



Richland-Bean Blossom Community School Corporation

EDGEWOOD SCHOOLS

Caring. Daring. Preparing.

High Ability Program Plan- 2025-2026

Richland-Bean Blossom Community School Corporation

Multifaceted Identification Plan

We use a multi-step process to ensure all students have an equal opportunity to be identified for High Ability (HA) services.

- **Testing Grades:** All students in grades K, 2, and 5 take the CogAT assessment to measure verbal and quantitative ability each spring.
- **Qualification:**
 - Scores in the **96th percentile or higher** qualify directly.
 - Scores in the **94th–95th percentile** prompt a teacher to complete the **SIGS** rating scale; an “Outstanding” score qualifies the student.
 - Scores in the **80th–93rd percentile** on CogAT lead to the **ITBS** test. Students who score in the **96th percentile or higher** on ITBS qualify; scores of 94th–95th again trigger the SIGS process.

This process ensures multiple pathways for identification.

Differentiated Curriculum and Instruction

We provide learning opportunities beyond the core curriculum for students at every grade level.

- **Grades K–2:** Modified classroom instruction, enrichment 3–4 times a week using *Junior Great Books*, and weekly problem-solving groups.

- **Grades 3–5:** Enrichment 3-4 times a week, *Junior Great Books* for ELA students, accelerated math, enrichment activities, and clubs.
 - **Grades 6–12:** Honors courses in math, ELA, science, and social studies; accelerated math pathways; specialized classes like computer science, journalism, robotics, and design lab; plus AP and ACP courses.
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Differentiated Guidance and Counseling Plan

Our staff are trained in **Trust-Based Relational Interventions (TBRI)**, with additional strategies designed specifically for HA students.

- Quarterly check-ins and individual support as needed.
 - Parent support/training opportunities.
 - Collaborative staff meetings with HA teachers, general education teachers, school counselors, and administrators to address academic, social, and emotional needs.
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Professional Development Plan

We invest in training for teachers, counselors, and administrators to meet the needs of HA students.

- HA and general education teachers collaborate in grade-level pods (K–5).
 - Ongoing HA certification opportunities for teachers.
 - Attendance at state HA conferences.
 - Future PD sessions planned to strengthen differentiation strategies for all teachers working with HA students.
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Program Evaluation Plan

We regularly review and improve our HA services.

- In 2023-24, two outside consultants conducted a full program review.
- A **Broad-Based Planning Committee** of 13 members (administrators, teachers, students, and parents) meets to monitor progress.
- The committee plans and implements program updates, with input from a variety of stakeholders.