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COURPORATION OVERVIEW – GUIDING PRINCIPLES

FTCSC Mission Statement
Our mission is to instill in all students a passion for lifelong learning and to inspire each one to contribute as a responsible citizen to the future of our interconnected world.

FTCSC High Ability Mission Statement
Franklin Township Community School Corporation’s (FTCSC) goal is to equip all students with the skills and knowledge they will need to flourish in a global society. FTCSC recognizes that some students perform at, or show the potential to perform at, an outstanding level of accomplishment in the core academic areas of language arts and mathematics. These students are found in all socioeconomic, cultural, and ethnic backgrounds, and FTCSC recognizes the need to identify such students through systematic, ongoing procedures. The high ability program provides a supportive learning climate that will enrich learning so students can maximize academic potential and develop emotionally and socially in order to be contributing members of society.

High Ability Core Values
We are committed to…

- providing high ability students the inherent right to pursue development of their full potential in accordance with learning needs unique to high ability students.
- challenging students with academic rigor at a pace and depth appropriate for high ability students.
- assisting in the social and emotional developmental needs which may be different from those of age mates.
- collaborating as a dedicated team of educators, parents, community members, and students to strive for academic excellence.
- ensuring program decisions that are based on data, standards, and effective research-based strategies.

Definition of High Ability
The Indiana definition is: “high ability student” means 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. (IC 20-36-1-3)

- The required domains of high ability education that Indiana schools must identify and serve are the General Intellectual and Specific Academic domains. The designations are for students with high ability in Language Arts (HA-LA), students with high ability in Math (HA-Math), and students who have high ability in both Language Arts and Math (HA-General Intellectual). There are also additional domains of high ability that are described in Indiana Code that may be served, such as visual and performing arts. Students who are high ability in other domains are not required for services and are designated as HA-Other.

Requirements for Serving High Ability Students
- A Multi-Faceted Student Assessment Program
- A Curriculum and Instructional Strategies Plan
- A Counseling and Guidance Plan
- A Professional Development Plan
- A Systematic Program Assessment Plan
Broad-Based Planning Committee
● **Purpose:** The broad-based planning Committee is a diverse group of stakeholders organized to review the continuous development and implementation of the services and programs for high ability students. The committee serves as...
  ○ a representation of key stakeholders
  ○ sounding board for programmatic ideas
  ○ keeper of the vision for high ability education
  ○ assessor of the degree to which program goals are being met
  ○ impetus for improvement
  ○ ambassador for high ability services in the community

Program Goals
The Franklin Township Community School Corporation High Ability Program is designed to provide a challenging and appropriate education for identified students. Services are delivered according to student placement in one of three tiers. The first tier provides limited high ability services to the general student population. Tiers II and III deliver high ability services to identified students of high ability/high achievement. This is accomplished by:

1. Placing qualified students in a tier of service that is commensurate with their abilities.
   (a) Offer students placed in Tier II
      ● A classroom environment that delivers qualitatively differentiated curriculum, modified content, processes and/or products to acknowledge the academic needs of high ability students and provide appropriate rigor.
      ● Place identified students in a cluster classroom – at least one at each grade level in grades K-8.
      ● Provide ongoing professional development on differentiated instruction for Tier II teachers.
   (b) Offer students placed in Tier III an accelerated curriculum with greater complexity and greater depth than the regular grade level curriculum.
      ● Place identified students in a self-contained magnet program class in grades 3 – 5.
      ● Accelerate curriculum 1 – 2 years in language arts and math and enrich curriculum in social studies, science, and health.
      ● Utilize curriculum specifically designed for high ability students.
      ● Place identified students in a self-contained class for English/Language Arts (ELA) in grades 6, 7, and 8. These classes will utilize curriculum designed to deliver increased rigor.
      ● Place identified students in an accelerated class for math in grades 6, 7, and 8.

2. Recognizing and supporting the social and emotional needs of High Ability learners.
   (a) At the elementary level school counselors will be available to conduct classroom lessons on topics relating to high ability, such as understanding and accepting ways in which high ability people are different, tolerance for others, and perfectionism. Counselors at the secondary level will be available for individual counseling on similar topics.
**Tier System**
A tiered system has been developed to provide a multifaceted program for students, enabling the school corporation to offer a continuum of services. This continuum of services provides for a variety of student needs to be met, ranging from high ability in math and/or language arts to high ability in general intellect. The levels of service available within the High Ability program include:

**Tier I**
The general student population comprises the first tier. Students in this tier may experience enrichment lessons as deemed appropriate or relevant by the classroom teacher.

**Tier II**
These students are clustered in classrooms at their respective home schools. A cluster classroom is a heterogeneous classroom in which students with similarly high readiness levels and abilities have been assigned. These students are grouped together in a general education classroom with a Highly Qualified Teacher who provides instruction that is differentiated with a greater depth and breadth of content and materials. Beginning in grade 6, Tier II students experience an acceleration of one grade level in math.

**Tier III**
This tier of instruction moves at a fast pace and mastery of grade level material is crucial for academic success in this tier. There is a Reach program in each of the two feeder patterns. Transportation is provided for students in grades 3 – 5 who participate in the Reach program and whose home school is not the designated school for the magnet classes. These high ability students experience lunch, recess, field experiences, art, music, and physical education with grade level peers in general education classes. Students in grades 6 – 8 are placed in the appropriate accelerated ELA and/or Math classes according to their designation and tier placement. High school students are allowed to self-select classes that provide rigor – such as Pre-AP and AP classes – providing they meet the specified prerequisite criteria for the desired class.

Students who are placed in this tier of service will have accelerated curriculum in language arts and mathematics of one year in grades 3 and 4. Beginning in grade 5, students in this tier will have accelerated curriculum of an additional year of math, placing them two years above grade level. This compacting of the curriculum allows time at the high school level for students to participate in additional Advanced Placement and/or dual credit classes. Language arts will continue to be accelerated one year. Content areas of social studies and science will be enriched, but grade level standards will be taught.
Multifaceted Identification Plan

Identification Process
Annually, the identification process will include a period of time for …
❖ Informational Sessions
❖ Nominations
❖ Assessments
❖ Data Collection
❖ Student Selection
❖ Appeals
❖ Final Placement and Notification.

Nomination Process
❖ Teacher Nomination Form
  Teachers at each grade level have access to nomination forms that contain both quantitative and qualitative data sections.
❖ Parent Nomination Form
  Parents have access to nomination forms for students in grades K – 3 and 4 – 8. They are behavioral in nature. Forms may be obtained from the FTCSC website.

Instruments Used in Identification:
All Kindergarten grade students will be assessed using a combination CogAT Screener and Kingore Observation Inventory to determine Tier II – Cluster placement. Information for student candidates in second through eighth grade will be comprised of the following:
❖ Cognitive Abilities Test (CogAT)
  This test measures a student’s abilities to reason with words, quantitative concepts, and nonverbal (spatial) pictures. The CogAT Multilevel Battery has eight levels and is designed for use in grades K – 12. The CogAT screener may be used in primary grades for one component of high ability identification.
❖ Test of Mathematical Ability for Gifted Students (TOMAGS)
  This test measures a student’s ability to use mathematical problem-solving and reasoning. There are two levels: a primary level for grades K-3 (ages 6-9) and an intermediate level for grades 4-6 (ages 9-12).
❖ Scales for Identifying Gifted Students (SIGS)
  This is an instrument which structures observation of the specific behaviors gifted children typically exhibit in learning situations particularly in ELA and the Humanities.
❖ State Assessment
  This is a criterion-referenced achievement test used to determine the individual’s mastery of specific skills or knowledge. Measures are based on grade level standards.
❖ Local Formative Assessment
  An additional criterion-referenced assessment used to obtain real-time data on the students’ current achievement level.

