

Shelby Eastern Schools High Ability Program

Shelby Eastern Schools Mission Statement

The mission of Shelby Eastern Schools is to Shape, Empower, and Support the minds of tomorrow

Shelby Eastern Schools Vision Statement

Shelby Eastern Schools offer premier educational opportunities in a caring, safe, and secure environment where students develop academic excellence, exemplary character, and civic responsibility. Shelby Eastern Schools is a community cornerstone where students learn respect, make contributions, and are appreciated as individuals. Students are encouraged to take risks and become creative thinkers within an environment that models moral values. Shelby Eastern Schools values partnerships with parents and community as a vital component for students to achieve their full potential in preparation for their roles in a global society.

Shelby Eastern Schools will provide the opportunity for a quality educational experience for students that will prepare them to be productive members of an ever-changing society.

Indiana Department of Education Definition of High Ability

“High ability student” means a student 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.

High Ability Program Goals

- Accurately identify and promote the unique academic, social, and emotional needs of high ability students.
- Provide access to a challenging curriculum for identified high ability students.
- Provide enrichment opportunities and differentiated instruction to high ability students.
- Promote opportunities for high ability students to have access to courses at a higher grade level as appropriate, including access to AP and dual credit courses for high school students.
- Provide differentiated instruction which promotes critical thinking and problem solving.

Multifaceted Student Assessment

Shelby Eastern Schools believes that high ability students can be found in all racial, ethnical, and socioeconomic populations, and is committed to using identification practices to find high ability students in all of these populations. Shelby Eastern Schools believe high ability learners have unique cognitive and social needs requiring differentiated curriculum and instruction in order to actualize their potential. Shelby Eastern Schools defines a high ability student as one

who performs at, or shows the potential for performing at, an outstanding level of academic accomplishment in math, language arts, or both, when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.

Identification Process

Elementary School: Elementary school students are given the OLSAT in the fall to determine high ability eligibility. Data from STAR reading and math tests are also used in identifying high ability students who fall above the 90th percentile. Parent and teacher input goes into determining the best placement for students identified as high ability.

Junior High School: Junior high school students are allowed to enroll in courses at a higher grade level, including high school courses to earn credit. Students are recommended to these classes by teachers based on data including STAR, IXL, Study Island, state testing, and class grades. Recommendations are presented to the administration and parents are contacted to discuss the opportunities available for their child.

High School: Recommendations for enrollment in dual credit and Advanced Placement courses are based on successful completion of prerequisite courses, as well as formative assessment data. The school counselor meets with students to discuss their options for upper level courses.

Students identified as high ability are placed in classrooms and courses that are developmentally appropriate and challenging for their ability level. Qualitative measures such as teacher observation ratings, productivity ratings, and course grades help determine appropriate placement for students scoring above grade level on standardized tests.

Students who have been identified prior to middle school and have performed well in high ability services may keep their high ability designations on their student test numbers. Any other students that have moved into the district, are recommended by parents or teachers, or who have shown evidence of high achievement (for example, scoring at the pass plus level on ILEARN) could also be tested for high ability.

Curriculum and Instructional Strategies

High ability students deserve an enriched and engaging curriculum that enables them to demonstrate their mastery in a variety of topics and skills. In order to meet the unique needs of each student identified as high ability, teachers must differentiate the curriculum, instruction, and experiences these students participate in each day.

Elementary School:

Early entrance to kindergarten will be considered on an individual basis by a child study team. Grade skipping: A referral for consideration for skipping a grade can come from any source familiar with the performance or development of the child. Such decisions will be considered on an individual basis by a child study team.

Curriculum is planned and differentiated for all grade levels served, so that all identified students can receive an accelerated and enriched articulated sequence in math and/or language arts according to their identification.

Junior High School: Junior high students (grades 6-8) who meet the criteria for high ability may take courses at a higher grade level including courses for high school credit. Current offerings for high school credit include algebra, agriculture, art, spanish, and biology. Teachers also differentiate instruction in other classes to ensure high ability students are provided opportunities for enrichment. In addition to class offerings, there is a junior high spell bowl team that participates in local and state competitions.

High School: High school students (grades 9-12) are encouraged to enroll in AP and dual credit courses. Students meet annually with the school counselor to discuss the best study plan to meet their goals for life beyond high school. Parents are also involved in the process of class selection to ensure the academic needs of their child are being met. Additionally, high schools offer an academic team that competes in local and statewide competitions during the school year. This allows students to demonstrate their exceptional knowledge and skills outside the classroom.

Counseling and Guidance

School counselors at each level (elementary, middle school, and high school) will work with high ability learners to identify academic experiences that will enable them to experience challenge and success on a regular basis. Whether this is through advanced course offerings, special projects, or academic teams, counselors will ensure that students have an opportunity for meaningful academic enrichment.

Professional Development

Teachers of high ability students will have opportunities for professional development during the school year and summer. Teachers of Advanced Placement courses are encouraged to attend the AP Summer Institute. High school teachers are encouraged to obtain advanced coursework to become qualified to teach dual credit and advanced courses. Finally, Shelby Eastern Schools has early release for professional development each Wednesday. Teachers are given time to collaborate in common subject areas and grade levels to discuss strategies to best meet the needs of high ability students.

Systematic Program Assessment

Each year, a committee involving teachers, counselors, building level administrators, and central office personnel evaluate the program and determine what improvements can be made. The group identifies strengths and weaknesses of the program by looking at data and ensuring all high ability-related funds are properly allocated.