

High Ability Plan
Covington Community School Corporation
2017 - 2018

Mission:

CCSC strive to provide an educational program that inspires and intellectually challenges all students to reach their potential to become self-confident, self-directed learners.

Definition of a High Ability Student:

General intellect student performs at, or shows the 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.

Goals:

1. To prepare our high ability students to become independent, critical thinking, problem-solving learners who are excited about learning.
2. To prepare our elementary and middle school high ability students to be ready to work independently through higher level curriculum to ready them for academic or honors classes in middle school and/or high school.

Identification Process:

1. Performance based measure – Grades, teacher observation, and rating scale
2. Potential-based measure – YCAT and/or CogAT
3. Other – NWEA, RTI, and ISTEP/ILEARN

Students are identified at all grade levels from an IQ score and/or a combination of the above measures. Each year a selection committee will be created for the purpose of identification. Identification will be ongoing; however most students will be identified in late spring. Most kindergarten identification will be done after the first semester of the kindergarten year is complete. Parents and/or teachers can petition to have a different child selected by submitting an appeal letter including added criteria that should be considered. This letter needs to be in writing and given to the building principal. The letter needs to be submitted in the summer prior to the start of the school year for middle school students. The selection committee will make a decision on the appeal based on data.

Exit Procedures:

A child may be removed from the program at any time by a parent with written notification to the building principal. All students will be monitored through our RTI building process. Students who are struggling through evidence from RTI meetings will be discussed. Struggling students will exit from the program as a joint decision between the principal, teacher, child, and parent. All children (Grades K-2) will be re-evaluated for the program at the end of each school year.

K-8 Program Description: Curriculum and Instructional Strategies

Kindergarten – Fifth Grade:

We will have a pull-out program for high ability students at all grade levels for 30-60 minutes daily. Students will work on projects, problem solving skills, and critical thinking skills during this time. Classrooms will also use flexible grouping at all grade levels. We believe that all of our students, high ability included, have grade level curriculum that needs to be learned. We

believe that by using flexible grouping, we can extend and enrich when and for whom we need to extend and enrich without losing any of the valuable curriculum necessary for the grade level. Classroom teachers will differentiate in the classroom in reading, writing, and math. Through the use of our RTI Tier groups, students will be enriched for 30 minutes a day in reading/writing and math. Students will be assessed through NWEA RTI, and ISTEP/ILEARN and at least 3 times a year. Students will be discussed monthly by the RTI team to make sure they continue to have the correct placement. Regular progress monitoring is available should it be necessary.

Middle School

The high ability program for the middle school consists of accelerated math and LA classes in grades 6-8. At sixth grade, our goal for math is to finish the sixth grade material and hit as much of the general concepts of 7th grade as possible. For 7th grade math, the goal for our high ability students is to understand the concepts of pre-algebra as to prepare them for the 8th grade algebra course. For LA grades 6-8, our goal is to enrich and extend the LA curriculum for our high ability students when necessary and appropriate.

High School

Counseling/Guidance Program:

Our counseling/guidance program will have two purposes. First, the guidance counselor will develop a high ability social curriculum to use in all grade levels. Secondly, the guidance counselor will be career counseling with our upper grade students. Guidance lessons will focus on career awareness in the following areas:

- Interest inventories to identify career interests
- Identify factors to consider when selecting a job (income, working conditions. . .)
- List jobs that relate to their hobbies and/or leisure activities
- Use resources to research an occupation
- Prepare a resume for chosen occupation
- Mock interview for chosen occupation

Program Assessment:

Our students are assessed regularly and in many ways.

1. Grades – progress checked eight times a year.
2. NWEA and RTI, – data checked at a minimum of three times a year. Progress monitoring is available as often as every two weeks if necessary.
3. ISTEP
4. Parent surveys as needed
5. Students discussed through RTI team and necessary changes made monthly.

Professional Development Plan:

1. Time for discussion on students to make sure we are looking at data to keep kids where they belong. This is scheduled in during our Wednesday professional development time.