Selection Process
The High Ability Selection Committee consists of at least one school administrator, High Ability Coordinator, and a combination of high ability, cluster and general education teachers. This committee meets annually to review the student data and determine student eligibility/placement for the following school year.
Qualifying Criteria
The following are the recommended Tier III criteria levels for each assessment:
❖ scoring at or above a 125 the 95th percentile, or in the ninth stanine on the CogAT
❖ scoring at or above 90% on the TOMAGS assessment
❖ scoring at or above 90% on the SIGS assessment
❖ demonstrating a consistent pattern of Pass+ achievement on state assessment
❖ scoring in the top 10% of FTCSC grade level population on grade level assessments

The following are the recommended Tier II criteria levels for each assessment:
❖ scoring at or above a 120, the 90th percentile, or in the eighth stanine on the CogAT
❖ scoring at or above 80% on the TOMAGS assessment
❖ scoring at or above 85% on the SIGS assessment
❖ demonstrating consistently high achievement on state assessment
❖ scoring in the top 15% of FTCSC grade level population on grade level assessments

Students who meet three or more of the above criteria, where one of the criteria is the CogAT assessment, are determined to be eligible for the High Ability program in FTCSC. Placement of all eligible students will be determined by the selection committee. Parents will be notified, in writing, of all test scores and placement determination. An informational meeting will be offered for all newly placed Tier III families regarding the specifics of the program. Following the meeting, parents will have the opportunity to accept or decline participation in the program. Students whose parents decline Tier III will remain at their home school as part of the Tier II population.

Timeline for Placement Decisions

<table>
<thead>
<tr>
<th>Due/End Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Share timeline with involved parties (HA teachers, counselors and principals)</td>
</tr>
<tr>
<td>Aug-Oct</td>
<td>Window for Parent/Teacher Nominations for Tier II and Tier III placement.</td>
</tr>
<tr>
<td>Sept-Oct</td>
<td>School Visits: HA team will share timeline with teachers and answer questions.</td>
</tr>
<tr>
<td>Pre-Assess</td>
<td>CogAT Assessment Training</td>
</tr>
<tr>
<td>End of Oct</td>
<td>CogAT administration schedules are created and teachers/counselors create their online sessions. *All online sessions should be created at least 24 hours before test administration.</td>
</tr>
<tr>
<td>November</td>
<td>All (2-5) Parent and Teacher Nominations are DUE to CTEC.</td>
</tr>
<tr>
<td>Oct - Nov</td>
<td>CogAT test administration: All 2nd and 5th grade students + nominated students.</td>
</tr>
<tr>
<td>End Of Nov</td>
<td>CogAT results information will be sent to Principals</td>
</tr>
<tr>
<td>End Of Nov</td>
<td>CogAT results letter sent home to parents from CTEC</td>
</tr>
<tr>
<td>January</td>
<td>Counselors will oversee the administration of TOMAGS and SIGS in their buildings for all nominated students and those with a composite score of 120 or higher. *This will provide us with more data on more questionable placements.</td>
</tr>
<tr>
<td>January</td>
<td>Principals will submit names of teacher to participate in HA selection committee to the high ability coordinator</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>End of Jan</td>
<td>All assessments/surveys must be graded, scored, tallied and submitted to CTEC.</td>
</tr>
<tr>
<td>Pre- Comm. Meeting</td>
<td>Student data will be loaded into the HA data/information sheet.</td>
</tr>
<tr>
<td>Early Feb</td>
<td>HA Committee will meet, CTEC, for HA selection meeting-MS in afternoon.</td>
</tr>
<tr>
<td>Post-Comm Meeting</td>
<td>Committee placements will be submitted to Principals for distribution.</td>
</tr>
<tr>
<td>Mid-Feb</td>
<td>Deadline for Teacher Appeals process (Form/instructions to be included).</td>
</tr>
<tr>
<td>Mid-Feb</td>
<td>Appeals committee will meet to review data and teacher input/evidence.</td>
</tr>
<tr>
<td>Late Feb</td>
<td>Principals will be notified of all final placement decisions.</td>
</tr>
<tr>
<td>Early March</td>
<td>HA identification letter will be e-mailed to families of all nominated students or those with placement changes for the 2019-2020 school year</td>
</tr>
<tr>
<td></td>
<td>*All 5th grade students with any NEW HA placement will receive a placement letter.</td>
</tr>
<tr>
<td>April</td>
<td>Parent meeting for all new incoming Reach families @ South Creek for grades 2-4.</td>
</tr>
<tr>
<td>April</td>
<td>Deadline for parents to accept or decline HA placements.</td>
</tr>
</tbody>
</table>

**Exit Procedure**

Placement in the High Ability Program may be terminated by parent request, student transfer out of the district, or continuous lack of success by the student. *Aberrant behavior or failure to complete assignments does not provide the sole justification for removal.*

- Parents may request in writing that their child be removed from the program. Parents should detail sound reasons and justifications to indicate that removal is in the best educational interest of the child. The High Ability program coordinator will review and consider the parent request. Parent concerns will be addressed and possible alternative courses of action may be offered. If suggested options are not feasible or palatable for the parents, removal will be granted.
- Students who move from the corporation will be removed from the program. The student’s data portfolio will be forwarded to the student’s new school when a request for records is received.
- Continuous lack of success in the High Ability Program may be caused by one or several factors. Sufficient research must be conducted in an attempt to determine these factors and resolve the problem(s). Intervention strategies may be employed as needed:
  1. **Academic deficiency**
     a. Meeting with teacher, student, parent, counselor and high ability coordinator to dialogue identified problem areas and plan intervention strategies or create an academic performance contract.
     b. Beginning in 6th grade students in Tier II and Tier III are subject to grading criteria for math sequence progression (see Appendix A).
       - 6th Grade – Tier II and Tier III: The average of the 1st, 2nd, and 3rd nine week grades in math and/or ELA, should be 85% or higher to progress to the next class in the sequence. If a student’s average grade of the first three
quarters in math is a C+ (82%) or lower, a review conference will be held involving the math teacher, building counselor, building administrator, High Ability Coordinator, and parent/s. Serious consideration will be given to the student’s placement for the following year with the student repeating the math course being a viable option. If, when the 4th nine week grade is averaged in, the grade increases to a B- average or higher, the student can proceed to the next advanced course.

- 7th Grade – Tier II: Students in Tier II who are taking Pre-Algebra and/or Springboard 8, and/or Springboard 9 should earn an average of 85% for the 1st, 2nd, and 3rd nine week grades to progress to Algebra I in 8th grade. If a student’s average grade of the first three quarters in math is a C+ (82%) or lower a review conference will be held involving the math teacher, building counselor, building administrator, High Ability coordinator, and parent/s. Serious consideration will be given to the student’s placement for the following year with the student repeating the math course being a viable option. If, when the 4th nine week grade is averaged in, the grade increases to a B- average or higher, the student can proceed to the next advanced course.

