

Sheridan Community Schools High Ability Plan



Mission: Sheridan Community Schools recognizes that some students perform at, or show the potential to perform at, high levels of accomplishment when compared with other students of the same age and experience in the core academic areas of language arts and mathematics. High-ability students are found in all backgrounds, cultures, and ethnicities, and Sheridan Community Schools recognizes the need to identify such students through systematic, on-going procedures. The high ability program strives to identify these students, provide a supportive and challenging learning environment that will enrich student learning so they can maximize their academic and personal potential.

Indiana Definition of a High-Ability Student: “a student 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.”

Student Assessment Plan

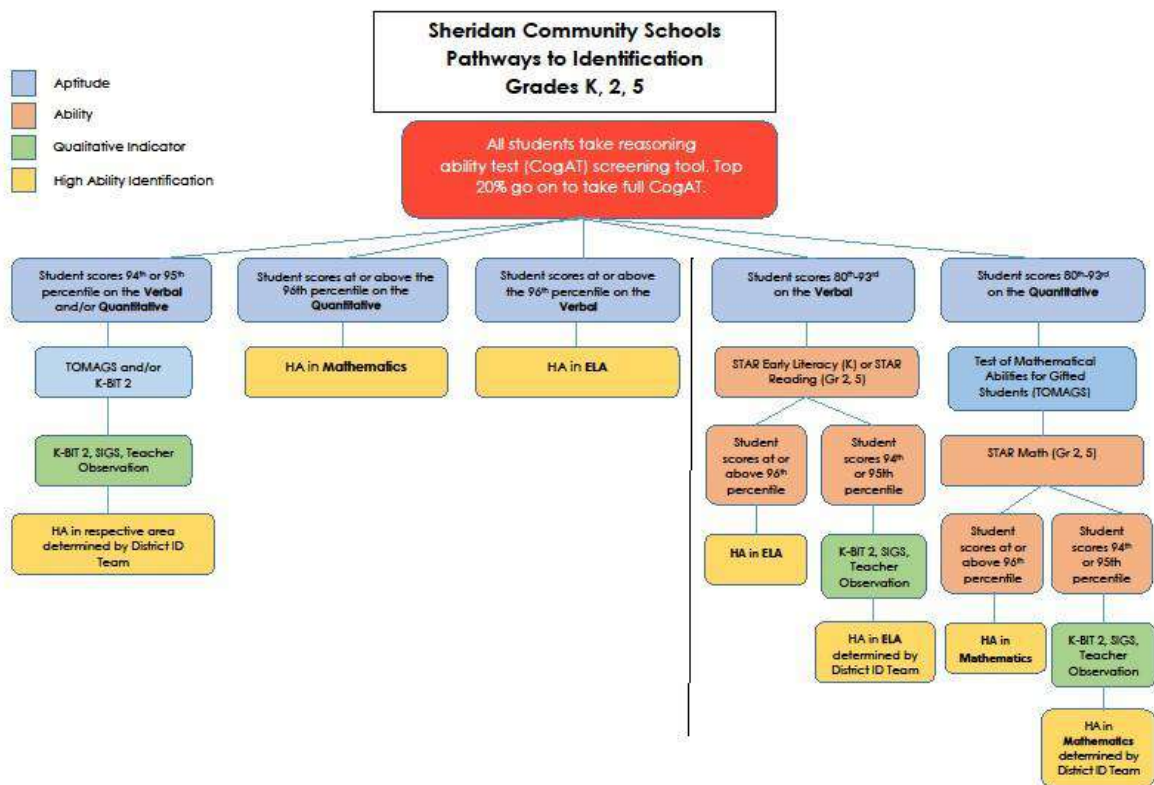
Sheridan School Corporation utilizes a multi-faceted assessment plan to identify students for high ability programming.

- All students are considered for placement in high ability programming.
- A multi-faceted assessment includes Quantitative (numerical score) and Qualitative (norm-referenced scales) to assess student performance (achievement) and potential (ability).
- Students can be recommended for assessment through multiple different paths: Teacher recommendation, Parent recommendation, Student performance and testing.

Quantitative Measures	Qualitative Measures (reviewed by the district High Ability Identification Team)
Aptitude (Potential) - Cognitive Abilities Test (CogAT) - Kauffman Brief Intelligence Test (K-BIT 2) - Test of Mathematical Abilities for Gifted Children (TOMAGS) – (Grades 1-6)	- Scales for Identifying Gifted Students (SIGS) Rating Scale - Parent Observation Form
Achievement (Performance) - STAR Early Literacy (Kindergarten) - STAR Reading and/or STAR Math (Gr 1-5) *NWEA starting Fall 2023 for all students - NWEA (Middle & High School)	- Classroom Achievement - Portfolio Samples

- Students may qualify as High Ability Mathematics, High Ability English Language Arts, or High Ability General Intellectual (both Math and English Language Arts).
- Students are considered for High Ability at set points through the elementary years:
 - Kindergarten, 2nd Grade and 5th Grade – All students participate in a reasoning-ability test and further assessment testing, if needed. Qualitative Measures are reviewed if needed. Scores are processed and reviewed by the district High Ability Identification Team.
 - Middle school students participate in achievement testing each year. Students testing in the 90th percentile or higher will be considered for High Ability by the Identification Team.
- Students are considered for High Ability if they are at the 90th percentile or higher on aptitude tests and/or 90th percentile on achievement testing.
- Students are considered for accelerated and AP placement in middle and high school by an identification committee.

