



# MSD OF NORTH POSEY COUNTY High Ability plan

## HIGH ABILITY PLAN

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## VIKING MISSION

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“We believe all people in our schools have a right to learn and can learn at different levels and rates. We believe learning is the responsibility of the total school community. We believe our school should promote a caring, cooperative and challenging environment conducive to learning for each individual.”

### **HIGH ABILITY PROGRAM PHILOSOPHY**

MSD of North Posey County School District prioritizes the needs of each student’s education, including programs for high ability students. A differentiated learning environment is created to meet the unique needs of the student. High Ability students are provided with necessary resources and experiences that create curricular opportunities that actively engage critical thinking and self-actualization. A Broad-Based Planning Committee, comprised of representatives from each district school, continues to work to update and modify our district’s plan to meet the needs of our high ability students.

### **DEFINITION OF GIFTEDNESS:**

The Indiana Department of Education requires school districts to identify high ability students in grades K-12 and provide them with appropriately differentiated curriculum and instruction. The state defines a high ability (gifted) student as one who “performs at, or shows the potentials 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.” We identify students as high ability in one of the following areas: General Intellectual, Math only, or Language Arts only.

### **BROAD-BASED PLANNING COMMITTEE**

The Indiana Department of Education requires the formation of a Broad-Based Planning Committee that meets throughout each school year to review MSD of North Posey County’s High Ability Plan. The school district’s Broad-Based Planning Committee is comprised of key stake holders from each building. This group consists of teachers, students, parents and community members/business representatives.

# HIGH ABILITY PROGRAM GOALS AND OBJECTIVES

1. To adapt, modify, or replace the elementary curricula to meet the needs of the gifted learner.
  - Teachers will continue to receive appropriate training in differentiated instruction and curriculum in the core subject areas to specifically address the needs of high ability students.
  - Teachers will be encouraged to take High Ability university classes and to work toward earning High Ability Certification.
  - Teachers will be encouraged to attend High Ability workshops and conferences.
2. To provide challenging curricular opportunities at the junior high and high school level.
  - Continue to provide advanced (honors level) course offerings in grades 7-12.
  - Will continue to offer College Board Advanced Placement (AP) courses in high school.
  - Articulate and implement well-defined pathways for high ability students in grades 7-12.
3. To establish and maintain at least 3 data points to identify high ability learners at the elementary level and effectively track those students through high school.
  - Develop a multi-faceted identification plan that will reflect current research and best practices.
  - The identification plan will include an aptitude assessment, an achievement assessment, and an alternative assessment.
4. To allow for a fluid transfer in and out of the program based on the level of each gifted student's monitored progress.
  - An identification committee of teachers and administrators will use a designated plan to determine which students need high ability programming.
  - The Broad-Based Committee will meet a minimum of one time per year to review the High Ability Program.
5. To provide extra-curricular academic activities and learning opportunities which transcend from the classroom in all disciplines.
  - To develop the 21<sup>st</sup> century learning skills (critical thinking, creativity, collaboration, and communication) through real world experiences.
  - High ability students will be encouraged to participate in academic teams and STEM clubs.

## **ELEMENTARY HIGH ABILITY PROGRAM INFORMATION**

The philosophy and goals of North Elementary School and South Terrace Elementary School are to meet the needs of the students who are identified as high ability. Each classroom teacher works to coordinate an appropriate differentiated curriculum through content, process, product and assessment, as well as, extended service options. Acceleration and enrichment options are available which includes individual and small group sessions based on the needs of each student. The curriculum integrates lessons from the IDOE: The Curriculum Project.



