

Identification

St. John the Baptist identifies students as High Ability-Language Arts, High Ability-Math, or High Ability-General Intellectual (both LA and math).

All students will be systematically evaluated for high ability services during kindergarten, second, and fifth grades. In our already high-performing environment at SJB, students must have a national percentile rank in the top 2-4% on a valid measure of achievement and/or ability to be considered in need of high ability services. Generally, this translates to an IQ equivalency exceeding 130.

Additional Information

Our school website:
sjbschoolnewburgh.org
 Look for "DEEP" under Academics.
 Our DEEP Facebook page:
facebook.com/sjbdeep
 Our Twitter feed:
[@SJBDEEP](https://twitter.com/SJBDEEP)



About Our Teachers



Mrs. Maria Janney is our high ability coordinator and high ability language arts teacher. She earned her B.A. summa cum laude from Ball State University in English and Secondary Education with a minor in speech and theatre. She obtained her M.S. in Language Education at the Indianapolis campus of Indiana University, gaining additional licensure in grades P-12 reading. Mrs. Janney studied in Ball State University's educational psychology program to earn her licensure in grades P-12 High Ability (Gifted and Talented) education.



Mrs. Becky Humm is our high ability math teacher. She earned her degree from Western Kentucky University in math and science education. Previously to becoming our high ability math teacher, she taught middle school math for twelve years, including nine years of high ability math. Mrs. Humm enjoys teaching real-world applications of math as well as exploring STEM activities.



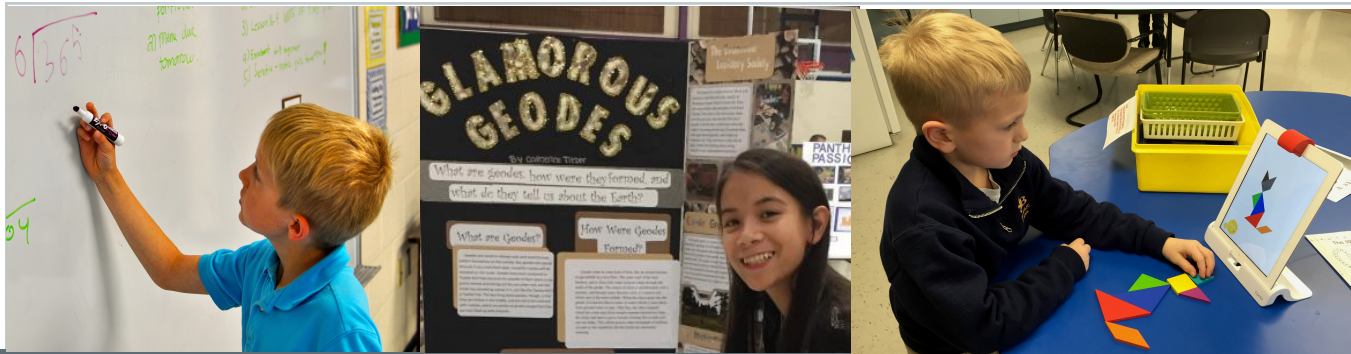
DEEP



Diocese of
 Evansville
 Enrichment
 Program
 for Academically
 Gifted Students
 (High Ability
 Education)



Saint John the Baptist
 Catholic School
 725 Frame Road
 Newburgh, IN 47630
 812-490-2000



Our High Ability Program's Mission

St. John the Baptist 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 are often at a mismatch with the general education curriculum because of their unique cognitive characteristics. These include less need for repetition, ability to problem solve, in-depth interests, curiosity, and high capacity memory.

If not identified and given fitting services, these students are at risk for under-achievement, identity issues, loneliness, ineffectual study skills, and poor work ethic.

SJB commits to providing appropriate challenges in a nurturing environment to help these students develop skills in academic risk-taking, self-discipline, and self-motivation that are essential for lifetime success.

Our high ability program began at SJB in 2013 to meet the needs of our high ability students in intentional, meaningful ways.

SJB 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.

SJB follows the Indiana Code, which defines a student with high abilities as one who:

(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).

High Ability Services

Because there is no one single method that meets the needs of all high ability students, ours is not a "one-size-fits-all" program. We follow the model of the Pyramid Project (Cox, Daniel & Boston) that prescribes a range of services for different levels of giftedness. This parallels the Response to Instruction (RTI) model of special education that allows students to have the most fitting environment for them.

Tier 3 – Most Intensive

→ Grade skipping, individualized curriculum, specialized counseling, dual enrollment, distance learning, etc.

Tier 2 – More Intensive

→ Self-contained high ability class which replaces general classroom curriculum
→ Compacting curriculum and acceleration
→ Subject skipping (working on higher grade level curriculum)

Tier 1 – Differentiation in Regular Classroom

→ Meaningful changes in content, process, product, or assessment
→ Pretesting
→ Cluster grouping and flexible grouping
→ Learning centers
→ Independent study
→ DEEP resource room for enrichment