

Multifaceted ID Plan Components	Description
<b>District Mission Statement for High Ability Program</b>	<p>The mission of Seymour Community Schools is to provide academic rigor and continuous growth for all students, including those who perform at, or show the potential to perform at, an outstanding level of academic accomplishment. Our schools are committed to identifying students through systematic, ongoing procedures and providing integrated, differentiated and accelerated curriculum for high ability learners. Seymour Community Schools recognizes there are high ability students in all racial, economic and cultural groups and we are committed to the overall growth of all students, including their social and emotional needs.</p>
<b>District Definition of High Ability Student</b>	<p>A high ability student is one who performs at, or shows potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and whose educational needs and/or individual academic growth cannot be met through grade level curriculum in the areas of language arts and/or mathematics and general intellectual.</p> <p>The Indiana Code defines a student with high abilities as one who:</p> <ul style="list-style-type: none"> <li>● 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:</li> <li>● Is characterized by exceptional gifts, talents, motivation, or interests (IC 20-36-1-3).</li> </ul> <p><b>While there are additional domains of high ability that may be served (for example, visual and performing arts), the required domains of high ability that Indiana schools must identify for are the General Intellectual and Specific Academic domains. For now, the designations are for students with high ability in Language Arts (HA-LA), students with high ability in Math (HAMath), and students who have high ability in both Language Arts and Math (HA – General Intellectual)</b></p>

<b>District Services for High Ability Students</b>	<p>Elementary:</p> <p>Early Entrance to Kindergarten will be considered on an individual basis following our board policy.</p> <p>Grade Skipping will be considered on an individual basis.</p> <p>Service Options for Kindergarten through Grade 5:</p> <p>High Ability cluster grouping. Differentiated Instruction in the general education classroom. Curriculum is planned and differentiated for all grade levels served so that all identified students can receive an accelerated and enriched articulated sequence in math and/or language arts according to their identification.</p>
	<p>Middle:</p> <p>Grade Skipping will be considered on an individual basis.</p> <p>Subject Skipping will be considered on an individual basis.</p> <p>High Ability students are offered Advanced English/Language Arts, and Math classes leading to HA Algebra 1 at the 8<sup>th</sup> grade level.</p>
	<p>High School: In grades 9-12, students who are identified as having high ability are encouraged to take Honors courses, Advanced Placement courses and Dual Credit courses when possible. The goal of SCSC is to meet the College and Career goals for the student. Should Honors, AP or Dual Credit courses not meet the needs of the student, the Counselor will note the choice in the student's' iNOW profile.</p>

Multifaceted ID Plan Components	Grade Levels	Measures	Selection Procedures
<p><i>High Ability Identification is made when a student scores in the 96<sup>th</sup> %tile or higher on the CogAT. If a student scores in the 80<sup>th</sup>-95<sup>th</sup> %tile on CogAT, secondary measures will be used to provide additional information. If the student scores in the 80<sup>th</sup>-95<sup>th</sup>%tile on CogAT <u>and</u> 96<sup>th</sup>% on i-Ready and/or SIGS, high ability identification is made. In addition, we will monitor WIDA growth as an indicator of ability. SIGS forms will be sent to classroom and EL teachers on students who show more than 1.5 WIDA language composite growth.</i></p> <p><i>Administration, teacher, parent or student may request High Ability screening at any grade level, at any time during the school year.</i></p>			
<b>Norm-Referenced Aptitude Measure</b> (also referred to as ability or intelligence measure)	Elementary	Kindergarten, 2 <sup>nd</sup> & 5 <sup>th</sup> : Cognitive Abilities Test (CogAT)	Cognitive Abilities Test: 96%tile or higher
	Middle	8 <sup>th</sup> Grade: Cognitive Abilities Test (CogAT)	Cognitive Abilities Test: 96%tile or higher
	High School	PSAT with the AP Potential Tool	Students who show potential to score a 3 or better on the AP exam
<b>Norm-Referenced Achievement Measure (or other evidence of ability to perform <u>above</u> grade level)</b>	Elementary	i-Ready WIDA Growth	96%tile or higher greater than 1 years growth
	Middle	i-Ready WIDA Growth	96%tile or higher greater than 1 years growth
	High School	Grades	Top 5% of each grade level according to class rank
<b>Qualitative Indicators</b>	Elementary	Kindergarten, 2 <sup>nd</sup> & 5 <sup>th</sup> Scales for Identifying Gifted Students (SIGS)	75%tile or higher
	Middle	Scales for Identifying Gifted Students (SIGS) or	75%tile or higher
	High School	Scales for Identifying Gifted Students (SIGS)	75%tile or higher

