

## Sunman Dearborn Community School High Ability Slide Presentation Text

### Slide 1

Sunman-Dearborn Community School Corporation  
High Ability Information Night  
North Dearborn Elementary School Cafeteria  
Thursday, May 9, 2017

### Slide 2

Introductions: Coordinator  
High Ability Student Services Coordinator  
Kelly Roth  
Email: [knroth@sunmandearborn.k12.in.us](mailto:knroth@sunmandearborn.k12.in.us)

### Slide 3

Task Force Members  
High Ability Task Force  
Superintendent - Dr. Andrew Jackson  
Principals: ECHS-Bev Ester; SDMS-Matt Maple; SES-Cindy Morton; NDES-Jeff Bond; BES-Norb Goessling  
Teachers: ECHS-Juanita Reinshagen (Math), Shelly Anderson (Language Arts); SDMS-Marcia Hausman and Emily Bower (Math); Megan Swales (Language Arts); SES-Lucinda Campbell; NDES-Barb Katenkamp; BES-Shelly Koth

### Slide 4

#### What is High Ability?

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 and/or language arts as compared to students of the same age and experience.

### Slide 5

#### High Ability Program 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.

### Slide 6

#### High 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 1: To identify students in need of gifted services at school

Goal 2: To provide educational services at an appropriate challenging level to the ability of each identified student

Goal 3: To provide support for the social and emotional needs of students identified for high ability services

#### Slide 7

##### Professional Development

One goal of the High Ability program is to provide teachers with professional growth opportunities. Several High Ability Task Force members had the opportunity to attend the Indiana Association of the Gifted conference in December, as well as other conferences dedicated to serving our students. Task Force teachers took what they learned at the conferences back to their buildings to share with all the teachers. All students benefit from these professional development opportunities as differentiation strategies impact students spanning the spectrum of skill and ability levels.

#### Slide 8

##### Social and Emotional Plan

As required by state law, SDCSC has a specific Guidance and Counseling plan for those students who require high ability services. See Appendix E in the High Ability handbook on the district website for each building's Guidance and Counseling Plan.

#### Slide 9

##### Identification Process

Students in the Sunman-Dearborn Community School District are identified and serviced in the areas of math and language arts. A student can be identified in need of gifted services in either math or language arts, or in both. If a student is identified in both math and language arts, they are identified General Intellectual.

#### Slide 10

##### Data Collection

The High Ability Student Services Coordinator will create data spreadsheets for students in grades K-5. These sheets will include data such as ability tests, STAR reading and STAR math, teacher rating scales, state testing, math contests, writing prompts, etc. The data varies from grade to grade. For more specific information, see the High Ability handbook on the district website.

#### Slide 11

##### School Ability Testing

Kindergarten students will take the CogAT screener in the spring and the top 15% will take the full battery. Third grade students will take the Otis-Lennon School Ability Test (OLSAT) in the fall. Fifth and eighth grade students will take the OLSAT in the spring. All students who move in new to our school district will take an ability test unless they have a recent score from their previous school in their permanent record. Teachers and/or parents can recommend testing via

the recommendation process in the Spring. We hope to offer these assessments online to at least grades 3 and 5 next school year.

#### Slide 12

##### Stakeholder Recommendations

Any stakeholder, including parents and teachers can recommend a student for the high ability program. The recommendation form is sent to all teachers via Google Forms in February. The form can also be found in Appendix H in the High Ability handbook on the district website under High Ability. The High Ability Task Force will review data and recommendation forms at the Spring Identification Meeting.

#### Slide 13

##### Spring Task Force Identification Meeting

Task force members review data sheets for grade levels kindergarten-6th grade. We look for several data points in the 96th percentile on nationally normed assessment measures, teacher recommendations, and rating scales. Formal identification begins in the Spring of 3rd grade. Kindergarten-3rd grade students are placed in clusters and are informally identified as needing differentiated instruction. Letters are mailed home state identification in language arts, math, or both (General Intellectual) when students are formally identified.

#### Slide 14

##### Elementary School Service Options

SDCSC uses the Cluster Grouping Model to service students at the elementary school level. Students identified as needing high ability services will be placed in a cluster of 5-7 students in a classroom to allow differentiated instruction. Classroom teachers use a variety of instructional strategies such as higher level thinking and questioning techniques.

#### Slide 15

##### Elementary Schoolwide Cluster Grouping Model

The Schoolwide Cluster Grouping Model (SCGM) is a method of 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.

#### Slide 16

##### Middle School Service Options

Students identified as High Ability will be serviced at the middle school by enrolling in an Advanced or Honors Math and/or Language Arts class. (Students do not have to be identified High Ability to take these courses.)

Slide 17

High School Service Options

Curriculum guide link

Students identified as High Ability will be serviced at the high school by enrolling in an Advanced Placement, Dual Credit, or Honors Math and/or Language Arts class. (Students do not have to be identified High Ability to take these courses.)

Slide 18

High Ability Service Option Waiver Form

There are many factors to think about when considering class placement at all levels. If a parent chooses to forgo the prescribed service option, they can complete a Service Option Waiver form. This form can be found in Appendix I of the High Ability Handbook on the district website.

Slide 19

Exiting Procedures

If a student is not progressing in the High Ability program, a withdrawal could be necessary. Here are the exiting procedures:

1. Communication regarding concerns
2. Formal conference if necessary after initial communication
3. Probationary period with a plan
4. Withdrawal conference with all stakeholders

Slide 20

Resources for Parents

High Ability Handbook

[National Association for Gifted Children](#)

[Hoagies Gifted Education](#)

[Indiana Association for the Gifted](#)

Slide 21

Questions ???