

FRANKLIN TOWNSHIP COMMUNITY SCHOOL CORPORATION

HIGH ABILITY PROGRAM MANUAL



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CORPORATION 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 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 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

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 four 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 1-8
 - 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.
 - Reach Placement (Both)
 1. Place identified, 3rd grade, students in a self-contained magnet program at South Creek elementary-REACH.
 2. Place identified, 4th and 5th grade, on a self-contained team at each intermediate school
 - High Ability Pathway (Math or ELA)
 1. Place identified, 4th-8th grade, students in an accelerated class for ELA or Mathematics designed to deliver an increased rigor.
 - Accelerate curriculum 1 – 2 years in language arts or math and enrich curriculum in social studies, science, and health
 - Utilize curriculum specifically designed for high ability students
2. Recognizing and supporting the social and emotional needs of High Ability learners.
 - (a) 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. Conscious Discipline is also utilized in all elementary and intermediate schools.

Tier System

A tiered system is 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 for grades K-3. 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 4, Tier II students experience an acceleration of one grade level in math and acceleration in English language arts at the Intermediate schools.

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. Transportation is provided for students, in grade 3 who participate in the Reach program, 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 4 – 8 are placed in the appropriate accelerated ELA and/or Math classes according to their designation and tier placement.

Students in grades 4 and 5 who qualify for EITHER math or ELA participate in High Ability REACH Pathway courses at the Intermediate Schools. Students who qualify for BOTH math and ELA participate in the REACH program at the Intermediate schools. High school students may self-select classes that provide rigor, such as Pre-AP and AP courses providing they meet the specified prerequisite criteria for the desired class.

Students 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

*Notice of change: Due to recent redistricting change for the 2020-2021 school year and beyond we will be universally testing 1st, 3rd and 5th grade students as those are our main transition years. Nominations will now be accepted for ALL students in grades 1st through 6th for the fall assessments window. Updates to the manual will be coming soon.

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 – 2 and 3 – 7. 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 and ELL 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 scoring in the top 10% of FTCSC grade level population 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 are considered for high ability placement by a selection of the above criteria with CogAT being the most significant qualifying factor. These qualifying criteria are then presented to a committee for discussion to determine the student’s eligibility and placement. 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.

Timeline for Placement Decisions

Due/End Date	Description
August	Share timeline with involved parties (HA teachers, counselors and principals)
Aug-Oct	Window for Parent/Teacher Nominations for Tier II and Tier III placement.
Sept-Oct	School Visits: HA team will share timeline with teachers and answer questions.
Pre-Assess	CogAT Assessment Training
End of Oct	CogAT administration schedules are created and teachers/counselors create their online sessions.
November	All (2-6) Parent and Teacher Nominations are DUE to CTEC.
Oct - Nov	CogAT test administration: All 2nd and 5th grade students + nominated students.
End of Nov	CogAT results information will be sent to Principals
End of Nov	CogAT results letter sent home to parents from CTEC
January	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.
January	Principals will submit list of teachers to participate in HA selection committee
End of Jan	All assessments/surveys must be graded, scored, tallied and submitted to CTEC
Pre- Comm. Mtg.	Student data will be loaded into the HA data/information sheet.
Early Feb	HA Committee will meet, CTEC, for HA selection meeting-MS in afternoon
Post-Comm Mtg.	Committee placements will be submitted to Principals for distribution.
Mid-Feb	Deadline for Teacher Appeals process (Form/instructions to be included).
Mid-Feb	Appeals committee will meet to review data and teacher input/evidence.
Late Feb	Principals will be notified of all final placement decisions.

Early March	HA identification letter will be e-mailed to families of all nominated students or those with placement changes for the following school year
April	Parent meeting for all new incoming Reach families @ CTEC
April	Deadline for parents to accept or decline HA placements.

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.

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 80% 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+ (79%) 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 weeks 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 80% 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+ (79%) 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 weeks grade is averaged in, the grade increases to a B- average or higher, the student can proceed to the next advanced course.

- 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.

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. The new grade will replace the original grade earned on the transcript and in the class when calculating GPA and class rank.

Classes for which students may earn high school credit prior to entering Grade 9 include:

- 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 counselors' 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

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.

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.

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:

RECOMMENDATION FORMS

Qualities of a High Ability Student
Parent Nomination Form (K – 2)
Parent Nomination Form (3 – 7)
Teacher Nomination Form (K – 7)
Student Behavior Checklist

