



St. John the Baptist School
Newburgh, Indiana
Diocese of Evansville Enrichment Program
for Academically Gifted Students (DEEP)
High Ability Plan

Mission Statement of St. John the Baptist School:

St. John the Baptist Catholic School is a Christ-centered community forming disciples through faith, knowledge, and service.

Mission Statement for DEEP:

St. John the Baptist DEEP Program creates a learning environment that offers acceleration, complexity, depth, challenge, creativity, and abstractness to meet the needs of our high ability students.

Rationale for DEEP:

Our school recognizes that some students perform at or have the potential to perform at a higher level than their peers and commits to meeting the academic, social, and emotional needs of these high ability learners. These students require different instruction than the general education classroom offers because of their unique cognitive characteristics including less need for repetition, ability to problem solve, in-depth interests, curiosity, and high capacity memory.

In order to provide a challenging academic environment for all students, St. John the Baptist Catholic School must offer substantively different curriculum and instruction that is accelerated and enriched for high ability students. If not identified and given fitting services, these students are at risk for underachievement, identity issues, loneliness, poor study skills, and poor work ethics. St. John the Baptist Catholic School commits to providing appropriate challenges in a nurturing environment to help them develop skills in academic risk-taking, self-discipline, and self-motivation that are essential for lifetime success.

St. John the Baptist Catholic School aligns itself with the Indiana Department of Education's mandate on high ability education:

Effective July 1, 2007, Indiana schools shall identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12. Indiana Code § 20-36-2-2.

High ability students are found in all populations, and St. John the Baptist Catholic School does not discriminate based on race, color, economic status, gender, or disability in identifying and serving these students.

High Ability Definition for St. John the Baptist Catholic School:

St. John the Baptist Catholic School follows the Indiana Code, which defines a student with high abilities as one whom:

(1) 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

(2) Is characterized by exceptional gifts, talents, motivation, or interests (I.C. § 20-36-1-3).

St. John the Baptist Catholic School will identify students in the following areas:

- High Ability-Language Arts
- High Ability-Math
- High Ability-General Intellectual (both High Ability-Language Arts and High Ability-Math)

High Ability Program Goals and Objectives:

Goal 1: St. John the Baptist Catholic School will identify all students who perform or show potential for performing at an advanced level in core academic areas of math and language arts in K-8.

- a. The school will annually refine an identification plan that is in line with the Indiana Department of Education's High Ability program guidelines and best serves the unique population of St. John the Baptist Catholic School.
- b. All students will be evaluated and considered at different intervals throughout their school career—kindergarten, second, and fifth grades.
- c. Identification will be multifaceted including indicators that assess performance (achievement) and/or potential (ability).

Goal 2: St. John the Baptist Catholic School will offer differentiated instruction for high ability learners.

- a. Teachers will be offered professional development and resources on providing differentiated instruction to high ability learners in the regular classroom.
- b. Teachers will make use of pre-assessment, tiering assignments, learning centers, curriculum compacting, learning contracts, alternate assignments, independent study, anchoring activities, and technology to allow high ability students to work at an appropriate level for challenge.
- c. Differentiated instruction will occur daily in core content areas with a minimum of 150 minutes per week in each identified subject area.

Goal 3: St. John the Baptist Catholic School will attend to the social and emotional needs of high ability learners.

- a. Teachers will provide educational resources to parents on the unique social and emotional needs of high ability learners.
- b. Teachers and parents will meet annually during the school year to discuss the child's social and emotional needs and any concerns.
- c. The school counselor and high ability teachers will receive training on understanding and meeting the unique social and emotional needs of the high ability student.

St. John the Baptist Catholic School Services:

St. John the Baptist Catholic School will consider the following services, keeping in mind that one type of service will not be fitting for all high ability students. Services will vary from year to year based on the individual student's needs, staffing availability, and schedule logistics.