- 7th Grade – Tier III: Students in Tier III who are taking Algebra I must pass the ISTEP+ End-of-Course assessment and receive class credit to fulfill the Indiana graduation requirement. The grade earned in Algebra I will contribute to the student’s high school grade point average. Failure to pass the ISTEP+ End-of-Course assessment and receive class credit in Algebra I will result in a mandatory repeat of the class in 8th grade.

c. School counselor will provide services to the student/parent/teacher as necessary to ascertain if issues from outside the classroom are affecting classroom performance.

d. Small group instruction may be offered to focus on the area of need.

e. If the aforementioned strategies still prove unsuccessful after at least one grading period and a series of conferences including the high ability coordinator, teacher, counselor, parent, and student, removal from the program will occur. A Program Withdrawal Form will be completed and placed in the student’s file. Reinstatement to the program will be considered if the student and parent can provide proof that deficiencies have been addressed and interventions have shown to be successful.

2. Behavior

a. Conference with student, parent, teacher, counselor, and High Ability coordinator to specify and address behavioral concerns affecting classroom performance and environment.

b. Counselor, student, and teacher may develop a contract or alternative plan of action for improved behavior.

c. Counseling sessions may be scheduled or conducted as needed to assist with behavior changes.

d. Weekly check-in assessments conducted between the teacher and the student may provide documentation of progress by the student. A copy of the week’s findings will be shared with the counselor and parents.

e. Progress will be evaluated after a period of 4-6 weeks. If needed, goals or contracts will be restated or redefined and another 4-6 week probationary period will begin.

f. After a period of not less than 9 weeks, another conference will be held with the student, parent, teacher, counselor, and High Ability coordinator to re-evaluate the
student’s behavior and efforts toward improvement. Removal from the program will occur only if there is a documented lack of improvement and remaining in the program will not be beneficial for the student and will obstruct the learning of others. Documentation will include the timeline of the student’s behavior, intervention strategies attempted, and expected changes for the student to be considered for reinstatement to the program.

**Appeals Process**

Non-placement decisions are subject to a “Request for Review” by any stakeholder no more than seven days of being notified of non-placement. He/She may request a written explanation for denial of placement and may also request further consideration. Prior to the committee reconvening for reconsideration, the stakeholder must provide additional information not previously included in the nominee’s portfolio. This may include evidence of performance or additional intelligence testing performed by a licensed psychologist. *The additional testing must involve tests not previously given by the school corporation.* The final decision of the Appeals Committee is irrevocable for the current school year.

**RELATED TOPICS**

**Identification Process for Students New to FTCSC**

For students who move into FTCSC after the beginning of the school and wish to be considered for placement in a high ability program, the following steps must be taken:

1. The parent must first enroll the student in Franklin Township schools and provide proof of residency.

2. A student enrolling in FTCSC may be considered for placement in an appropriate tier of the High Ability program if s/he meets criteria specified for participation.

3. Copies of the student’s most recent standardized tests must be submitted for review. *
   Note: Parents are advised to personally forward copies of this information rather than waiting for school records to arrive.

4. The following information will be necessary in order to conduct a thorough review of the student’s eligibility for the High Ability program:

   a) Reading, language, and math test scores from a recognized standardized test such as ISTEP+, NWEA, Stanford Achievement Test, California Test of Basic Skills, Iowa Test of Basic Skills, Cognitive Abilities Test, or other comparable tests.

   b) Ability (IQ) score from a recognized test such as Kaufman Brief Intelligence Test, Otis-Lennon School Ability Test, CogAT, Stanford Binet, or other comparable tests.

   c) Name, address, and phone number of the previous school.

   d) Name, address, and phone number of a teacher who can be reached for a recommendation.

   e) Student’s name, parent’s name, address, phone number, grade, and school the student will be attending in FTCSC.

5. After a review of the information, the parents will be contacted if further testing is warranted.
Schedule for Assessing New Students
The traditional time for assessment for placement in the High Ability program is during the fall semester. Students who move into the district during the school year may be assessed in a timely manner after completing the steps listed above and providing documentation that supports evaluation for accelerated classes. Students new to the district may be placed in the High Ability program on a case-by-case basis. Temporary placement may occur on a probationary basis with a review of the student’s progress at the end of each of the next two grading periods to determine if the placement is appropriate. The decision of the Selection Committee is final for the current school year.

Grade Skipping or Subject Acceleration
The decision to grade skip a student or accelerate the student’s subject material is a serious one with academic, social, and emotional ramifications. Parents exploring such a possibility should first consult with the child’s teacher and building principal. If the parents decide to pursue these options, they should submit a letter requesting a review of placement to the building principal by the second Monday in May. To be considered for subject acceleration or grade skipping, a student:

1. Must have successfully completed the previous grade in FTCSC unless the student is in kindergarten.
2. Must be in the top 1 -2 % of all grade level peers in FTCSC (as measured by standardized assessment) in the specific subject requested (for subject acceleration) or in all academic areas (for grade skipping).
3. Must complete all requirements prescribed by the Review Committee (e.g., Indiana history if grade 4 is skipped) by the designated date for the placement to be completed.
4. Must have an educational recommendation, either from the current classroom teacher, the counselor, and/or the building principal.
5. Must complete any additional assessment determined necessary for a decision by the Review Committee (e.g., an intelligence/ability test, final exams for a subject in the grade level to be skipped, etc.). Outstanding performance is expected on such assessments for subject acceleration or grade skipping to be considered and approved.

Every placement is made on a probationary basis. Academic success and appropriate behavior are essential for continued placement. Inappropriate placement is detrimental to the child and will not provide elements crucial to a student’s success and well-being.

Credit for Courses Completed Before Students Enter Grade 9
In accordance with FTCSC School Board Policy, students who complete courses for high school credit prior to entering Grade 9 will be subject to the following criteria:

- The same curriculum will be taught at the middle school and high school levels;
- Middle school and high school students will take the same first and second semester final examinations;
- The grade earned by the student will become part of the high school record and count toward the student’s high school grade point average (GPA);
- The students must pass required state assessments related to the class they are taking; and
- A middle school student will be permitted to retake the course/semester while still in middle school if the student earns a C+ or lower.

Classes for which students may earn high school credit prior to entering Grade 9 include but are not limited to:

- Algebra I
- Algebra II
Social/Emotional Plan
In accordance with the mission statement of FTCSC, the corporation has a vested interest in the social and emotional growth of all students. The philosophy statement of FTCSC acknowledges the specific and differentiated affective needs that accompany high levels of abilities. With this knowledge comes the responsibility to help foster and nurture those needs.

❖ Information regarding affective needs of gifted students will be provided to teachers and school counselors in various formats. These may include conferences, in-services, and written communications. FTCSC utilizes the services of a trained psychological expert who assists teachers in recognizing and working with gifted children in affective areas. The High Ability program coordinator will also share with school counselors pertinent articles from periodicals regarding affective needs of high ability students.

❖ School counselors are available for classroom lessons on topics related to high ability such as potentially problematic behaviors such as perfectionism and social skills, high school/college course planning, or preparation for Advanced Placement classes at the high school level. Counselors are also available for individual or small group sessions if specific needs are identified.

❖ Parents are welcome to participate in the annual Broad Based Planning Committee. This group consists of FTCSC parents, administrators, teachers, counselors, students, and community members. This group serves in an advisory capacity to the High Ability Program and the High Ability coordinator. The committee meets to study program components and program needs. Social/emotional needs and plans to address the affective needs of this population may be a part of the committee’s topics which are addressed throughout the course of the school year.