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers	Poses unforeseen questions	Sees exceptions
Is interested	Is curious	Wonders
Is attentive	Is selectively mentally engaged	Daydreams; may seem off task
Generates advanced ideas	Generates complex, abstract ideas	Overflows with ideas, many of which will never be developed
Works hard to achieve	Knows without working hard	Plays with ideas and concepts
Answers the question in detail	Ponders w/depth & multiple perspectives	Injects new possibilities
Performs at the top of the group	Is beyond the group	Is in own group
Responds with interest and opinions	Exhibits feelings and opinions from multiple perspectives	Shares bizarre, sometimes conflicting opinions
Learns with ease	Already knows	Questions: What if...
Needs 6 to 8 repetitions to master	Needs 1 to 3 repetitions to master	Questions the need for mastery
Comprehends at a high level	Comprehends in-depth, complex ideas	Overflows with ideas—many of which will never be developed
Enjoys the company of age peers	Prefers the company of intellectual peers	Prefers the company of creative peers but often works alone
Understands complex, abstract humor	Creates complex, abstract humor	Relishes wild, off-the-wall humor
Grasps the meaning	Infers and connects concepts	Makes mental leaps: Aha!
Completes assignments on time	Initiates projects & extensions of assignments	Initiates more projects than will ever be completed
Is receptive	Is intense	Is independent and unconventional
Is accurate and complete	Is original and continually developing	Is original and continually developing
Enjoys school often	Enjoys self-directed learning	Enjoys reading
Absorbs information	Manipulates information	Improvises
Is a technician w/expertise in a field	Is an expert who abstracts beyond the field	Is an inventor and idea generator
Memorizes well	Guesses and infers well	Creates and brainstorms well.
Is highly alert and observant	Anticipates and relates observations	Is intuitive
Is pleased with own learning	Is self-critical	Is never finished with possibilities
Gets A's	May not be motivated by grades	May not be motivated by grades
Is able	Is intellectual	Is idiosyncratic

Parent Nomination Form: *Please return this form to your child's teacher by October 1st*
Grades K-2
Derived from The Kingore Observation Inventory (KOI)



Student Full Name: _____ **Grade:** _____ **Current Teacher:** _____

School: _____ **Parent/Guardian:** _____ **Date:** _____

Exhibits Behavior (Check Column)

Category	Behavior Sample	Quite Often	Sometimes	Rarely	Comments/Examples of Behaviors Said or Done
<i>Advanced Language</i>	Uses words that seem advanced for the age-level expectations				
	Rewords own language for younger or less mature children				
	Explains how unrelated things are similar				
	Uses words for time concepts (clock and calendar) accurately				
	Uses similes, metaphors, or analogies; "A _____ is really like a _____ because _____"				
	Asks questions about words (in print or oral language)				
<i>Analytical Thinking</i>	Demonstrates complex or abstract thinking				
	Analyzes household or school tasks				
	Notices a surprising depth of details about surroundings				
	Takes apart and reassembles things or ideas with skill				
	Expresses relationships between past and present experiences				
	Makes up songs, stories, or riddles about experiences				
	Organizes collections of things uniquely; likes to plan or arrange things				
<i>Meaning Motivation</i>	Is philosophical				
	Asks surprisingly intellectual questions				
	Is curious; experiments				
	Demonstrates an unexpected depth of knowledge in one or more areas				
	Exhibits intense task commitment and energy when pursuing interests				
	Remembers!				
	Is independent				
<i>Perspective</i>	Explains another's point of view				
	Shows dimension, angle, or perspective in art, writing, math solutions, or problem solving				

	Creates complex shapes, patterns, or graphics				
	Applies left and right without prompting				
	Adds interesting details to enhance products				
<i>Sense of Humor</i>	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				
<i>Sensitivity</i>	Cares deeply; intense concern for human issues				
	Attempts 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				
<i>Accelerated Learning</i>	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:

Parent Nomination Form: *Please return this form to your child's teacher by October 1st*
Grades 4-8 Derived from The Kingore Observation Inventory (KOI)



Student Full Name: _____ **Grade:** _____ **Current Teacher:** _____

School: _____ **Parent/Guardian:** _____ **Date:** _____

Exhibits Behavior (Check Column)

Category	Behavior Sample	Quite Often	Sometimes	Rarely	Comments/Examples of Behaviors Said or Done
Advanced Language	Is verbally proficient; extensive vocabulary				
	Uses rich imagery; unusually descriptive				
	Uses similes, metaphors, or analogies to express insights				
	Modifies language for less experienced students				
	Displays verbal skills when teaching others, handling conflicts, or influencing others; persuasive				
	Expresses similarities and differences				
	Uses the precise language of a discipline				
Analytical Thinking	Abstracts; conceptualizes; generalizes				
	Observes intensely; interprets observations				
	Thinks clearly, logically, and complexly				
	Thinks critically; may lead to skepticism				
	Recognizes relationships between diverse ideas or experiences				
	Enjoys analyzing and solving more difficult problems				
	Enjoys planning and organizing				
Meaning Motivation	Is philosophical; pursues issues atypical of age mates				
	Asks provocative, intellectual questions, innovatively experiments				
	Generates new ideas and unique solutions to problems; ingenious				
	Remembers; has an extraordinary ability to process/retain information				
	Displays in-depth information in one or more advanced areas				
	Is intrinsically motivated to pursue areas of interest; intensely focused				
	Demonstrates heightened task commitment when pursuing interests; persistent				
	Wants to do things independently				
Perspective	Interprets another's point of view with insight				
	Demonstrates complex dimension or perspective in writing, oral discussions, art, or problem solving				