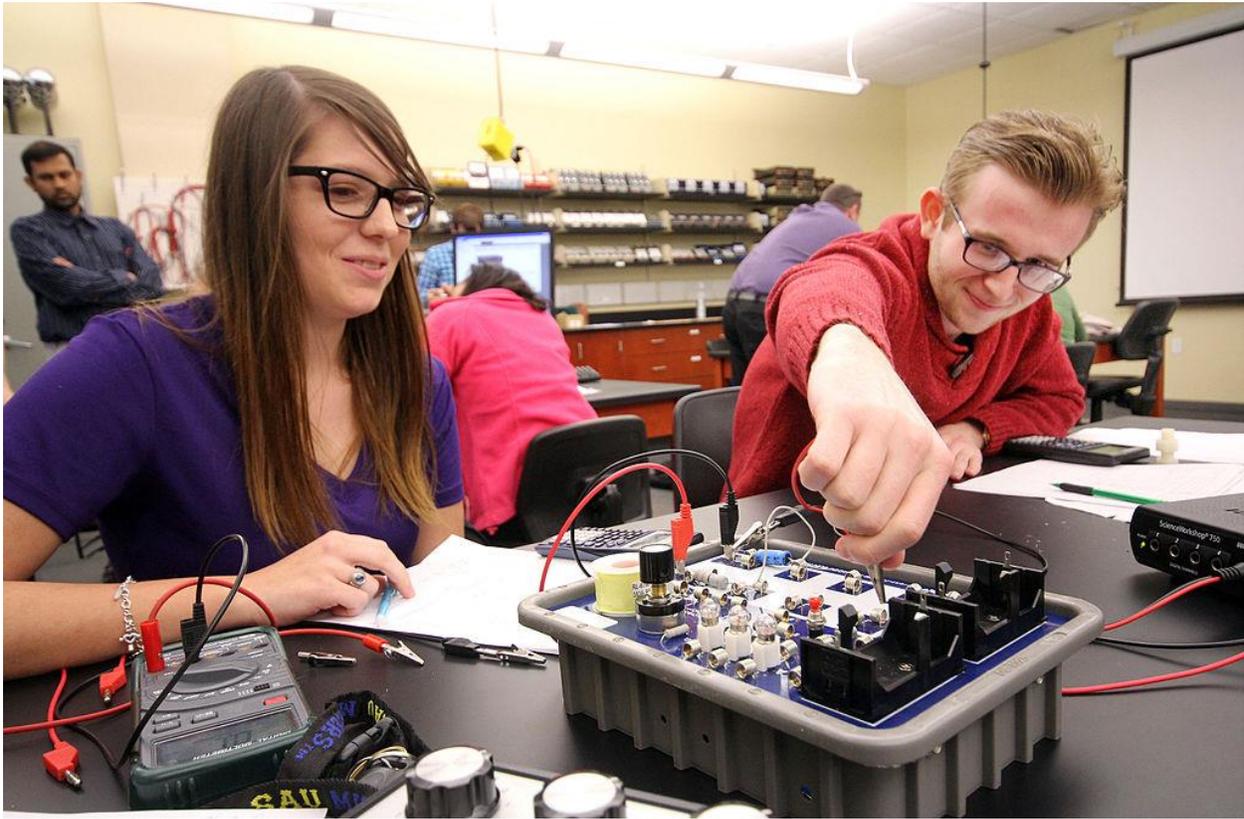
## **NORTH POSEY JUNIOR HIGH SCHOOL HIGH ABILITY PROGRAM INFORMATION**

North Posey Junior high School's high ability students experience honors courses in math and English. Each course offers a rigorous standards based curriculum that challenges students to utilize critical thinking skills to problem solve, collaborate with others and fosters creativity. Identified student coursework includes opportunities for extended study through civic projects, musical performances, quantitative analysis, and field trip experiences that apply accelerated classroom learning.



## **NORTH POSEY HIGH SCHOOL HIGH ABILITY PROGRAM INFORMATION**

North Posey High School students who have been identified as high ability students are provided with a variety of rigorous courses that provided enrichment opportunities through honors courses, Advanced Placement courses, and dual-credit experiences. The teachers provide service to these students through enhanced curricular activities that range from field trips to classroom lab activities. Each student receives career counseling to maintain an educational plan including post –secondary demands. Students may also elect to enroll in independent study courses that will meet the demands of individualized needs, as well as, participate in community job internship experiences. Students are assessed in these courses by a variety of measures, including projects, writing samples, and presentations.



