

Noblesville Schools High Ability Program

Mission

The Noblesville Schools High Ability Program delivers a continuum of K-12 services that develops talent, accelerates learning, and increases depth of understanding through a rigorous and differentiated curriculum.

Philosophy

Noblesville Schools believes many students are capable of achieving academically at high levels and acts to identify and challenge all capable students through enriched and accelerated curricula. Noblesville Schools follows the State of Indiana's definition of a high ability student as one who "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 is characterized by exceptional gifts, talents, motivation, or interests" (IC 20-36-1-3). Students may be identified as having high ability in math, English/language arts, or both.

Description of Services

At the elementary level identified students are served through in-class differentiation, flexible grouping practices, or full-time self-contained classrooms at each school. High ability students are challenged by rigorous curricula, while their affective needs are met in a stimulating and supportive environment. At the middle level, identified students are grouped for advanced language arts and math. The high school offers open enrollment in Honors and Advanced Placement courses in art, business, English, math, music, science, and social studies. High ability high school students are also provided further challenge through Advance College Project and other dual credit courses.

Beliefs

We believe that high ability students

- are not all alike. They vary in respect to general ability, domain-specific aptitude, interests and predispositions, and motivation and personality;
- benefit from interaction with peers. Intellectual peerage contributes to important growth patterns in all subject areas (Kulik & Kulik, 1992);
- need various forms of acceleration throughout their school years, ranging from content acceleration to Advanced Placement or dual enrollment to mentorships (Shiever & Maker, 2003; Renzulli & Reis, 2003; Clasen & Clasen, 2003);
- are capable of producing high level products in specific areas of learning at the level of a competent adult (NAGC, 1990);
- need to be challenged and stimulated by an advanced and enriched curriculum that is above their current level of functioning in each area of learning (VanTassel-Baska, 2003); and
- have affective characteristics that render them vulnerable in school settings such as perfectionism, sensitivity, and intensity (Lovecky, 1992; Robinson, 2002).

Goals

- Bring together students of high ability in order to be challenged and stimulated by students of similar ability.
- Provide accelerated and differentiated academic opportunities for students of high intellectual and academic achievement.
- Offer a rigorous academic curriculum which will prepare students for learning opportunities at the next level.
- Provide students with opportunities to learn how to learn, which requires organizational skills, study skills, and persistence in the face of difficulty.
- Address the social and emotional needs of students through peer interaction and fostering a sense of

community.

- Offer an environment where high ability students are encouraged to reach their full potential.

High Ability Advisory Committee

The Indiana Department of Education requires the establishment of a broad-based planning committee that meets periodically to review the local education plan for high ability students. The committee must have representatives from diverse groups representing the school and community. The committee must include at least one educator, student, parent, community/business representative, and other stakeholders. This district-wide committee meets at least once a year to discuss K-12 programming for high ability students in Noblesville Schools.

Continuum of Services

Noblesville Schools provides a K-12 continuum of services for high ability students as described below.

Tier One: Services for ALL Students

- Flexible grouping
- Differentiated instruction
- Guided reading
- Acceleration and enrichment

Tier Two: Services for MANY Students

- Academic Extracurricular Program (AEP)
- Extracurricular activities
- Academic competitions

Tier Three: Services for SOME Students

- Early entrance and grade advancement (subject to district policy and guidelines)
- FOCUS (qualification through identification process)
- Bridges (qualification through identification process)
- Honors
- Advanced Placement
- Advance College Project and other dual credit opportunities
- Early graduation

High Ability Program Services Overview

K - 1	Differentiation within the classroom: leveled reading & flexible grouping for math
2	Differentiation within the classroom and/or flexible grouping (dependent upon building numbers): leveled reading and cluster grouping for Advanced Math
3 - 5	FOCUS: Differentiation within the classroom, flexible grouping, cluster grouping, and self-contained high ability classrooms (dependent upon building and grade-level numbers)
6 - 8	Bridges: Self-contained high ability classes in language arts, math, and science; Algebra I available in grade 7, and Geometry available in grade 8
9-12	Honors, AP, ACP, and other dual credit courses See the NHS Planning Guide for a complete list of courses; course descriptions are available on the Noblesville Schools website: www.noblesvilleschools.org >Schools>Noblesville

Program Evaluation

Noblesville Schools, using student achievement data and input from various stakeholders, continuously evaluates its high ability program for quality, efficiency, and overall effectiveness.

The district High Ability Leadership Team, comprising teachers and administrators, monitors all aspects of the High Ability Program.

Services, identification procedures and instruments, and other components are subject to change without notice.