

MSD of Martinsville High Ability Program Handbook

Updated- Fall 2025

District High Ability Coordinator and Contact Information-

Ryan Cox

765-537-2276

ryan.cox@msdmartinsville.org

Table of Contents:

| | |
|---|----|
| Broad Based Planning Committee | 2 |
| High Ability Program Mission Statement | 2 |
| Belief Statements and Guiding Principles | 3 |
| High Ability Program Goals | 4 |
| High Ability Student Definition | 4 |
| High Ability Multifaceted Identification Plan | 4 |
| High Ability Services | 6 |
| High Ability Curriculum and Instruction Plan | 7 |
| High Ability Guidance and Counseling Plan | 9 |
| High Ability Professional Learning Plan | 9 |
| High Ability Program Evaluation Plan | 10 |
| High Ability Appeals and Exit Procedures | 10 |

Broad Based Planning Committee

The following committee members meet twice a year to evaluate, monitor, and continuously develop the implementation of K-12 high ability services.

Ryan Cox- District High Ability Coordinator

Suzie Lipps- Assistant to the Superintendent of Curriculum and Human Resources

Cindy Schneck- Non-Certified High Ability Testing Coordinator

Jennifer Teare- Administrator Representative

Matt Hankins- MSD of Martinsville School Board Member Representative

Jennifer Brown- Parent/Community Representative

Jenny Oakley- Director of eLearning and Literacy

Leigh Frantz- School Counselor Representative

Jackie Champlin- Elementary Teacher Representative

Jill Belcher- Secondary Teacher Representative

Kora Johnson- Title 1 Teacher Representative

TBD- Student Representative

TBD- Student Representative

High Ability Mission Statement

The mission of the Metropolitan School District of Martinsville's High Ability program is to provide accelerated and enriched learning experiences to all students in grades K-12 for students in all socio-economic, cultural and ethnic backgrounds, if they are found to perform at, or demonstrate an exceptional level of learning ability in language arts and/or math. Martinsville schools recognize the need to identify these students and provide a challenging and differentiated curriculum for all students to reach their potential; the high ability students experience an educational journey through student-centered exploration. Together, as the high ability representatives for the Martinsville School District, we challenge and inspire high ability students through rich experiences, empowering them to achieve success. When high ability students walk across the stage at their graduation from Martinsville High School, they have been prepared through curricular challenges and opportunities based on their needs, and they are ready to make positive contributions to our world.

Belief Statements and Guiding Principles

Adapted from NAGC Programming Criterion

- Differentiated curriculum forms the necessary foundation of all educational services provided.
- Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the needs of diverse learners.
- Instructional pacing and student grouping must be flexible to allow for accelerated learning of high able students as appropriate.
- Learning opportunities for highly able students must consist of a continuum of differentiated options, approaches, and materials.
- Appropriately trained personnel must direct services for the education of highly able learners.
- High Ability education must be integrated into the general education program.
- Requisite resources and materials must be provided to support the high ability education program.
- A continuum of programming services must exist for highly able learners.
- Policies for entrance, grade skipping, ability grouping, and dual enrollment should exist and be followed.
- A written formal program evaluation that is purposeful, efficient, and ethical should be completed periodically.
- Highly able students, especially underachieving high ability students, will receive counseling services and effective curriculum to meet their unique racial, socio-economic, and career needs.
- Staff development for educators who work with the highly able will be comprehensive and consistent.
- Student identification processes for high ability services must be research-based, formal, communicated, cohesive, coordinated, comprehensive, and non-discriminatory against racial, ethnic, or socio-economic background.
- Student identification instruments must measure diverse abilities and talents.
- Student identification procedures must include provisions for informed consent, retention, reassessment, exiting, and appeals.

High Ability Program Goals

- Promote increased awareness, recognition, advocacy and support for the unique academic and social/emotional needs of highly able students.
- Provide a consistent continuum of educational service options, grades K through 12, that accommodates diverse learning needs of high able students and provides students with skills necessary for College and Career Readiness.
- Provide learning environments that offer the level of challenge necessary for intellectual and personal growth.
- Support staff development and provide assistance to teachers in meeting the needs of highly able students in their classroom through differentiation techniques.
- Encourage learning beyond the regular curriculum that emphasizes critical thinking by delving deeper into standards and their application.

High Ability Student Definition

“High ability student is one 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, motivations, or interests” Indiana Code 20-36-1-3

High Ability Multifaceted Identification Plan

Grades K and 2-

Step 1-Screened thru MOY NWEA- Local School Norms

Step 2-CogAT screener to those qualified

Step 3- Online CogAT Test given to those that passed screener.