❖ The High Ability teachers provide Tier III students a wide variety of reading material dealing with gifted characters (both fiction and nonfiction) to serve as role models and platforms for discussions regarding appropriate and inappropriate ways to cope with and manage being different.
HIGH SCHOOL

Course Options/Program Development
Students in grades 9 – 12 self-select courses to match their academic objectives and high school career path. They are welcome to enroll in these classes as long as they have completed the required prerequisites for a course. Counselors work with all students to help them plan the best course selection and program development that will earn the desired diploma. High ability students in grades 9 – 12 have multiple opportunities for academic rigor and challenge, including but not limited to:

1. The CORE 40 with Academic Honors Diploma
2. Franklin Central Honors Diploma
3. Honors/Advanced Placement classes
4. Dual Credit Enrollment

1. CORE 40 with Academic Honors Diploma
   Students must accumulate at least 47 credits in high school. To be eligible for an academic honors diploma, a student must have a grade point average of “B” (3.0) or above. No grade lower than a “C-” may count toward the diploma. More information including details and a planning sheet concerning this diploma may be found in the Franklin Central High School Course Catalog.

2. Franklin Central Honors Diploma
   To earn the Franklin Central Honors Diploma, students must earn a minimum of twelve credits in weighted courses (Honors/AP classes). Twelve Honors/AP level courses is considered the most rigorous course load a student can take while at FCHS. Students who earn this prestigious diploma, which demonstrates motivation and advanced academic skills, will be able to indicate to colleges and potential employers that they completed the most rigorous coursework while at Franklin Central High School. More information including details and a planning sheet concerning this diploma may be found in the Franklin Central High School Course Catalog.

3. Honors/Advanced Placement Classes
   Several courses are available at Franklin Central High School that require significantly higher academic achievement and effort levels. These include Honors/Pre AP/AP classes. A complete list of these courses can be found in the Franklin Central High School Course Catalog. Due to the increased difficulty, these courses are weighted for the purpose of determining a student’s grade point average (GPA) and class rank. Students who earn a C- or above in a weighted class receive an additional .667 points toward the GPA calculation for that course.
   Example: Pre-AP Algebra II “B” = 3 points
   Additional Points = .667 points
   TOTAL = 3.667 points = “A-”

For students participating in Advanced Placement classes, college credit can be earned at the university or college of their choice by taking the corresponding exam at the conclusion of the course. Students are expected to participate in the corresponding AP exam for the courses they take. The exams are scored on a scale of 1 to 5, with 5 being the highest score possible. Colleges and universities vary in the scores they accept for credit with a score of 3 being the minimum acceptable for college credit. Students are advised to check with higher institutions they are interested in attending for their policy on accepting specific AP exam scores and issuing credit. Students interested in AP Courses should check with their school counselor for eligibility and enrollment.
APPENDIX A:

PROGRAM INFORMATION

High Ability Informational Brochure
High Ability Math Sequence
High Achiever/Gifted Learner/Creative Thinker Chart
Resources for Parents

Web Sites for Gifted Education

- National Excellence Report
- National Association for Gifted Children
  http://www.nagc.org/
- Indiana Association for the Gifted
  http://www.iag-online.org
- Hoagies’ Gifted Education
  http://www.hoagiesgifted.org
- About.com: Gifted Children
  http://giftedkids.about.com

Books/Publications/Games

- Sylvia Rimm On Raising Kids by Sylvia Rimm, PhD.
  Apple Publishing Company, 1994
- How to Parent So Children Will Learn by Sylvia Rimm, PhD.
  Three Rivers Press, 1996
- MindWare Catalog
  http://www.mindwareonline.com
- Prufrock Press Catalog
  http://www.prufrock.com
- Critical Thinking Company Catalog
  http://www.CriticalThinking.com
- Math Pentathlon Games
  http://www.mathpentath.org

Characteristics of High Ability Children

High Ability Children:

- Exhibit verbal proficiency.
- Learn rapidly, easily, and with less repetition.
- Construct relationships between things that are not readily obvious.
- Manipulate information.
- Thrive on complexity.
- Be highly self-critical.
- Aim at perfection.

Parent Information

The High Ability Broad-Based Planning Committee meets twice a year. If you are interested in representing your child’s school on the committee, please feel free to contact Lynlie Schoene at Lynlie.Schoene@ftcsc.org or 317-803-5079.

Our mission is to instill in all students a passion for lifelong learning and to inspire each one to contribute as a responsible citizen to the future of our interconnected world.

Lynlie Schoene, Chief Innovation Officer
Lynlie.Schoene@ftcsc.org
Phone: 317-862-2411
Program Design

Grades K—1

• Students are clustered in grade level classrooms at their home school and served by their homeroom teacher. The curriculum is enriched in language arts and math.

Grades 3—5

• CLUSTER students are clustered in grade level classrooms at their home school. The curriculum is enriched in language arts and math.

• REACH students are served in self-contained classrooms at either Thompson Crossing Elementary or Arlington Elementary. The curriculum is accelerated one year in math for third and fourth grades and two years in fifth grade. Language arts is accelerated one year.

Grades 6—8

• CLUSTER students are clustered on academics at each middle school. The curriculum is accelerated one year in math and enriched in language arts. Students in 6th grade take 7th grade math. Students in 7th grade take Pre-Algebra. Students in 8th grade take Algebra I for high school credit and participate in the ISTEP+ End of Course Assessment. The grade earned in the class contributes to the student’s high school grade point average.

• REACH students are served in self-contained classes at each middle school. The curriculum is accelerated two years in math and utilizes a Pre-AP curriculum in language arts. Tier III students take Algebra I in 7th

Program Goals

The High Ability program (CLUSTER and REACH) is designed to provide a challenging and appropriate education for identified students. Students placed in the High Ability program are offered qualitatively differentiated curriculum, modified content, processes, and/or products to acknowledge the academic needs. The program design also allows for students of high ability to learn with and from their intellectual peers.

Academic Criteria for Program Placement

CLUSTER

• IQ score: Generally 120+
• Achievement scores: 90th percentile on standardized testing

REACH

• IQ score: Generally 125+
• Achievement scores: 95th percentile on standardized testing

Both Tiers

• Scores in the Pass+ category on ISTEP+
• Outstanding classroom performance within the population of students with the same experience or environment
• Student’s needs exceed grade level curriculum

All students in grades 1, 2 and 5 will be assessed with the CogAT test, a nationally recognized and normed test. Second and Fifth grade students, meeting the entrance requirements, may receive additional testing to determine placement in the appropriate tier.

Frequently Asked Questions

What percentage of students typically qualify for the REACH program?

Since students qualify based on performance and/or potential, the number varies from year-to-year. CLUSTER generally includes 10% of students. REACH generally is comprised of 5% of the student population.

If my child does not qualify for either CLUSTER or REACH in second grade, can he/she qualify in later grades?

Yes. All students in grades 2 and 5 are assessed and evaluated using the established criteria. Students may move in and out of the program at these points. Students in Secondary may qualify, based on a preponderance of achievement evidence.

My child always makes straight A’s, yet did not qualify for the program. How does that happen?

An “A” in a class signifies that a student is doing well on grade-level material. Students who are placed in the High Ability program have demonstrated, through multiple measures, that their academic needs exceed grade level curriculum and placement in the program is intended for presenting them with accelerated and/or enriched material.

My child was placed in REACH for grades 3—5. Does that mean he/she will automatically continue in REACH for grades 6—8?