Pathways to Identification:



Identification Committees

- Elementary: Principal, Reading Specialist, High Ability Coordinator/SOAR Teacher
- Middle School: Math and ELA teachers, HA Coordinator, Principal

New Students

New students entering the corporation with a previously identified High Ability label will automatically receive High Ability services. New students without a High Ability label may request CoGAT testing to determine eligibility.

Appeals Procedure

If a student, parent, teacher, or administrator believes that a student should be receiving High Ability services but did not qualify, they may request an appeal. The appeal process is as follows:

1. The concerned individual should request a meeting with relevant members of the Identification Committee. They should bring evidence that shows the student's ability in the desired High Ability content area. This evidence can include:
 - a. Student work
 - b. Standardized testing and/or classroom assessment data
 - c. Testing from an outside source (not required)

2. The Identification Committee will review the provided evidence, CoGAT testing data, and may give an additional norm-referenced ability assessment, such as the K-BIT, for another data point.
3. Based on the evidence, the Committee will make a recommendation and notify the parent or other concerned individual about the decision.

Exit Procedure

If at any time a student, teacher, or parent believes that a High Ability placement is no longer appropriate due to academic performance, they must:

1. Set up a meeting with the members of the Identification Committee involved.
2. Discuss areas of concern and brainstorm possible interventions to support the student academically.
3. Agree on a 9-week (one quarter) monitoring period to determine the success of the proposed interventions.
4. At the end of the 9-week monitoring period, the parent, teacher, student, and other relevant Identification Committee members meet to review and determine whether the student should be exited from the High Ability program.
5. If the students' exit is deemed appropriate, the Committee will communicate with parents, remove the student from services, and remove the High Ability flag for student in the database.

Curriculum and Instructional Strategies Plan

Sheridan Elementary School	Sheridan Middle School	Sheridan High School
For high ability students in grades K-5, appropriately differentiated instruction in core subjects will be offered within a classroom setting. In addition, students participate in a pull-out enrichment program in Math and Language Arts for grades 2-5. In some cases, students can subject or grade skip.	Appropriately differentiated instruction and enrichment is offered in all core subject areas. Accelerated Language Arts and Math courses are offered in grades 6-8. In some cases, students can subject or grade skip.	Appropriately differentiated instruction and enrichment is offered in all core subject areas. Honors, AP, dual-credit, and specialty area courses are available to all students. Online courses for accelerated students are a possibility.

Guidance and Counseling Plan

Sheridan Community Schools are committed to supporting the whole child while attending classes. Multi-Tiered System of Supports (MTSS) exists in each school and provides checks and interventions tailored to students' individual needs.

Sheridan Elementary

Counselors and teachers provide affective curriculum monthly. Students have the option to meet individually with the counselor at any point throughout the school day. A rest and regulate space is provided for students needing space to focus and regroup while attending school. Small group instruction is led by the counselor and provides High Ability students needing assistance with specific skills. Finally, the counselor uses panoramic data to create whole class lessons for High Ability learners addressing their current needs once a semester.

Sheridan Middle School/High School

Throughout the school year, middle school students engage in school counselor provided lessons once a week that allow critical thinking, as well as skill building, to help students grow and mature in both academic and social aspects. Middle and high school counselor-driven lessons also include college and career exploration, as well as 21st century scholar opportunities to ensure students are able to plan for their future regardless of financial situations.

High Ability students often suffer from high levels of perfectionism and fear of failure. One on one meetings are held with students at the middle and high school to help them cope with their anxieties that stem from these fears as well as helping them learn how to best cope when things do not go as they have planned.

Professional Development Plan

Sheridan Community Schools is committed to ensuring that all teachers are adequately equipped with curriculum, strategies, and skills to teach High Ability Students.

- The High Ability Coordinator holds a license in High Ability education, and will attend the state High Ability conference each year and share with staff relevant information and training.
- The High Ability Coordinator and counselors will communicate and provide training opportunities to parents of High Ability students.
- The corporation will work with all teachers who teach High Ability students to ensure, through professional development, that teachers are prepared to meet the needs of High Ability students.

Systematic Program Assessment Plan

- Each year, the High Ability Coordinator and other stakeholders will review the High Ability Program Elements Checklist and relevant assessment data and create yearly goals accordingly. This checklist and goals will be presented to the Broad-based Planning Committee for feedback and review.