

# High Ability Program Plan

## Tell City-Troy Township School Corporation

### Mission

- The mission of the High Ability (HA) Program is to provide curriculum and instruction beyond normal grade level standards as to ensure the **all children**, taking into account their individual differences, are **continually challenged** to reach the **highest level** of achievement consistent with their special abilities.

### Mission Statement

- We recognize and nurture students of exceptional ability within a challenging academic environment.

### Definition of the High Ability Student\*

- Children and youth with outstanding abilities perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
- These children and youth exhibit high performance capability in the intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields.

\*as defined by the Indiana Department of Education

### Program Overview

- Tell City-Troy Township is committed to maximizing student potential. A rigorous, differentiated core curriculum provides appropriate challenge for the majority of students. At times further differentiation or additional programming is appropriate in order to meet the needs of exceptional students.
- Our three areas of focus are: identification, programming, and professional development.
- The High Ability Broad Based Planning Committee (BBPC) serves an advisory function and provides a forum for discussion of current research and how to use available resources to best meet the needs of high ability students. Participants in the BBPC include administrators, teachers, parents, students, and community members.
  - Administrators at each school building will identify one administrator and one certified staff member as high ability liaisons. These individuals will attend the BBPC meetings and oversee high ability identification, programming, and professional development at their building with support and guidance from the buildings' High Ability Coordinators.
  - HA liaisons are encouraged to invite community members, parents, and where appropriate, high ability students to attend the BBPC meetings.
  - The BBPC will evaluate the current High Ability program annually and suggest

changes to improve services within the corporation to better serve the High Ability students.

- The High Ability BBPC will meet as needed or as requested by members.
- Each year the school corporation is required by the Indiana Department of Education to attach the High Ability designation to the student identification number of those students who have received high ability services throughout the current school year.
- In conjunction with the mission of Tell City-Troy Township School Corporation, the BBPC for high ability is committed to researching and understanding the needs of high ability students in order to make meaningful recommendations that will ultimately maximize opportunities for the students to attain the highest potential.

#### High Ability Assessment and Identification Plan

- We administer the Iowa Test of Basic Skills for three data points (Reading, Written Expression or Language, and Math) to grades 2, 4, 6, and 8 as well as any students recommended for testing in grades 3 and 5.
- We also administer the OLSAT (IQ) test to grades K, 1, 2, 6, and 8 as well as students who are recommended for testing in grades 3-5.
- To identify, the IQ should be 120 or above, and students need to be in the 90th percentile in one of the three areas from the Iowa testing.
- A student may be identified as High Ability in math, language arts, or both (General Intellectual--GI) based on the OLSAT IQ test and scores from the individual components from the Iowa test.
- If data from these two tests is close to the cut-off but doesn't qualify them alone, we also use teacher input as well as other standardized tests (like ISTEP+).
- Students in grade 8 take an OLSAT and the Iowa Test of Basic Skills in the spring each year. The data from these tests help with identification and placement of students in the subsequent years.
- New students to the corporation in grades 9-11 who desire to be in the High Ability Program are given the OLSAT and Iowa tests.
- Students who have dropped out of the program and wish to return are also given the same tests as new students to the corporation before placement.

#### Curriculum and Instructional Strategies Plan

- We officially identify (sending letters out to parents) starting in third grade, but we start servicing students in kindergarten.
- We differentiate learning activities to meet needs of HA students.
- We cluster group (grouping about 5-8 HA students in one class) in grades 3-5.
- For grade 6, we have a HA math and LA class.
- In grades 1-2, they have a pull-out time to extend learning for the HA kids.
- In K, they differentiate for them within the mixed-ability classroom.
- Once in the Junior-Senior High School, students are cluster grouped or placed in separate HA classes.
- In classes where HA students are cluster-grouped, the instructor uses differentiated

instruction to address the needs for all students in the class.

- Separate classes for the HA students maintain rigor and pace that are appropriate for HA learning.
- On the high school level, the corporation currently offers the following separate HA classes: Honors English, grades 9-11; Honors math classes; Honors World History, Accelerated sciences; AP classes in history, literature, calculus, and chemistry.

#### High Ability Guidance and Counseling Plan

High ability students will receive counseling and guidance in academic, career and character development. Students will participate in classroom guidance lessons for 3-5 sessions and individual and/or group counseling, when applicable. When individual counseling is necessary, the high ability student and counselor will meet to assess the high ability student and devise a plan to address their physical, social and/or emotional needs. Goal setting will be established to include psychosocial concerns. Progress will be assessed through observation, data collection and individual counseling. Collaboration between involved parties will foster academic and social success

#### Professional Development Plan for HA Program

- Staff members who work with HA students should continually seek professional services to enhance their subject knowledge, teaching methods, interpersonal relationships, and student expectations.
  - In an effort to provide opportunities for these staff members to enhance these components of education, teachers will be encouraged to attend workshops, conferences, training sessions, and staff development.
  - Possible programs include but are not limited to: Indiana Association for Gifted Conference; Southern Indiana Educational Cooperative (SIEC) sponsored programs, College Board AP training sessions, state-sponsored projects, corporation-wide or building-level workshops.
- Teachers are encouraged to seek opportunities which will allow them incorporate the latest research-based practices in education into their classrooms.
- The TCTTSC support both the general and high ability teachers as they respond to the academic and social-emotional needs of high ability learners.
- Staff members are encouraged to seek and attend Professional Development opportunities throughout the year with much of the associated costs absorbed through the HA grant.