Grade 4-

Step 1- Screened thru ILEARN Checkpoints- District Norms

Step 2- Inview 3-8 Test to those that qualified

Kindergarten

- Identified through CogAT screener
- Will test using NWEA (performance-based assessment) and CogAT (potential-based assessment)
- Will receive services for 1st and 2nd grade if qualify through Spring testing
- Will retest at the end of 2nd grade to qualify for enrichment program for grades 3-4

1st Grade-

- Newly identified students through teacher recommendation will test during the Spring assessment using NWEA and CogAT.

2nd Grade

- Identified through CogAT (potential-based performance) screener.
- Will test using NWEA (performance-based assessment) and CogAT (potential-based assessment)
- If qualified through testing, will receive high ability services in 3rd and 4th grades for the remainder of elementary school and will retest at the end of 4th grade to qualify for the enrichment program at the intermediate school.

3rd Grade

- Newly identified students through teacher recommendation will test during the Spring assessment using NWEA and InView.

4th Grade

- Identified through screening process, tested and qualified as high ability student
- Will test using ILEARN District Norms and InView (potential-based assessment)
- If qualified through testing, will receive high ability services in 5th thru 8th Grade.

High Ability Assessments for Spring Testing:

CogAT Screener: K and 2

CogAT: K and 2

NWEA: Grades K-2

Terra Nova: Grades 5-8

InView: Grades 3-8

PSAT/SAT/ECA/AP Tests: High School

Renzulli Scales: 1-12

Torrance Tests for Creativity- K-6

Additional High Ability Assessment Information:

- Students may be exited from the program based upon their performance. The teacher and high ability representative must complete paperwork, meet with the student and parent, set goals and give a timeline to reach those goals before the exit process is completed.
- Teachers may also use qualitative/observational measures such as the Renzulli Scales to determine identification of high ability students.
- In order to qualify, students must score in the 92 percentile or above on the CogAt/InView OR in the 96 percentile or above on the NWEA local norms.
- Students can qualify as Math, ELA, or General domain depending on scores.
- Communication is sent to parents once scores are received and eligibility is determined.









High Ability Services

The Metropolitan School District of Martinsville's High Ability Program is geared at providing special curricular challenges and activities for the high ability and high achieving students at all of the district's schools.

1. Grades K-12 Differentiated Instruction in classrooms based upon domains
2. Grades K-12 Special program/enrichment activities offered by the school
3. Regular classroom activities that offer sufficient challenge for all students; enrichment and differentiation for all to experience.
4. High achieving students who demonstrate mastery of skills in the regular classroom will experience more challenges in their academic work.
5. Self-contained classroom for highly able students.

MSD of Martinsville High Ability Curriculum Map

| Grade Level | ELA | Math |
|--------------|---|--|
| Kindergarten | Connecting to My World | Math_K-2_Number_Sense_S... Math_K-2_Reasoning_Logi... Math_K-2_Computation_and... Math_K-2_Data_Analysis_Str... Math_K-2_Geometry_Strand.... Math_K-2_Measurement_Str... |
| 1st | Signs and Symbols: Connections for Making Meaning | Math_K-2_Number_Sense_S... Math_K-2_Reasoning_Logi... Math_K-2_Computation_and... Math_K-2_Data_Analysis_Str... Math_K-2_Geometry_Strand.... Math_K-2_Measurement_Str... |
| 2nd | Connections of the Heart Exploring Structure in Language and Literature | Math_K-2_Number_Sense_S... Math_K-2_Reasoning_Logi... Math_K-2_Computation_and... Math_K-2_Data_Analysis_Str... Math_K-2_Geometry_Strand.... Math_K-2_Measurement_Str... Beast Academy Level 2 |
| 3rd | The Changing Faces of Story Beauty in Interactions Building Language Grammar Island Practice Island | Math_3-5_Reasoning_Logi... Math_3-5_Algebraic_Thinkin... Math_3-5_Data_Analysis_Str... Math_3-5_Geometry_Strand.... Math_3-5_Number_Sense_S... Math_3-5_Measurement_Str... Math_3-5_Computation_Stra... Beast Academy Level 3 |
| 4th | Making a Difference Systems in Life and Literature Caesar's English I | Math_3-5_Reasoning_Logi... Math_3-5_Algebraic_Thinkin... Math_3-5_Data_Analysis_Str... Math_3-5_Geometry_Strand.... Math_3-5_Number_Sense_S... Math_3-5_Measurement_Str... |