No. Continued participation in Tier III is contingent upon demonstrated ability through classroom performance and testing.
FTCSC High Ability Math Course Sequence

**TIER II**
- 3rd grade
  - 3rd grade math standards
    - Grade-level instruction with acceleration when appropriate
- 4th grade
  - 4th grade math standards
    - Grade-level instruction with acceleration when appropriate
- 5th grade
  - 5th grade math standards
    - Grade-level instruction with acceleration when appropriate
- 6th and 7th grade math standards
  - Using 7th grade materials
    - Grade average policy is in effect.
- Math 8
  - Prognosis Test at the end of the year to determine readiness for Algebra 1
    - Grade average policy is in effect.
- Algebra I++
  - Taken for high school credit
  - Will take high school semester/final exams
  - Grade earned contributes to high school GPA

**TIER III**
- 3rd and 4th grade math standards
  - Using 4th grade materials
- 5th grade math standards
  - Using 5th grade materials
- 6th and 7th grade math standards
  - Using 7th grade materials
    - Grade average policy is in effect.
- Math 8
  - Prognosis Test at the end of the year to determine readiness for Algebra 1
    - Grade average policy is in effect.
- Algebra I++
  - Taken for high school credit
  - Will take high school semester/final exams
  - Grade earned contributes to high school GPA
- Algebra II++
  - Taken for high school credit
  - Will take high school semester/final exams
  - Grade earned contributes to high school GPA

*Parents will receive notification with the 3rd report card if student is in danger of not proceeding on his/her current track. Student grade should be 83% or higher to proceed to next math class. Failure to achieve 83% or higher will result in a conference to discuss math placement for following year. See FTCSC High Ability Manual for complete policy. Please discuss with your child’s math teacher the progress your child is making throughout the year.

**High School Attendance Policy**—A student may miss no more than 8 class sessions in order to earn credit for the class.
<table>
<thead>
<tr>
<th>A High Achiever…</th>
<th>A Gifted Learner…</th>
<th>A Creative Thinker…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembers the answers</td>
<td>Poses unforeseen questions</td>
<td>Sees exceptions</td>
</tr>
<tr>
<td>Is interested</td>
<td>Is curious</td>
<td>Wonders</td>
</tr>
<tr>
<td>Is attentive</td>
<td>Is selectively mentally engaged</td>
<td>Daydreams; may seem off task</td>
</tr>
<tr>
<td>Generates advanced ideas</td>
<td>Generates complex, abstract ideas</td>
<td>Overflows with ideas, many of which will never be developed</td>
</tr>
<tr>
<td>Works hard to achieve</td>
<td>Knows without working hard</td>
<td>Plays with ideas and concepts</td>
</tr>
<tr>
<td>Answers the question in detail</td>
<td>Ponders w/depth &amp; multiple perspectives</td>
<td>Injects new possibilities</td>
</tr>
<tr>
<td>Performs at the top of the group</td>
<td>Is beyond the group</td>
<td></td>
</tr>
<tr>
<td>Responds with interest and opinions</td>
<td>Exhibits feelings and opinions from multiple perspectives</td>
<td></td>
</tr>
<tr>
<td>Learns with ease</td>
<td>Already knows</td>
<td>Is in own group</td>
</tr>
<tr>
<td>Needs 6 to 8 repetitions to master</td>
<td>Needs 1 to 3 repetitions to master</td>
<td>Shares bizarre, sometimes conflicting opinions</td>
</tr>
<tr>
<td>Comprehends at a high level</td>
<td>Comprehends in-depth, complex ideas</td>
<td>Questions: What if…</td>
</tr>
<tr>
<td>Enjoys the company of age peers</td>
<td>Prefers the company of intellectual peers</td>
<td>Questions the need for mastery</td>
</tr>
<tr>
<td>Understands complex, abstract humor</td>
<td>Creates complex, abstract humor</td>
<td>Overflows with ideas—many of which will never be developed</td>
</tr>
<tr>
<td>Grasps the meaning</td>
<td>Infers and connects concepts</td>
<td>Prefers the company of creative peers but often works alone</td>
</tr>
<tr>
<td>Completes assignments on time</td>
<td>Initiates projects &amp; extensions of assignments</td>
<td>Relishes wild, off-the-wall humor</td>
</tr>
<tr>
<td>Is receptive</td>
<td>Is intense</td>
<td>Makes mental leaps: Aha!</td>
</tr>
<tr>
<td>Is accurate and complete</td>
<td>Is original and continually developing</td>
<td>Initiates more projects than will ever be completed</td>
</tr>
<tr>
<td>Enjoys school often</td>
<td>Enjoys self-directed learning</td>
<td>Is independent and unconventional</td>
</tr>
<tr>
<td>Absorbs information</td>
<td>Manipulates information</td>
<td>Is original and continually developing</td>
</tr>
<tr>
<td>Is a technician w/expertise in a field</td>
<td>Is an expert who abstracts beyond the field</td>
<td>Enjoys reading</td>
</tr>
<tr>
<td>Memorizes well</td>
<td>Guesses and infers well</td>
<td>Improvises</td>
</tr>
<tr>
<td>Is highly alert and observant</td>
<td>Anticipates and relates observations</td>
<td>Is an inventor and idea generator</td>
</tr>
<tr>
<td>Is pleased with own learning</td>
<td>Is self-critical</td>
<td>Creates and brainstorms well.</td>
</tr>
<tr>
<td>Gets A’s</td>
<td>May not be motivated by grades</td>
<td>Is intuitive</td>
</tr>
<tr>
<td>Is able</td>
<td>Is intellectual</td>
<td>Is never finished with possibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May not be motivated by grades</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is idiosyncratic</td>
</tr>
</tbody>
</table>
APPENDIX B:

RECOMMENDATION FORMS

Parent Nomination Form (K – 3)
Parent Nomination Form (4 – 8)
Teacher Nomination Form (K – 8)
Student Behavior Checklist
Parent Nomination
Form
Grades K through 3
Derived from The Kingore Observation Inventory (KOI)

Student: ___________________________ Grade: ______
Parent: ___________________________ Date: ______
Teacher: ___________________________ School:_______

Exhibits Behavior (Check Column)

<table>
<thead>
<tr>
<th>Category</th>
<th>Behavior Sample</th>
<th>Quite Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Comments/Examples of Behaviors Said or Done</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Language</strong></td>
<td>Uses words that seem advanced for the age-level expectations</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Rewords own language for younger or less mature children</td>
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<tr>
<td></td>
<td>Explains how unrelated things are similar</td>
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<tr>
<td></td>
<td>Uses words for time concepts (clock and calendar) accurately</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Uses similes, metaphors, or analogies; &quot;A _____ is really like a _____ because _____&quot;</td>
<td></td>
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<tr>
<td></td>
<td>Asks questions about words (in print or oral language)</td>
<td></td>
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<tr>
<td><strong>Analytical Thinking</strong></td>
<td>Demonstrates complex or abstract thinking</td>
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<tr>
<td></td>
<td>Analyzes household or school tasks</td>
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<tr>
<td></td>
<td>Notices a surprising depth of details about surroundings</td>
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<td></td>
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<tr>
<td></td>
<td>Takes apart and reassembles things or ideas with skill</td>
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<td></td>
<td>Expresses relationships between past and present experiences</td>
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<tr>
<td></td>
<td>Makes up songs, stories, or riddles about experiences</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Organizes collections of things uniquely; likes to plan or arrange things</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Meaning Motivation</strong></td>
<td>Is philosophical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asks surprisingly intellectual questions</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Is curious; experiments</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Demonstrates an unexpected depth of knowledge in one or more areas</td>
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<tr>
<td></td>
<td>Exhibits intense task commitment and energy when pursuing interests</td>
<td></td>
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<tr>
<td></td>
<td>Remembers!</td>
<td></td>
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<tr>
<td></td>
<td>Is independent</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Perspective</strong></td>
<td>Explains another's point of view</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Shows dimension, angle, or perspective in art, writing, math solutions, or problem solving</td>
<td></td>
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<tr>
<td></td>
<td>Creates complex shapes, patterns, or graphics</td>
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<tr>
<td></td>
<td>Applies left and right without prompting</td>
<td></td>
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</tr>
</tbody>
</table>
Adds interesting details to enhance products

