or an A in Algebra

I with teacher recommendation

Credits: 1 semester; 2 semesters

Fulfills Geometry requirement for all diplomas

ADVANCED MATH, FINITE Ivy Tech MATH 135

Advanced Mathematics, College Credit is an advanced mathematics course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school.

Course content will focus on surveys solving and graphing linear equations and inequalities, elementary set theory, matrices and their applications, linear programming, and elementary probability; standard finite mathematics course.

Prerequisite: C- or higher in Algebra II & Geometry

Credits: 1 per semester; 2 semesters

Fulfills 2 advanced math requirements for honors diplomas

PRE-CALCULUS/TRIG, PRE-CALCULUS/TRIG HONORS IVY TECH MATH 136 & 137

Pre-Calculus/Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses.

Prerequisite – Pre-Calculus: C- in Algebra II and Geometry

Prerequisite – Pre-Calculus Honors – A- in Algebra II and Geometry Honors with teacher recommendation.

Credits: 1 per semester; 2 semesters

Fulfills the advanced Math requirements for honors diplomas

AP CALCULUS AB IVY TECH MATH 211 AP CALCULUS BC IVY TECH MATH 212 AB

AP Calculus AB/BC develops the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a

multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

Grade Level: 11, 12

Prerequisite: B or higher in Pre-Calculus

Credits: 1 per semester; 2 semesters

Fulfills the advanced Math requirements for honors diplomas

AP STATISTICS

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns; (2) sampling and experimentation: planning and conducting a study; (3) anticipating patterns: exploring random phenomena using probability and simulation; and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required.

Recommended Grade: 11, 12

Prerequisite: B- in Algebra II and Geometry and Teacher Recommendation

Credits: 1 per semester; 2 semesters

Counts as an advanced Math requirement for honors diplomas

AP/Honors/Dual Credit Language Arts Courses

ENGLISH 9/ ENGLISH 9 HONORS

How does a writer convey an overlying message through theme and symbolism? How does point of view change the perspective of the same story? When analyzing informational text, what primary ideas comprise its summary? English 9 is an integration of language, literature, composition, and oral communication. Students interpret, analyze, compare and evaluate a variety of works, genres and their elements. Selections from both classic literature and

nonfiction contain historical and cultural significance and connect to the Indiana Academic Standards for English/Language Arts in Grades 9-10. Students compose analytical responses to literature, expository and argumentative/persuasive pieces, and research documents. One mandatory oral presentation which requires students to access, evaluate and assimilate online information is the “Unsolved Mysteries” project, which implements a study of informational text.

Grade Level: 9 (10,11,12)

Prerequisite for English 9: None

Prerequisite for English 9 Honors:

Teacher recommendation

Credits: 1 per semester, 2 semesters

Fulfills an English/Language Arts requirement

ENGLISH 10/ ENGLISH 10 HONORS

In the face of adversity, what causes some individuals to prevail while others fail? How do authors use the resources of language to impact an audience? Does all communication serve a positive purpose? This is an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9- 10. English 10 is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature. Additionally, students will practice active reading skills with both fiction and

nonfiction texts. Students write responses to literature, argumentative/persuasive compositions, and sustained research assignments. English 10 students prepare for and participate in one debate. For this assignment they learn to pay attention to audience and purpose. They must also access, analyze, and evaluate online information. Students in English 10 Honors will move at a faster pace and will cover material in addition to that of English 10.

Grade Level: 10 (11,12)

Prerequisite for English 10: None

Prerequisite for English 10 Honors: English 9

Honors or teacher recommendation

Credits: 1 per semester, 2 semesters

Fulfills an English/Language Arts requirement

ENGLISH 11 /ENGLISH 11 HONORS

How do the events of the times influence the nation's concept of the American Dream? Does the American Dream still exist? How do short stories, novels, and drama explore the cultural and historical perspectives of our human experience? English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural

significance appropriate in classic and contemporary literature balanced with nonfiction.

Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

Grade Level: 11

Prerequisite for English 11: None

Prerequisite for English 11 Honors: English

10 Honors or teacher recommendation

Credits: 1 per semester, 2 semesters

Fulfills an English/Language Arts requirement

ENGLISH 12 /ENGLISH 12 HONORS

English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11- 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction.

Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

Recommended Grade Level: 12

Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation

Credits: 2 semester course, 1 credit per semester

Fulfills an English/Language Arts requirement for all diplomas

ADVANCED ENGLISH 12 /IU ENG W131

READING, WRITING, AND INQUIRY

What does it mean to examine and engage in scholarly investigation of sources? How can students' critical thinking and reading skills be improved? How can students' learn to recognize and utilize specific writing strategies, skills and fluency? Reading, Writing, and Inquiry is a one-semester course that offers instruction and practice in the critical reading and writing skills required for college-level work, with an emphasis in written assignments that call for summary, critique, analysis, and arguments based on sources.

This is a college course. The purpose of this course is to prepare students for the rigor of writing throughout college in all disciplines. Each unit will include preliminary work and assignments leading to a major essay to conclude.

Grade Level: 12

Prerequisites: 2.7 GPA, English 9, 10, and 11 Honors or AP English Language or teacher recommendation.

Credits: 1 per semester, 1 semester

Fulfills an English/Language Arts requirement

ADVANCED ENGLISH 12 / IU ENG L202

LITERARY INTERPRETATION

What are the basic elements of literature, especially those distinctly characteristic of poetry, short fiction, the novel, and drama? What does it mean to argue about literature, including issues, claims, evidence, audience, and warrants? How can students appreciate the usefulness of comparing literary works with one another? What are the multiple contexts in which a literary work may be placed? Literary Interpretation is a one-semester Indiana University course designed to help students learn how to read, think, and write critically and cogently about literature. Students will study four genres—poetry, short story, the novel, and drama—to understand how the various elements of a work of imaginative literature cohere to impart meaning. A large portion of the course will focus on how to write; students will learn how to translate close reading skills into strong critical essays, writing three peer-reviewed major papers, as well as short assignments (micro themes) and quizzes. The class is heavily discussion-based, and features vigorous and insightful explorations of the poetry and fiction. Students planning to attend IUB should be aware that ACP ENG-L202 will neither count toward the English major nor satisfy the intensive writing requirement at IUB.

Grade Level: 12

Prerequisite: Advanced English IU W131

Credits: 1 per semester, 1 semester

Fulfills an English/Language Arts requirement

AP ENGLISH LITERATURE AND COMPOSITION

What cultural or societal commentary is the author posing through this work of literature? Why this piece is considered a work of literary merit? What impact does a work have on subsequent literature and art? How does an author's style and technique enhance the meaning and significance of a work of literature? This advanced literature course will engage students in careful reading and analysis of a challenging set of literary works from a range of genres including the novel, short story, poetry, and drama. The focus of the course will be on intensive reading and discussion of the literature, as well introduce secondary critical essays for discussion and evaluation. This course will also include a writing component that focuses on analytical and argumentative writing about the literature through both discussion and essay format. Students are expected to be active readers as they analyze and interpret textual detail, establish connections among their observations, and draw logical inferences leading toward an interpretive conclusion. Students will read, write and discuss poetry, fiction, and drama at an advanced level while developing skills including sophisticated use of literary elements and terminology, close readings of various texts, creating, drafting, and editing analytical essays, preparing and writing timed essays, and advanced use and mastery of standard English.

Grade Level: 10, 11, 12

Prerequisites: Honors English 9, 10, 11 or AP English Language or teacher recommendation.

Credits: 1 per semester, 2 semesters

Fulfills 2 English/Language Arts requirements

AP ENGLISH LANGUAGE AND COMPOSITION

How does rhetoric shape and control human behavior? How can language manipulate thought and perception? How can skillful orators use their talents for good or ill? This course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop

evidence-based essays and speeches that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in primarily non-fiction texts, including visual forms of text (editorial cartoons, advertising, etc.) from many disciplines and historical periods.

Grade Level: 11, 12

Prerequisites: English 9 Honors and English 10 Honors, AP English Literature or teacher recommendation.

Credits: 1 per semester, 2 semesters

Fulfills 2 English/Language Arts requirements

SPEECH/PUBLIC SPEAKING IU P155

Prepares students in the liberal arts to communicate effectively with public audiences.

Emphasizes oral communication as practiced in public contexts: how to advance reasoned claims in public: how to adapt public oral presentations to particular audiences: how to listen to, interpret, and evaluate public discourse: and how to formulate a clear response.