<b>Multifaceted ID Plan Components</b>	<b>Description</b>		
<b>Appeals Procedure</b>	As stated in Board Policy, a parent of a student who requests reconsideration is asked to complete an appeal form stating the reasons why he/she feels that the student should be identified for high ability. The identification committee will review the student's record and the appeal form, and inform the parent in writing of the decision. Copies of the appeal form are available by contacting the High Ability Coordinator at 812-271-1379.		
<b>Exit Procedure</b>	<p>As stated in Board Policy, the student, parent, or high ability teacher may initiate the procedure.</p> <ol style="list-style-type: none"> <li>1. Phone calls, parent-teachers conferences, and written communications regarding concerns should be used first to resolve any issues on the parent, student, or teacher's part.</li> <li>2. If these actions have been utilized with no satisfactory result being accomplished, then a formal conference should be convened. The High Ability Coordinator, teacher, parent, student (if advisable), and building principal will attend.</li> <li>3. If a decision is made at the conference to exit or withdraw the student from the program, an exit form is completed. The High Ability Coordinator will approve the exit form and keep it on file.</li> <li>4. If either party disagrees with the decision, a written appeal may be filed with the superintendent.</li> </ol>		
<b>High Ability Counseling Plan</b>	<p>Seymour Community School Corporation (SCSC) recognizes children with high abilities may have unique affective needs, including increased capacity to think beyond their years, greater intensity in response, combinations of varied interests, personality characteristics and conflicts that are different from those of their same age peers.</p> <p>Working in conjunction with SCSC administrative and teaching staff, SCSC has 4 social workers at the elementary level and 6 guidance counselors at the secondary level.</p> <p>Social workers and guidance counselors provide services in the following areas:</p> <ul style="list-style-type: none"> <li>● Home/school communication</li> <li>● Individual/Group counseling</li> <li>● Character development</li> </ul>		

- Behavioral support
- Referral to community agencies
- Service learning
- Academic advising
- Career and college planning
- Testing coordination

Counseling services will be provided as needed by the social worker or guidance counselor in addition to differentiated guidance and counseling services.

To provide for personal/social development, career development, and academic development for high ability students, social workers and guidance counselors may implement the following interventions as needed:

- Classroom guidance lessons
- Counseling groups
- Individual counseling
- Parent/teacher meetings
- Referrals to community agencies
- Early exploration of college/career development

Underachieving high ability students must be served rather than omitted from differentiated services.

- Social workers or guidance counselors will provide underachieving high ability students with differentiated guidance and counseling services to help them reach their potential for achievement.
- In the event the student, parent, social worker/school counselor, and administrative staff feel the student should exit the high ability program, SCSC exit procedures will be followed.

**High Ability Professional Development Plan**

Administration and teachers have access to high quality professional development specific to High Ability learner academic and social/emotional needs.

- \*Indiana Association for the Gifted Annual Conference
- \*High Ability Workshops presented at Education Service Centers
- \*High Ability specific summer sessions
- \*High Ability Licensing Opportunities
- \*High Ability specific book studies

<b>Program Evaluation</b>	Seymour Community Schools is committed to program success for our High Ability learners. The broad based planning committee reviews program requirements and student data to ensure that our High Ability learners have continued success. Surveys, meetings, needs assessments will be part of the ongoing program evaluation
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**School Corporation: Seymour Community Schools**

**High Ability Coordinator and Contact Information: Katie Leitzman 812-522-3340**