**Sense of Humor**
- Says or does something indicating an unexpected, sophisticated humor
- Catches an adult's subtle humor
- Understands and uses puns and riddles
- "Plays" with language
- Develops humorous ideas to an extreme

**Sensitivity**
- Cares deeply; intense concern for human issues
- Tries to take action to help someone in need
- Expresses feelings through words or art
- Explains others' feelings
- Displays a strong sense of fairness
- Expresses high expectations of self and others
- Seems to overreact at times

**Accelerated Learning**
- Learns new things quickly with minimum practice
- Uses multiple characteristics when discussing items
- Reads passages at an advance, fluent reading level for the age-level expectations
- Explains the meaning of what has been read
- Demonstrates an unexpected mastery of math or science concepts
- Uses a dictionary, encyclopedia, map, atlas, or computer to gain advanced information
- Creates products which seem advanced for the age-level expectations

**Other Information I would like you to know about my child:**

**Please return this form to your child’s teacher by:**

**Parent Nomination Form**

Grades 4 through 8
Derived from The Kingore Observation Inventory (KOI)

Student: ___________________________ Grade: ____________

FTCSC
High Ability Program
Parent Input Form
<table>
<thead>
<tr>
<th>Category</th>
<th>Behavior Sample</th>
<th>Exhibits Behavior (Check Column)</th>
<th>Comments/Examples of Behaviors Said or Done</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Language</strong></td>
<td>Is verbally proficient; extensive vocabulary</td>
<td>Quite Often</td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Uses rich imagery; unusually descriptive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses similes, metaphors, or analogies to express insights</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modifies language for less experienced students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Displays verbal skills when teaching others, handling conflicts, or influencing others; persuasive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expresses similarities and differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses the precise language of a discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Analytical Thinking</strong></td>
<td>Abstracts; conceptualizes; generalizes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observes intensely; interprets observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thinks clearly, logically, and complexly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thinks critically; may lead to skepticism</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognizes relationships or patterns between diverse ideas or experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enjoys analyzing and solving more difficult problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enjoys planning and organizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Meaning Motivation</strong></td>
<td>Is philosophical; pursues issues atypical of agemates</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is curious; asks provocative, intellectual questions, innovatively experiments</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Generates new ideas and unique solutions to problems; ingenious</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Remembers; demonstrates extraordinary ability to process and retain information</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Displays in-depth information in one or more advanced areas</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Is intrinsically motivated to pursue areas of interest; intensely focused</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates heightened task commitment and energy when pursuing interests; persistent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wants to do things independently</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Perspective</strong></td>
<td>Interprets another's point of view with insight</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates complex dimension or perspective in writing, oral discussions, art, or problem solving</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Interprets past, present, and future ramifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develops unique graphic products or patterns</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incorporates interesting, subtle components to enhance products</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sense of Humor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is attuned to the aesthetic characteristics of things</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says or does something indicating a sense of humor beyond agemates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses humor to gain approval or ease tension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catches an adult's subtle or sophisticated humor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays intellectual playfulness; &quot;plays&quot; with language by using figurative language or puns for humor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses humor that may be absurd or far-out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops a humorous idea to the extreme; &quot;flights of fancy&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sensitivity</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits intense concern for human issues</td>
<td></td>
</tr>
<tr>
<td>Is intuitive and insightful of others' needs and feelings; interprets behaviors and counsels others</td>
<td></td>
</tr>
<tr>
<td>Cares deeply but may mask sensitivity</td>
<td></td>
</tr>
<tr>
<td>Expresses empathetic statements through words or art</td>
<td></td>
</tr>
<tr>
<td>Bases friendships on similarity of interest rather than age</td>
<td></td>
</tr>
<tr>
<td>Displays concern for justice; seeks resolution of moral dilemmas</td>
<td></td>
</tr>
<tr>
<td>Organizes others to help promote change and fairness</td>
<td></td>
</tr>
<tr>
<td>Demonstrates high expectations of self and others; high-strung</td>
<td></td>
</tr>
<tr>
<td>Prefers solitude part of the time</td>
<td></td>
</tr>
<tr>
<td>Overreacts at times</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Accelerated Learning</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires minimum repetition for mastery</td>
<td></td>
</tr>
<tr>
<td>Exceeds the parameters of age-expected knowledge in a field</td>
<td></td>
</tr>
<tr>
<td>Creates advanced products</td>
<td></td>
</tr>
<tr>
<td>Creates or interprets symbolic representations</td>
<td></td>
</tr>
<tr>
<td>Reads above grade level with complex interpretations</td>
<td></td>
</tr>
<tr>
<td>Comprehends advanced ideas, concepts, or implications</td>
<td></td>
</tr>
<tr>
<td>Accesses data with ease using an unexpected variety of tools</td>
<td></td>
</tr>
</tbody>
</table>

**Other Information I would like you to know about my child:**

**Please return this form to your child’s teacher by:**
FTCSC
RECOMMENDATION FOR HIGH ABILITY PROGRAM
Teacher Nomination Form

Date______________________ GT________________ Cluster_____________

PLEASE INDICATE TIER RECOMMENDED

Section A – Student Information

Student Name________________________________________________ STN__________________

Gender _______ DOB_________________________ Grade _______

Nominating Teacher ___________________________________ School ___________________________

Section B – Test Data and Classroom Performance

Standard Age Score/Cognitive Skill Index Score

SAS/CSI ____________ Year/Grade __________________

Most Recent Achievement Scores

State Assessment Language _______________ Year of Test Results
________________________________________

(Grades 3 – 8 only) Math ________________

Other Tests

Please designate test being reported and test date. __________________________________________

Total Language_______% Total Math ______ % _______? _______?

Please list the student’s most recent report card grades.