	Interprets past, present, and future ramifications				
	Develops unique graphic products or patterns				
	Incorporates interesting, subtle components to enhance products				
	Is attuned to the aesthetic characteristics of things				
<i>Sense of Humor</i>	Says or does something to indicate a sense of humor beyond age-mates				
	Uses humor to gain approval or ease tension				
	Catches an adult's subtle or sophisticated humor				
	Displays intellectual playfulness; "plays" with language by using figurative language or puns for humor				
	Uses humor that may be absurd or far-out				
	Develops a humorous idea to the extreme; "flights of fancy"				
<i>Sensitivity</i>	Exhibits intense concern for human issues				
	Is intuitive and insightful of others' needs and feelings; interprets behaviors and counsels others				
	Cares deeply but may mask sensitivity				
	Expresses empathetic statements through words or art				
	Bases friendships on similarity of interest rather than age				
	Displays concern for justice; seeks resolution of moral dilemmas				
	Organizes others to help promote change and fairness				
	Demonstrates high expectations of self and others; high-strung				
	Prefers solitude part of the time				
	Overreacts at times				
<i>Accelerated Learning</i>	Requires minimum repetition for mastery				
	Exceeds the parameters of age-expected knowledge in a field				
	Creates advanced products				
	Creates or interprets symbolic representations				
	Reads above grade level with complex interpretations				
	Comprehends advanced ideas, concepts, or implications				
	Accesses data with ease using an unexpected variety of tools				
Other Information I would like you to know about my child:					

FTCSC
RECOMMENDATION FOR HIGH ABILITY PROGRAM
Teacher Nomination Form



Date _____

GT: Math ELA Cluster: Math ELA
Circle all that apply

Section A – All information must be filled out or the form will be returned to be completed.

Student Name _____ STN: _____

Gender _____ DOB _____ Current Grade _____

Nominating Teacher _____ School _____

Section B – Test Data and Classroom Performance

Classroom Performance
Considerably above grade level _____
Above grade level _____
Grade level _____

Standard Age Score/Cognitive Skill Index Score

Overall (SAS) _____ Grade _____

Quantitative: _____ Verbal: _____ Non-Verbal: _____

Most Recent Achievement Scores

Previous year State Assessment Results
(Grades 3 – 8 only)

Language _____

Math _____

BOY Formative Assessment Results
(In class ranking #2/30)

Language _____

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

MATH

E/LA

with reservation

MATH

E/LA

I do not recommend

MATH

E/LA

Student Behavior Checklist

Student Name _____ Total Points _____ Indicators	Almost Always	Often	Sometimes	Rarely or Almost Never
	(3)	(2)	(1)	(0)
1. Has unusually advanced vocabulary for age or grade level				
2. Possesses a large storehouse of information				
3. Has quick master and recall of factual information				
4. Demonstrates insight into cause-effect relationships; the how and why of things				
5. Is aware of current events on a local, state, national, or global level				
6. Relates similarities and differences in events, people, and things				
7. Has keen sense of humor and sees humor in situations that may not seem humorous to others				
8. Judges and evaluates ideas, events, and people; is quite concerned with right and wrong, good and bad				
9. Strives toward perfection; is self-critical				
10. Is a keen observer; recalls details				
11. Raises probing and relevant questions (as distinct from informational or factual questions)				
12. Becomes absorbed and involved; is persistent in completing tasks and acquiring information				
13. Has good problem-solving skills; identifies problems and seeks solutions				
14. Reads a great deal on his/her own; likes challenging materials; may prefer non-fiction				
15. Is internally motivated and self-directed				
16. Is self-confident with peers and adults				
17. Adapts easily to new situations and to change				
18. Is self-assertive and individualistic; persistent in his/her beliefs				
19. Works independently; requires little direction from teacher				
20. Exhibits boredom and frustration with repetition; resents slower pace of some classmates				
21. Is innovative; produces unusual, unique, clever responses and products; may offer "way out" ideas				
22. Frequently takes risks				
23. Displays intellectual playfulness; fantasizes, imagines ("I wonder what would happen if...")				
24. Manipulates ideas; seeks solutions by adapting, organizing, improving, and modifying				
25. Uses colorful language when speaking and writing				

APPENDIX C:
HIGH ABILITY PROGRAM FORMS

Reevaluation Form

Intervention Plan

Exit Form

High Ability Placement Decision Appeal Form

High School Identification Form



Franklin Township Community School Corporation

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.



Franklin Township Community School Corporation

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:



Franklin Township Community School Corporation

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: _____



Franklin Township Community School Corporation

HIGH ABILITY PLACEMENT DECISION APPEAL FORM

Student's Name: _____ Grade: _____

School: _____ Appeal by: _____

Relationship to Student: _____ Date: _____

Most recent CogAT Scores:

Composite (SAS): _____

Quantitative: _____

Verbal: _____

Non-Verbal: _____

Most Formative Assessment 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.

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
- _____ 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