Grade Level 11,12

Prerequisites: 2.7 GPA

Credits: 1 per semester, 1 semester

Elective credit only in communications.

Appendix E

SDCSC Guidance and Counseling Plans

High ability education programming must include the development and implementation of a counseling and guidance plan to support the unique social-emotional needs of high ability students.

EAST CENTRAL HIGH SCHOOL

Academic Development

- School counselors collaborate with classroom teachers to identify strategies, instructional practices, and resources for gifted students within the classroom.
- School counselors work individually with students whose needs are not being met in the general education classroom.
- School counselors assist students in developing and maintaining personalized education plans.
- School counselors monitor students' academic progress.
- School counselors advocate for the development of new accelerated academic programs and coordinate the delivery of existing programs such as Honors, Advanced Placement, and Dual Credit.
- School counselors collaborate with parents to implement intervention strategies for gifted students.

Career Development

- Students will successfully complete a one-semester course in Preparing for College and Careers in which they will conduct career and interest inventories and research various opportunities and post-secondary providers.
- School counselors provide information about College Fairs throughout the school year.
- School counselors ensure that students are aware of the PSAT, SAT, and ACT testing programs and encourage students to take these tests more than once.
- School counselors facilitate and coordinate the visitation of college representatives to the school during school hours.
- School counselors arrange sessions with students and parents regarding college and career preparation.
- School counselors maintain an informational database of college and career resources.

Social-Emotional Development

- School counselors collaborate with classroom teachers to identify high ability students presenting at-risk behaviors and implement intervention strategies with these students.
- School counselors work individually with students identified as displaying at-risk behaviors.
- School counselors collaborate with parents to implement intervention strategies for at-risk high ability students.
- School counselors develop connections with community resources to provide additional support to high ability students.

EAST CENTRAL MIDDLE SCHOOL

Our mission at Sunman-Dearborn Middle School is to provide our high ability students differentiated instruction that is commensurate with their exceptional abilities. Sunman-Dearborn Middle School will provide programs for high ability students to work together under the guidance of trained teachers in an atmosphere that is intellectually and academically rigorous, fosters creativity, and provides emotional support.

Emotional supports are provided to students with high abilities by school counselors in collaboration with classroom teachers. Literature and informational supports are made available for students with high abilities, and their parents, upon request. There will be a web page available, on the corporation website, for resources and community counseling services, specifically for high ability students, that parents, teachers, and students may access.

BRIGHT, SUNMAN, AND NORTH DEARBORN ELEMENTARY SCHOOLS

Each elementary school provides an opportunity for students who receive high ability services to participate in a group counseling setting with their school counselor. The programs will consist of approximately six group sessions of thirty minutes, throughout the school year. Topics may include topics that are pertinent to the social and emotional needs of students identified with high abilities, such as: fear or failure, perfectionism, stress, organization, meeting expectations, team building, and how to engage in social situations.

Appendix F

Sunman-Dearborn School Corporation

Multifaceted Student Assessment and Cognitive Ability Testing Plan

Kindergarten (grade level testing) CogAT NWEA Math SIGS Rating Scale	Grade 5 (full grade testing) CogAT NWEA Reading and Language NWEA Math SIGS Rating Scale Continental Math League Score Indiana Math League
Grade 1 (new and referrals) CogAT NWEA Math SIGS Rating Scale	Grade 6 (new and referrals) CogAT State Testing Data NWEA Reading and Language NWEA Math SIGS Rating Scale Continental Math League Score Indiana Math League
Grade 2 (full grade testing) CogAT NWEA Reading (as needed) NWEA Math SIGS Rating Scale Continental Math League	Grade 7 (new and referrals) CogAT NWEA Reading and Language NWEA Math SIGS Rating Scale Continental Math League Score Indiana Math League
Grade 3 (new and referrals) CogAT NWEA Reading and Language NWEA Math SIGS Rating Scale Continental Math League	Grade 8 (new and referrals) CogAT NWEA Reading and Language NWEA Math SIGS Rating Scale Continental Math League Score Indiana Math League
Grade 4 (new and referrals) CogAT NWEA Reading and Language NWEA Math SIGS Rating Scale Continental Math League Indiana Math League	

*Naglieri Nonverbal Ability Test (NNAT) and Otis Lennon School Ability Test (OLSAT 8) are also available for additional information.