Reading ______ Language Arts ______ Math ______ Social Studies ______ Science ______

Section C – Comments and/or additional information which you feel would be helpful in the selection process.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

I recommend this student for High Ability services… (please indicate for each subject area)

without reservation with reservation I do not recommend

MATH MATH MATH
E/LA E/LA E/LA
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Almost Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely or Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has unusually advanced vocabulary for age or grade level</td>
<td>(3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Possesses a large storehouse of information</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Has quick master and recall of factual information</td>
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<td></td>
<td></td>
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<tr>
<td>4. Demonstrates insight into cause-effect relationships; the how and why of things</td>
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<td></td>
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</tr>
<tr>
<td>5. Is aware of current events on a local, state, national, or global level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Relates similarities and differences in events, people, and things</td>
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<td></td>
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<tr>
<td>7. Has keen sense of humor and sees humor in situations that may not seem humorous to others</td>
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<tr>
<td>8. Judges and evaluates ideas, events, and people; is quite concerned with right and wrong, good and bad</td>
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<tr>
<td>9. Strives toward perfection; is self-critical</td>
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<td>10. Is a keen observer; recalls details</td>
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<tr>
<td>11. Raises probing and relevant questions (as distinct from informational or factual questions)</td>
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<tr>
<td>12. Becomes absorbed and involved; is persistent in completing tasks and acquiring information</td>
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<tr>
<td>13. Has good problem-solving skills; identifies problems and seeks solutions</td>
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<tr>
<td>14. Reads a great deal on his/her own; likes challenging materials; may prefer non-fiction</td>
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<td>15. Is internally motivated and self-directed</td>
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<tr>
<td>16. Is self-confident with peers and adults</td>
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<tr>
<td>17. Adapts easily to new situations and to change</td>
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<tr>
<td>18. Is self-assertive and individualistic; persistent in his/her beliefs</td>
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<tr>
<td>19. Works independently; requires little direction from teacher</td>
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<tr>
<td>20. Exhibits boredom and frustration with repetition; resents slower pace of some classmates</td>
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<tr>
<td>21. Is innovative; produces unusual, unique, clever responses and products; may offer “way out” ideas</td>
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<tr>
<td>22. Frequently takes risks</td>
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<tr>
<td>23. Displays intellectual playfulness; fantasizes, imagines (“I wonder what would happen if…”)</td>
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<tr>
<td>24. Manipulates ideas; seeks solutions by adapting, organizing, improving, and modifying</td>
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<tr>
<td>25. Uses colorful language when speaking and writing</td>
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</table>
APPENDIX C:

HIGH ABILITY PROGRAM FORMS

Reevaluation Form
Intervention Plan
Exit Form
High Ability Placement Decision Appeal Form
High School Identification Form
Re-Evaluation of REACH Placement

A student’s admission and continuation in the high ability REACH program is based on several factors, including overall academic progress, test scores, classroom performance/grades, task commitment, participation, teacher/parent input and benefit to the student. High ability programs are designed to meet the needs of high-performing students. The student, parent, or teacher may request a re-evaluation of the student’s progress and placement within the REACH program.

Communication among the stakeholders should occur first to resolve concerns about the student’s participation in the REACH program.

If initial communications do not resolve concerns, the parent, student (if appropriate), teacher, counselor (if appropriate), high ability coordinator and building principal will meet. A written intervention plan, including the duration of the plan, will be created. **Interventions should be put into place with fidelity for no less than one grading period.** Upon completion of the next grading period, a second meeting should be held during which time the child’s progress under the interventions should be evaluated, and future placement should be determined. The teacher will communicate the student’s progress to the parents throughout the intervention period, including a formal written report midway through the intervention period. At the end of the period, the student’s classroom performance will be re-evaluated in a third or final meeting of the same individuals.

If the parent/student or teacher/administrator determines the student should be withdrawn from the REACH program, s/he completes the Exit Request form and submits it to the building principal and high ability program coordinator. Any disagreement with the placement decision may be submitted in writing to the high ability program coordinator.

Students Name: _______________________________ Teacher: __________________________

Grade: _______ School: ________________________________

Conference #1 Date: ________________

Conference #2 Date: ________________

Conference #3 Date: ________________

Signatures below indicate participation in conferences to evaluate the student’s progress in the REACH program and creation of an intervention plan to support the student’s success in this program.

Parent Signature: ________________________________________________________________

Teacher Signature: ________________________________________________________________

Principal Signature: ________________________________________________________________

Additional comments may be written on the back of this page.
REACH Intervention Plan
Initial Report of Student Progress

Academic and/or behavioral performance in which progress is needed:

Interventions to be implemented by the school to support the student in areas listed above:

Interventions to be implemented at home to support the student in the areas identified above:

Dates of intervention period: _______________ to _______________

Benchmarks to be reached by second conference:

Date for second communication to parent:

Second Report of Student Progress

Student progress in the areas listed in the intervention plan:

Further recommendations, if any, to assist the child in making the needed progress to be successful within the program:

Benchmarks to be reached by final conference date:

Third Report of Student Progress

Student progress in the areas listed in the intervention plan:

Were benchmarks from previous periods met?

Current recommendation for placement that best serves the needs of the student:
REACH Exit Request

Date: ________________

Name of Student: ___________________________________________________

Grade: ___________ School: _____________________________________________

Person initiating request

_________ Student  _________ Parent  _________ Teacher

Reason(s) for requesting exit from REACH program:

Steps completed prior to this request:

_________ Phone Calls

_________ Parent-Teacher Conference(s)

_________ Written Communication

_________ Other (Specify)

Other comments or relevant information:

Signature of Person Making Request: __________________________________________

Teacher Signature: _______________________________________________________

Principal Signature: ______________________________________________________
# HIGH ABILITY PLACEMENT DECISION APPEAL FORM

| Student’s Name: ___________________________ | Grade: ___________ |
| School: ___________________________ | Appeal by: ___________________________ |
| Relationship to Student: ___________________________ | Date: ___________________________ |

**Most recent standardized test scores:**
- Cognitive Skill Index: ___________________________
- Name of Test: ___________________________ | Date of Test: ___________________________

**Most Recent Achievement Test Results:**
- Name of Test: ___________________________ | Date of Test: ___________________________
- Total Reading: ___________________________ | Total Math: ___________________________ | Total Language: ___________________________

Do you believe these scores are an accurate reflection of this student’s ability and/or achievement levels?  yes  no
If not, substantiate your opinion with examples of the student’s work.

**Comments:**
- ___________________________________________
- ___________________________________________
- ___________________________________________
- ___________________________________________

**What other evidence indicates a need to re-examine the non-placement decision?** (Attach supporting documents.)
- ___________________________________________
- ___________________________________________
- ___________________________________________
- ___________________________________________

*Placement decisions are reversed only in situations in which extensive documentation not previously reviewed is presented that provides significant evidence showing that the child’s knowledge, skills, and abilities are superior to those demonstrated on tests administered during the identification process. The decision of the appeal committee is final for the current school year.

**Disposition of Appeal:**
- ___________________________________________
- ___________________________________________
- ___________________________________________

**Date:** ___________________________ | **Signature:** ___________________________
High Ability Student Identification – FCHS
Franklin Township Community School Corporation

Student’s Name___________________________________________________________

STN____________________________

Anticipated Year of Graduation____________

A student must meet three of the following criteria to be identified as high ability.
The student met the following criteria to be labeled High Ability (Please X the criteria.)

_____ Was identified as high ability/gifted and talented at previous school.

_____ Has taken the SAT and scored above the 75th percentile before the junior year of high school
(e.g., Midwest Talent Search.)

_____ Has achieved A’s and B’s in courses that are appropriate/prerequisite to the Honors Program.

_____ Student scored a 120 or above on an intelligence test (Cognitive Abilities Test, Slosson
Intelligence Test, Woodcock Johnson, etc.)