## IDENTIFICATION PROCESS

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### **ELEMENTARY IDENTIFICATION PROCESS- GRADES K-6**

MSD of North Posey County Elementary Schools coordinate together to consistently identify high ability students by using a variety of assessments at each grade level. All students in grades kindergarten through grade six are assessed by using RAPS 360 and Kingore. For students in grades 2-6, the Pivot/Inspect assessment offers achievement scores in the areas of English/Language Arts and math. Additional identifying assessments are incorporated for students in grades 3-6<sup>th</sup>: ISTEP and STAR Reading. In grades K, 2, and 7, the Cogat assessment is given. Teacher recommendations are also considered in the identification process. The Broad-based Planning Committee has determined the eligibility requirements for each assessment. See table below.

Grade	# of qualifying assessments	COGAT	RAPS 360	INSPECT	STAR READING	ISTEP SCORES	Kingore
Kindergarten	2:4	X	X	X			X
First	2:3		X	X			X
Second	3:5	X	X	X	X		X
Third	3:5		X	X	X	X	X
Fourth	3:5		X	X	X	X	X
Fifth	3:5		X	X	X	X	X
Sixth	3:5		X	X	X	X	X
Seventh*	3:5	X	X	X	X	X	
Eighth*	3:4		X	X	X	X	
High School * Grades 9-10	2:3			X	X	X	

*\*See additional identifying criteria explained below*

A formal appeals process is available for parents. Parents should complete the High Ability Appeals Process Application to start the process. After the building administrator receives the application, a conference is held with the parent and committee representatives to review the placement data.

## **JUNIOR HIGH IDENTIFICATION PROCESS- GRADES 7-8**

North Posey Junior High School identifies seventh grade students by using recommendations and criteria set forth from the two elementary schools. Eighth grade students are identified based on teacher recommendation, current core curricular grades, ISTEP scores, Cogat scores, and INSPECT results. A student who is enrolled in an honors course during the 7<sup>th</sup> grade year and does not meet the requirements for an 8<sup>th</sup> grade honors course is given an opportunity to appeal the process to the school committee. If an appeal is granted, the student signs a contract and is admitted on a probationary period.

## **HIGH SCHOOL IDENTIFICATION PROCESS**

North Posey High School students are identified as high ability by looking at the student's history of identification throughout our district, or prior district, with an emphasis on communication and criteria from the junior high school. Data points such as ECA scores, PSAT/SAT, ACT and teacher recommendations are utilized as tools to continually identify and guide students in the appropriate course sequence at the high school level. A primary focus for high ability students is placed on Advanced Placement and dual credit opportunities. Students are allowed to pursue individual interest in curricular areas that meet the needs of each student. For example, students may take

honors courses in one discipline without completing honors courses in other disciplines. An appeal process is also instituted at the high school level that mirrors the junior high approach.

## **CURRICULUM AND INSTRUCTION**

MSD of North Posey County's high ability students are exposed to a curriculum that is developed in grades K-12 in order to challenge and encourage an understanding of the high ability learner within our school community. Instruction builds on the basic knowledge and skills required by Indiana's College & Career Readiness Standards, through enrichment activities, differentiated instruction, honors courses and lessons from the Indiana Department of Education The Curriculum Project. Products are created that allow students to model excellence in their achievements, while teachers strive to provide opportunities for students that allow them to understand their unique qualities that foster a realistic concept of themselves in society. At all grade levels, the curriculum focuses on the areas of self-awareness, self-direction, leadership and interpersonal skills.

## **PROFESSIONAL DEVELOPMENT**

MSD of North Posey County's faculty and staff are trained on how to recognize the characteristics of high ability learners. New teachers will be supported through additional training and by utilizing the district's High Ability Plan. The school district encourages administrators, teachers, and counselors to attend conferences, webinars, and graduate coursework that enhances their knowledge of best practices with high ability learners. Each year, attendance from at least one member of the Broad-Based Planning Committee will attend the Indiana's Association of the Gifted and Talented Conference. Necessary supplies and resources needed to implement concepts learned from these professional development experiences are supported by the superintendent.

## Common Characteristics of Gifted Individuals

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Because gifted children are so diverse, not all exhibit all characteristics all of the time. However, there are common characteristics that many gifted individuals share:

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)

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