| | | |
|------|--|---|
| | |  Math_3-5_Computation_Stra... Beast Academy Level 4 |
| 5th | The Hero's Journey Values and Their Influence Caesar's English II |  Math_3-5_Reasoning_Logic_...  Math_3-5_Algebraic_Thinkin...  Math_3-5_Data_Analysis_Str...  Math_3-5_Geometry_Strand....  Math_3-5_Number_Sense_S...  Math_3-5_Measurement_Str...  Math_3-5_Computation_Stra... |
| 6th | The Power of Mind Honor Through the Ages The Vocabulary of Literature | Honors Math 6 |
| 7th | Powerful Words and Wisdom Down the Rabbit Hole The Word Within the Word I Honors ELA 7 | Honors Math 7 |
| 8th | Leaders, Legacies, and Leverage Recognition of Self in Society The Word Within the Word II Honors ELA 8 | Algebra |
| 9-12 | Pre-AP 9 Pre-AP 10 AP Literature AP Language Dual Credit Introduction to Literature Dual Credit Language and Composition Dual Credit Rhetoric Dual Credit Speech and Language | Academic Algebra Academic Geometry Dual Credit Finite Dual Credit Pre Cal Dual Credit/AP Calculus AP Statistics |

High Ability Guidance and Counseling Plan

How are we meeting the needs and educational career plans for high ability students in our district?

- Small/Large group counseling sessions available K-12
 - Stress Management
 - Perfectionism
 - Career Planning
 - Anxiety/Coping Skills
 - Depression
 - Reading/book club that focuses on a story with social aspects in it to help High Ability students work through social situations
- Academic Program Planning K-12
 - Scheduling for high ability needs
- Career and Life Planning K-12
 - Goal setting
 - Lessons on careers
 - Career Fair/Week
- TBRI K-12
 - Nurture Groups
 - Social skills

High Ability Professional Learning Plan

Educators, K-12, are encouraged to attend local workshops on differentiation, as they become available. Teachers are invited to attend the state (DOE-IAAG) high ability conference and any workshops sponsored through the Educational Service Centers and other organizations related to high ability studies. Guidance counselors are encouraged to attend any workshops or programs pertaining to the social and emotional needs of highly able students.

To promote and support differentiated instruction, teachers are provided opportunities to develop differentiated lessons, to collaborate with fellow teachers in the development of differentiated projects, or to improve the curriculum. Support is available to teachers who are working with the high ability students. Administrators also attend workshops and programs pertaining to the education of highly able students.

Finally, teachers are encouraged to earn high ability endorsement on their licensure, to participate in small group discussions about best practices in high ability education, to attend

self-selected workshops and seminars on progressive approaches to high ability education, and to follow-up these beneficial learning opportunities with on-site, job-embedded activities.

High Ability Program Evaluation Plan

The MSD of Martinsville High Ability Broad Based Planning Committee is responsible for directing and conducting the evaluation process, reviewing and updating the current program plan of improvement annually. Program evaluation is systematic with the following areas evaluated in a regular basis by the MSD of Martinsville High Ability Broad Based Committee, MSD of Martinsville High Ability School Representatives, and by members of the Indiana Association for Gifted (IAG):

1. Identification
 - a. Access and equity
2. Curriculum and Instruction
 - a. Student achievement
3. Guidance and Counseling
 - a. Student conditions for learning
4. Professional development
 - a. Educator, administrator, counselor effectiveness
5. Program Evaluation
 - a. Leadership effectiveness
 - b. Family and Community Engagement

Appeals and Exit Procedure:

Appeals Procedure:

Parent and/or teacher may make a recommendation to the school high ability representative. The High Ability school representative will then follow the instructions on a form gathering student data and teacher feedback. Form is signed by the school principal and forwarded to the District High Ability Coordinator. The District High Ability Coordinator will use the feedback and data from the form to make a decision on acceptance into the MSD of Martinsville High Ability program.

Exit Procedure:

Parent, teacher, student, counselor, or school administrator may make a request for exiting the High Ability program/class. The school high ability representative will notify the MSD of Martinsville High Ability Coordinator using the exit procedure form. An initial conference will take place with parent, teacher, school administrator, school high ability rep, District HA Coordinator, counselor, and student. A Student Plan for Improvement for no less than one

grading period will be implemented to determine if the student, with support, can be successful in the program/class. After the grading period, a second meeting will take place to review the Improvement plan and make a decision on the student's continuation in the program/class.