

**Jac-Cen-Del Community School Corporation**  
**High Ability Program**

Indiana Definition of High Ability:

The Indiana Department of Education requires school districts to identify High Ability students, K-12, and provide them with appropriately differentiated curriculum and instruction. Specifically:

*IC 20-36-2-2 School corporation high ability programs; criteria*

*Sec. 2. A governing body shall develop and periodically update a local plan to provide appropriate educational experiences to high ability students in the school corporation in kindergarten through grade 12. The plan must include the following components:*

*(1) The establishment of a broad based planning committee that meets periodically to review the local education authority's plan for high ability students. The committee must have representatives from diverse groups representing the school and community.*

*(2) Student assessments that identify high ability students using multifaceted assessments to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement\*, or disabilities are included. The assessments must identify students with high abilities in the general intellectual\* domain and specific academic\* domains. The results of an assessment under this subdivision must be recorded with the student test number assigned to a student.*

*(3) Professional development.*

*(4) Development and implementation of local services for high ability students, including appropriately differentiated curriculum and instruction in the core academic areas designated by the state board for each grade consistent with federal, state, local, and private funding sources.*

*(5) Evaluation of the local program for high ability students.*

*As added by P.L.1-2005, SEC.20. Amended by P.L.84-2007, SEC.3.*

Mission Statement:

Throughout the Jac-Cen-Del School Corporation we recognize the needs of high ability learners. Our mission is to provide all students, found in all populations, who perform at or show potential for performing at an exceptional level, services to meet their diverse needs which include differentiated instruction and diverse engaging learning experiences.

### Identification Procedures and Timeline:

Both norm-referenced and qualitative measures are used during the identification process. Students in Kindergarten, 2<sup>nd</sup>, 6<sup>th</sup> and 8<sup>th</sup> grade participate in a formal identification procedure.

- Cognitive Abilities Test (CogAT)
  - Given to Kindergarten, 2<sup>nd</sup>, 6<sup>th</sup>, and 8<sup>th</sup> grade students
  - Measures cognitive ability
  - Verbal, Quantitative, and Nonverbal measures
- NWEA Measures of Academic Progress
  - Given three times per academic year (Fall, Winter, Spring)
  - Reading, Language Usage, and Mathematics
- Scales for Identifying Gifted Students (SIGS)
  - Utilized when more information is needed about a student
  - Rating scales completed by parents and staff

### Program Description:

Services, for students in grades K-12, in the JCD high ability program include but are not limited to:

#### **Elementary Programming:**

- Early entrance for Kindergarten
- All classes 1-6 utilize a cluster grouping model
- Differentiated instruction within general education classroom
- Academic competition teams
- Curriculum compacting

#### **Middle/High School Programming:**

- Advanced Placement (AP) courses in Biology, Calculus, Computer Science, English Language/Composition, English Literature/Composition
- Internships
- Dual Enrollment
- Differentiated instruction within general education classroom
- Career/College Counseling

### Professional Development:

All teachers and administrators working with High Ability students are provided professional development throughout the school year. This professional development includes strategies related to instructional differentiation and student identification. The opportunity is provided to attend the Indiana Association for the Gifted each year. In addition, teachers are provided opportunities to expand their knowledge of differentiation through various conferences, provided they meet high ability learner needs.

### Broad-Based Planning Committee:

JCD has a broad based planning committee that is a group of stakeholders to help guide high ability instruction. They meet over the course of the school year. The members include:

- Teachers
- Administrators
- Social Workers
- Parents
- Students

### Program Evaluation:

Administrators, teachers, and members of the Broad-Based Planning Committee continually evaluate programming and progress of all learners to determine the highest priorities for students.