MEASUREMENT TOOLS USED IN THE IDENTIFICATION PROCESS

1. *CogAT*

The Cognitive Abilities Test (CogAT) is a nationally standardized, norm-referenced test.

The CogAT measures reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. Reasoning abilities are good predictors of success in school and are important outcomes of good schooling.

- The Verbal Battery measures flexibility, fluency, and adaptability in reasoning with verbal materials and in solving verbal problems. These reasoning abilities play an important role in reading comprehension, critical thinking, writing, and virtually all verbal learning tasks.
- The Quantitative Battery measures quantitative reasoning skills; flexibility and fluency in working with quantitative symbols and concepts; and the ability to organize, structure, and give meaning to an unordered set of numerals and mathematical symbols. These reasoning skills are significantly related to problem solving in mathematics and other disciplines.
- The Nonverbal Battery measures reasoning using geometric shapes and figures. To perform successfully, students must invent strategies for solving novel problems. They must be flexible in using these strategies and accurate in implementing them.

2. *Otis-Lennon School Ability Test (OLSAT)*

A quote from the OLSAT manual:

"OLSAT 8 is structured to provide Verbal and Nonverbal subtest scores in addition to the Total score, since students' ability to succeed at school learning tasks involves both verbal and nonverbal skills. The scores for the parts within the verbal and nonverbal subtests may reveal greater student proficiency in one content cluster over another. Nevertheless, since students' ability to learn in the educational setting is dependent upon proficiency in both the verbal and nonverbal modalities, the Total score is still considered to be the best overall indicator of school learning ability."

"Since it is an ability test that focuses on an overall indicator of student learning ability, specific content areas (like math, language, etc) are not evaluated. It is more how the child learns and processes information that is assessed."

3. Northwest Evaluation Association Measure of School Improvement (MAP): Reading, Language and Math

NWEA MAP is a computer adaptive achievement assessment that students complete three times throughout the year. Computer-adaptive means that it is tailored to each student's responses and will get easier or more difficult to determine mastery level. Students' reading, language, and math levels are assessed using nationally normed measures and is used to determine the appropriate level of challenge for each student to personalize practice and individualized instruction. Growth in reading and math can be tracked longitudinally using NWEA MAP.

4. Scales for Identifying Gifted Students (SIGS)

SIGS is a norm-referenced rating scale designed to assist school districts in the identification of students as gifted. The SIGS assesses several areas, and our corporation utilizes the assessments for the areas of math, language arts, and general intellect, since these are the areas in which we presently provide services. A SIGS School Rating Scale is completed by the student's teacher when more information is needed in making a determination as to a student's need for gifted services.

5. Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2)

The SAGES-2 helps identify gifted students in kindergarten through eighth grade and measures both aptitude and achievement. Aptitude is measured via the reasoning subtest. The child is asked to solve analogical problems by identifying relationships among pictures and figures. The other two subtests assess achievement. On one of these subtests, the child answers questions about language arts and social studies; on the other, he or she answers questions about mathematics and science. The child selects answers from a series of pictures, symbols, or words. The subtests can be used to examine the relationships between aptitude and achievement. While untimed, each subtest requires approximately 20 minutes to administer. All of the SAGES-2 subtests can be administered in small groups or individually.

6. The Naglieri Nonverbal Ability Test (NNAT)

The NNAT is a standardized test designed to assess nonverbal reasoning and general problem solving skills in children ages 5-17. The NNAT is considered culturally neutral as it contains minimal use of language and directions, and does not require reading, writing, or speaking.

Instead, the NNAT incorporates abstract shapes and designs, which allow for unbiased scoring regardless of a child's primary language, education, and socioeconomic background. There are four different question types that will appear on the test depending on level: pattern completion, spatial reasoning, serial reasoning, and reasoning by analogy. There are seven different levels which can be administered in kindergarten through grade 12. The test may be completed on paper or online and takes approximately 30 minutes. This test can be administered in small groups or individually.

Appendix H (also available as a Google Form)

High Ability Recommendation Form

Date:	
Name of Student:	
Grade Level:	
School:	
Person Making the Recommendation:	
Relationship to Student:	

Please complete the following information to assist with consideration of further testing.