_____ Student has an overall grade point average of 3.5 or greater.

_____ Is currently enrolled in an Honors/AP class and has at least an 84% in the class.

This student is listed as:

_____ General High Ability (takes Honors/AP language arts and math courses
And/or other courses)

_____ Language Arts High Ability (takes only English Honors/AP courses)

_____ Math High Ability (takes only math Honors/AP courses)

_____ Other (not Language Arts or Math)

Verified by: _____________________________ Date __________________

Copies of this form should go:
. in the student’s permanent record
. to the person entering data for your school
. to the Guidance Office at FCHS
. to the High Ability Coordinator

Revised 12/2018
APPENDIX D:

LETTERS TO PARENTS

Tier III Acceptance Letter for Grades 2-5
Tier II Acceptance Letter for Grades 2-5
Tier III Acceptance Letter for Grade 6
Tier II Acceptance Letter for Grade 6
High Ability Program Rejection Letter
To the parent of:

Dear Parent:

Your child has demonstrated the capacity to handle a more challenging curriculum and has qualified to join the REACH program, Tier III, for high ability students. Your child was selected based on testing results and input from classroom teachers who work with your child on a daily basis. An informational meeting detailing the High Ability program is available to provide additional information.

The REACH program provides a wonderful opportunity for our high ability students to participate on a daily basis in an environment that is academically appropriate for them. The feedback we receive from parents, students and teachers involved with the program continues to be positive, and we have high expectations as the program strives to more fully accommodate our high ability students.

The third grade class location will be announced on or before May 3. The fourth and fifth grade REACH classes will have one site at South Creek Elementary. Shuttle transportation is provided for students in the High Ability Program from a child’s home school to the appropriate magnet school.

If you would like your child to participate in Tier III of the REACH program, please complete the enclosed form and bring it to the parent meeting held on __________________________ at the Administration Building, or return it to me at the FTCSC Administration Office by __________________________.

If you have questions, please contact me by calling 862-2411.

Sincerely,

Lynlie Schoene
Lynlie Schoene
Chief Innovation Officer
Dear Parent:

Your child, ______________________________, has demonstrated the capacity to handle a more challenging curriculum and has been identified for the High Ability Program, Tier II, for the 2019-2020 school year. Your child was selected based on testing results, classroom performance, and input from classroom teachers who worked with your child on a daily basis.

The High Ability Program provides a wonderful opportunity for our high ability students to participate on a daily basis in an environment that is academically appropriate for them. The feedback we receive from parents, students, and teachers involved with the program continues to be positive, and we have high expectations as the program strives to more fully accommodate our high ability students.

Tier II of FTCSC’s High Ability Program provides students the opportunity to be clustered with grade level peers in a classroom at their home school. For the 2019-2020 school year students in grades 3 – 5 will have grade level math with Everyday Mathematics. The math teacher will incorporate additional rigor using differentiation options within the Everyday Mathematics curriculum. Students will also experience an introductory algebra program called Hands-On Equations. This is not a year-long curriculum but more of a 4 – 6 weeks/one day a week type of enrichment. It is designed to be used with students of this age to introduce the foundations of algebraic concepts. **There is not a separate curriculum for Tier II; differentiation of the curriculum is at the discretion of the classroom teacher in appropriate response to students’ needs.**

Beginning in sixth grade, students in Tier II are assessed to determine the possibility of a one-year acceleration in math. Language arts will be enriched rather than accelerated. A flow chart detailing the sequence of math classes has been included with this letter.

The mean scores of students identified for the 2019-2020 High Ability program as compared with your child's scores are below.

<table>
<thead>
<tr>
<th>TEST</th>
<th>Score</th>
<th>District Test Average of Accepted Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Abilities Test (CogAT) Screener</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Abilities Test (CogAT) Full</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test of Mathematical Ability for Gifted Students (TOMAGS)</td>
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<td></td>
</tr>
<tr>
<td>Scales for Identifying Gifted Students (SIGS)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If this identification status is acceptable to you, there is nothing you need to do. If you do **not** wish to have your child identified for possible enrichment or acceleration in the 2019-2020 school year, please contact me and your child’s name will be removed from the list of identified students.

If you have additional questions about Tier II of the High Ability Program feel free to contact me for general program information.

Sincerely,

**Lynlie Schoene**  
Lynlie Schoene  
Chief Innovation Officer
To the parent of:

Dear Parent:

Your child has demonstrated the capacity to handle a more challenging curriculum and has qualified to join the REACH program, **Tier III**, for high ability students at the Middle School. Your child was selected based on testing results and input from classroom teachers who work with your child on a daily basis.

The REACH program provides a wonderful opportunity for our high ability students to participate on a daily basis in an environment that is academically appropriate for them. The feedback we receive from parents, students and teachers involved with the program continues to be positive, and we have high expectations as the program strives to more fully accommodate our high ability students.

Your child will attend Middle School West and will be placed in the REACH class in 6th grade.

If you would like your child to participate in **Tier III** of the REACH program, please complete the enclosed form and return to me at the Administration Building.

If you have questions, please contact me by calling 862-2411.

Sincerely,

Lynlie Schoene
Chief Innovation Officer
To the parent of:

Dear Parent:

Your child has demonstrated the capacity to handle a more challenging curriculum and has been identified for the High Ability Program, **Tier II**, for the 2019-2020 school year. Your child was selected based on testing results, classroom performance, and input from classroom teachers who worked with your child on a daily basis.

The High Ability Program provides a wonderful opportunity for our high ability students to participate on a daily basis in an environment that is academically appropriate for them. The feedback we receive from parents, students, and teachers involved with the program continues to be positive, and we have high expectations as the program strives to more fully accommodate our high ability students.

Tier II of FTCSC’s High Ability Program provides students the opportunity to be clustered with grade level peers in a classroom at their home school. For the 2019-2020 school year students in 6th grade will have one-year acceleration in math. Language arts will be enriched rather than accelerated. A flow chart detailing the sequence of math classes has been included with this letter.

If this identification status is acceptable to you, there is nothing you need to do. If you do not wish to have your child identified for possible enrichment or acceleration in the 2019-2020 school year, please contact me and your child’s name will be removed from the list of identified students.

If you have additional questions about Tier II of the High Ability Program feel free to contact me for general program information at 862-2411.

Sincerely,

*Lynlie Schoene*

Lynlie Schoene
Chief Innovation Officer
To the parent of:

Dear Parent:

Identification of students for the 2019-2020 High Ability Program is complete. Based upon the Franklin Township Community School Corporation’s identification process, your child does not qualify for the High Ability Program next year. Along with research-based assessments and input from your child’s teacher, your child’s educational needs can best be met in a general education classroom. Your child performs and has above average abilities. However, students selected for the High Ability Program comprise of the top 5% of their grades is population for REACH (Tier III) students and 6% for Cluster (Tier II). Many students not selected are very capable of performing quite well academically and will benefit from participation in any Franklin Township Community School Corporation general education classroom.

The Indiana Code for High Ability Students requires that the identification process include a multifaceted assessment involving several criteria of varying natures. The testing instruments listed below are a portion of the criteria used for identification and do not reflect the entire comprehensive list of factors considered. Please note that when contemplating placement in the High Ability Program, a composite profile of each child is considered. Therefore, your child may have a score higher than the district average for one or two factors, but the composite or “whole picture” indicates that a general education classroom would best suit his or her academic needs.

The mean scores of students selected for the 2019-2020 High Ability Program as compared with your child’s scores are below.

<table>
<thead>
<tr>
<th>TEST</th>
<th>Score</th>
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<tr>
<td>Scales for Identifying Gifted Students (SIGS)</td>
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Each year, parents can request their child to be reevaluated for the High Ability program.

If you have questions regarding the High Ability Program in Franklin Township Community School Corporation, please feel free to contact me at 862-2411.

Sincerely,

Lynlie Schoene
Lynlie Schoene
Chief Innovation Officer