

Randolph Southern School Corporation High Ability Plan

A. Broad Based Planning Committee

- A total of 5 faculty members and 3 administrators, community members, and parents representing our corporation.

B. Identification Process for Randolph Southern Elementary

The following types of assessments may be used to identify students for high ability programs at Randolph Southern.

- Performance: NWEA, Houghton Mifflin Weekly Skills Tests, Nomination by teacher(s) based on a checklist of personal characteristics, academic habits, and/or outstanding achievement in the arts and creativity.
- Potential Based: Cogat Scores K-2, and 6, NWEA
- Alternative: NWEA K-6, ISTEP+ 3-6

Identification Process for Randolph Southern Junior Senior High School

The following types of assessments may be used to identify students for high ability programs at Randolph Southern.

- Performance: NWEA, Nomination by teacher(s) based on a checklist of personal characteristics, academic habits, and/or outstanding achievement in the arts and creativity.
- Potential Based: NWEA, Cogat Scores from 6th grade
- Alternative: NWEA, ISTEP+, Acuity 7th and 8th grade

Exit Procedures

A child may be removed from the program at anytime by a parent with written notification to the building principal. All students will be monitored, interventions will be established, and evidence on performance will be discussed. Struggling students will exit from the program as a joint decision between the school, child, and the parent during a scheduled conference. After the decision, a letter will be sent to the child's address to document the decision.

C. Professional Development

- We will continue with whole staff professional development on NWEA and Houghton Mifflin Skills to understand not only the data but also how to use the data to plan for differentiation in the classroom. This will be done in staff meetings and morning meetings throughout our corporation, during the school year.
- Training on how to use flexible grouping. This will be done in curriculum meetings, summer workshops, and professional development time.
- Time for discussion on students to make sure we are looking at data to keep kids where they belong. This is done during cross-grade level meetings and scheduled faculty monthly meetings.
- Teachers will be encouraged to attend workshops, conferences, and meetings to further develop their knowledge on high ability students.

D. Implementations through Curriculum and Instruction

Elementary

Classrooms will all use flexible grouping at all grade levels. In using flexible grouping, we are able to extend and enrich for whom we need to without losing any valuable curriculum necessary. Classroom teachers will differentiate in reading, writing, and math. Using tools such as Study Island, Junior Great Books, Accelerated Reading and Math, novel sets, and flexible grouping, enables our teachers to help high ability students reach their full potential.

Junior Senior High School

Classrooms will enrich and extend their curriculums in math and english to accelerate their programs to benefit high ability students. Honors classes are available in math and english through grades 7-10, and then many AP and ACP courses will be available to them as these students enter the high school classes as Juniors and Seniors.

E. Counseling and Guidance Programs

- Our counseling and guidance programs in our corporation will help develop a high ability social curriculum to be used with our elementary students and career counseling through our guidance department in middle and high school
- Counseling lessons focus on social and emotional issues: Diversity, conflict resolution, bullying, and career goal setting. These lessons are done in whole school assemblies, classrooms, and one-on-one pull out group session.
- Guidance lessons with career awareness, identifying factors when selecting future school and career goals and how these align with the high ability students' hobbies and interests. The lessons are done in assemblies, classrooms, and in one-on-one consultations during course selections for students. Lessons involve interest inventories, researching resources, creating resumes, and mock interviews for occupations.

F. Program Assessment

- Our high ability students are assessed regularly and in many ways.
 1. Grades: progress checked throughout the year.
 2. NWEA and Houghton Mifflin Progress monitoring: data checked throughout the year, at a minimum of 3 times.
 3. ISTEP+ scores
 4. Parent Surveys
 5. Star Reading and Math inventories
 6. Professional development discussions
 7. Individual students discussed at grade level and curriculum meetings.