Reading data from this school year:	
Math data from this school year:	
Additional information that could impact data:	
Additional comments:	

Appendix I

High Ability Service Option Waiver

Date:	
Student Name:	

In accordance with the Indiana Department of Education, a gifted student in the Sunman-Dearborn Community School Corporation is a student who performs at, or shows potential for performing at, an outstanding level of accomplishment in mathematics or language arts as compared to students of same age and experience. Based on data from a multifaceted student assessment plan, your child has been identified as a student in need of gifted services. While our district recognizes your child's ability, we know there are many factors to be considered for class placement. By signing below, you are waiving your child's gifted services for this school year only.

School Year:	
Class in which services are being waived:	
Parent Signature:	
School Administrator Signature:	

*Please send a copy to the High Ability Student Services Coordinator

High Ability Withdrawal Conference Summary

Date:	
Student Name:	
Person Requesting Conference/relationship :	
Reason for Conference:	

Options

After reviewing the withdraw guidelines for the program, the conference committee recommends: (circle one option below)

A.	Withdraw from High Ability Program (Math, ELA, or GI) This withdrawal will take place _____.
B.	Remain in program after completing the following recommendations:
C.	Probationary Plan (include date to reconvene and determine placement)

Signatures

Teacher	
Parent	
Principal/Counselor	
HA Coordinator	

Common Gifted Education Myths

Myth: **Gifted Students Don't Need Help; They'll Do Fine On Their Own.**

Truth: Gifted Students need guidance from well-trained, challenging teachers to help develop their talents. Many gifted students may be so far ahead of their same-age peers that they know more than half of the grade-level curriculum before the school year begins. Their resulting boredom and frustration can lead to low achievement, despondency, or unhealthy work habits.

Myth: **Teachers Challenge All Students, So Gifted Kids Will Be Fine In The Regular Classroom.**

Truth: Although it's true that teachers try to challenge all students and do the best they can, they are frequently unfamiliar with the needs of gifted children and do not know how to best serve them in the classroom. The National Research Center on Gifted and Talented (NRC/GT) found that 61% of classroom teachers had no training in teaching highly able students, limiting the challenging educational opportunities offered to advanced learners.

Myth: **That Student Can't Be Gifted; He's Receiving Poor Grades.**

Truth: Underachievement describes a discrepancy between a student's performance and his actual ability. The roots of this problem differ, based on each child's experiences. Gifted students may become bored or frustrated in an unchallenging situation, causing them to lose interest, learn bad study habits, or distrust the school environment. Other students may mask their abilities to try to fit in socially with their same-age peers. No matter the cause, it is imperative that a caring and perceptive adult help gifted learners break the cycle of underachievement in order for them to achieve their full potential.

Myth: **All Children Are Gifted.**

Truth: While all children are special and deserving, not all children have exceptional *academic* gifts that required additional support in school. Interestingly, most people readily accept that there are children in performing arts or athletics whose talents are so far above those of others their age that they require additional or different training or coaching. It is important to understand that these same characteristics apply to academically gifted students who need support and guidance to reach their full potential.

Myth: **Gifted Education Programs Are Elitist.**

Truth: Gifted education is not about status; it is about meeting student needs. Advanced learners are found in all cultures, ethnic backgrounds, and socioeconomic groups. However, not every school district offers services for gifted students, even though there are gifted students in every district. In

many states, only affluent districts can afford to offer gifted education programs and services in the absence of federal and state funding.

Myth: Gifted Students Are Happy, Popular, and Well Adjusted In School.

Truth: Many gifted students flourish in their community and school environment. However, some gifted children differ in terms of their emotional and moral intensity, sensitivity to expectations and feelings, perfectionism, and deep concerns about societal problems. Others do not share interests with their classmates, resulting in isolation or being labeled unfavorably as a “nerd.” Because of these difficulties, the school experience is one to be endured rather than celebrated. It is estimated that 20-25% of gifted children have social and emotional difficulties, about twice as many as in the general population of students.

Myth: This Child Can’t Be Gifted; He Is In Special Education.

Truth: Some gifted students also have learning or other disabilities. These “twice-exceptional” students often go undetected in regular classrooms because their disability and gifts mask each other, making them appear “average.” Other twice-exceptional students are identified as having a learning disability and as a result, are not considered for gifted services. In both cases, it is important to focus on the students’ abilities and allow them to have challenging curricula in addition to receiving help for their learning disability.

Excerpts taken from National Association for Gifted Children (NAGC): Myths About Gifted Education.

www.nagc.org