

Covington Community School Corporation

"Home of the Trojans"

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RIGOR – RELEVANCE – RELATIONSHIPS

High Ability Plan

Mission

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

A 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; and
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; and
3. Other – DIBELS, Reading 3D, RTI, NWEA, and ISTEP.

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 criteria that should be considered. This letter needs to be in writing and given to the respective 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 high ability 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 (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 respective 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 DIBELS, Reading 3D, RTI, ILEARN (ISTEP) and/or NWEA, a minimum of three times a year. Student growth will be reviewed monthly by the RTI (Response To Intervention) team to ensure they are continuing 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 Language Arts classes for 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 seventh 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 Language Arts, grades 6 – 8, our goal is to enrich and extend the curriculum for our high ability students, when necessary and deemed appropriate.

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, etc...)
- 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 chose occupation

Program Assessment

Our students are assessed regularly and in many ways, including:

1. Grades – progress checked eight times a year;
2. DIBELS, RTI NWEA, and Reading 3D – data checked at a minimum of three times a year. Progress monitoring is available as often as every two weeks if necessary;
3. Standardized Assessments (ILEARN, ISTEP);
4. Parent surveys as needed; and
5. Students discussed through RTI team, with identified modifications occurring 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 during Wednesday professional development time.