Grades K-2:

K-2 High Ability Language Arts: classroom differentiation with enrichment and acceleration, cluster grouping, pull out to DEEP resource room, subject skipping, grade skipping, and early entrance to kindergarten

K-2 High Ability Math: classroom differentiation with enrichment and acceleration, cluster grouping, pull out to DEEP resource room, subject skipping, grade skipping, and early entrance to kindergarten

K-2 Social and Emotional Plan: meeting with school counselor as necessary and teacher/parent conferences at least once a year or more as necessary

Grades 3-5:

3-5 High Ability Language Arts: classroom differentiation with enrichment and acceleration, cluster grouping, pull out to DEEP resource room, independent study, subject skipping, and grade skipping

3-5 High Ability Math: classroom differentiation with enrichment and acceleration, cluster grouping, pull out to DEEP resource room, independent study, subject skipping, and grade skipping

3-5 Extracurricular Offerings: Math Bowl (grades 4-5), Spell Bowl (grades 4-5), Math Olympiad (grades 4-5)

3-5 Social and Emotional Plan: meeting with school counselor as necessary, teacher/parent conferences at least once a year or more as necessary, and small group sessions on relevant topics

Grades 6-8:

6-8 High Ability Language Arts: classroom differentiation with enrichment and acceleration, cluster grouping, pull out to DEEP resource room, independent study, distance learning courses, off-campus courses, subject skipping, and grade skipping

6-8 High Ability Math: classroom differentiation with enrichment and acceleration, cluster grouping, pull out to DEEP resource room, independent study, distance learning courses, off-campus courses, subject skipping, and grade skipping

6-8 Extracurricular Offerings: Math Bowl (grade 6), Math Olympiad (grades 6-8), Spell Bowl (grade 6), Speech Team (grades 6-8), Teen Power (grades 7-8), and SeaPerch (grades 7-8)

6-8 Social and Emotional Plan: meeting with school counselor as necessary for personal counseling, teacher/parent conferences at least once a year or more as necessary, small group sessions on relevant topics, guest speakers, mentorships, and early career and college counseling

Selection Procedures:

Typically, in our already high-performing environment, high ability students are those who perform at or above the 98th percentile on a nationally-normed and valid measure of ability and/or achievement. The identification process is multifaceted with different types of qualitative and quantitative data. Evaluation may include a norm-referenced ability test, achievement test(s), product assessment, teacher inventory, and/or grades.

Review Procedure:

Parents will be notified after testing and data collection if their child has been identified as High Ability. The timeline will vary for this based on testing schedules and time required for data collection and evaluation. If parents have a concern about their child's evaluation process, they are encouraged to contact the high ability coordinator. A personal meeting can be held with the high ability coordinator and, if desired, the classroom teacher and/or principal. At that time, the identification criteria will be discussed as well as goals and concerns for the child. Alternative testing will be considered at the professional discretion of the high ability coordinator and principal.

High Ability Exit Procedure:

Meeting each student's needs is of utmost important to St. John the Baptist Catholic School. The high ability teacher and the classroom teacher will review the identification and programming for current high ability students each year to ensure the appropriateness of services. Cognitive growth is not always consistent, and, consequently, placement is not necessarily permanent. Placement decisions may be modified at any time in accordance with changes in students' learning profiles as they progress through school. Earning scores on subsequent testing that are below our cutoff for high ability identification will not necessarily mean that the student will discontinue receiving high ability services. Rather, current student performance and teacher observation will serve as the primary methods of evaluating the fit to continue or not; these new scores simply provide one piece of data to consider.

Parents should promptly communicate with the high ability teacher when a student's educational needs have changed (i.e. increasing frustration, outside obligations, or family situation) or when the high ability designation carries responsibilities that the student is unable to meet. In accelerated or enriched curriculum that is graded, it is expected that a student keep an average of "B" or higher to continue with high ability services. In a co-teaching situation, it is expected that a student keeps an average of "B" or higher in the general education classroom as well.

When a teacher or parent believes a different placement might be more beneficial to the student, an exit procedure will be followed. Ideally, there will be a meeting with at least three parties including the student, parent(s), high ability teacher, high ability coordinator, and/or classroom teacher. The group will establish interventions to facilitate the child's success that will be put in place for at least one grading period. At the end of the established time, there will be a second conference with the same parties named above to determine the future course of action. If the student does not continue to show success with this placement, he or she will exit the DEEP program to return to more appropriate curriculum and instruction. The high ability coordinator will notify the principal to remove the child's high ability designation for school records.

Ultimately, the principal, high ability coordinator, and involved teachers will make the final decision regarding a student's exit from the high ability program. This should be done only after thoughtful investigation, observation, and discussion on what is best for the academic, social, and emotional needs of the child.

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