

HIGH ABILITY PROGRAM HANDBOOK

Tipton Community School Corporation

March 2019

Revised July 2026

MISSION STATEMENT

Providing all students with appropriately differentiated learning experiences to meet their needs and achieve their full potential.

PROGRAM GOALS

Goal #1: Tipton Community School Corporation will provide unique learning experiences for students identified as high ability through differentiated curriculum and instruction.

Goal #2: Tipton Community School Corporation will provide regular high ability specific professional development opportunities for staff working with students identified as high ability.

DEFINITION OF HIGH ABILITY

High ability (gifted) student as one who “performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to others students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.” Indiana Code 20-36-1-3

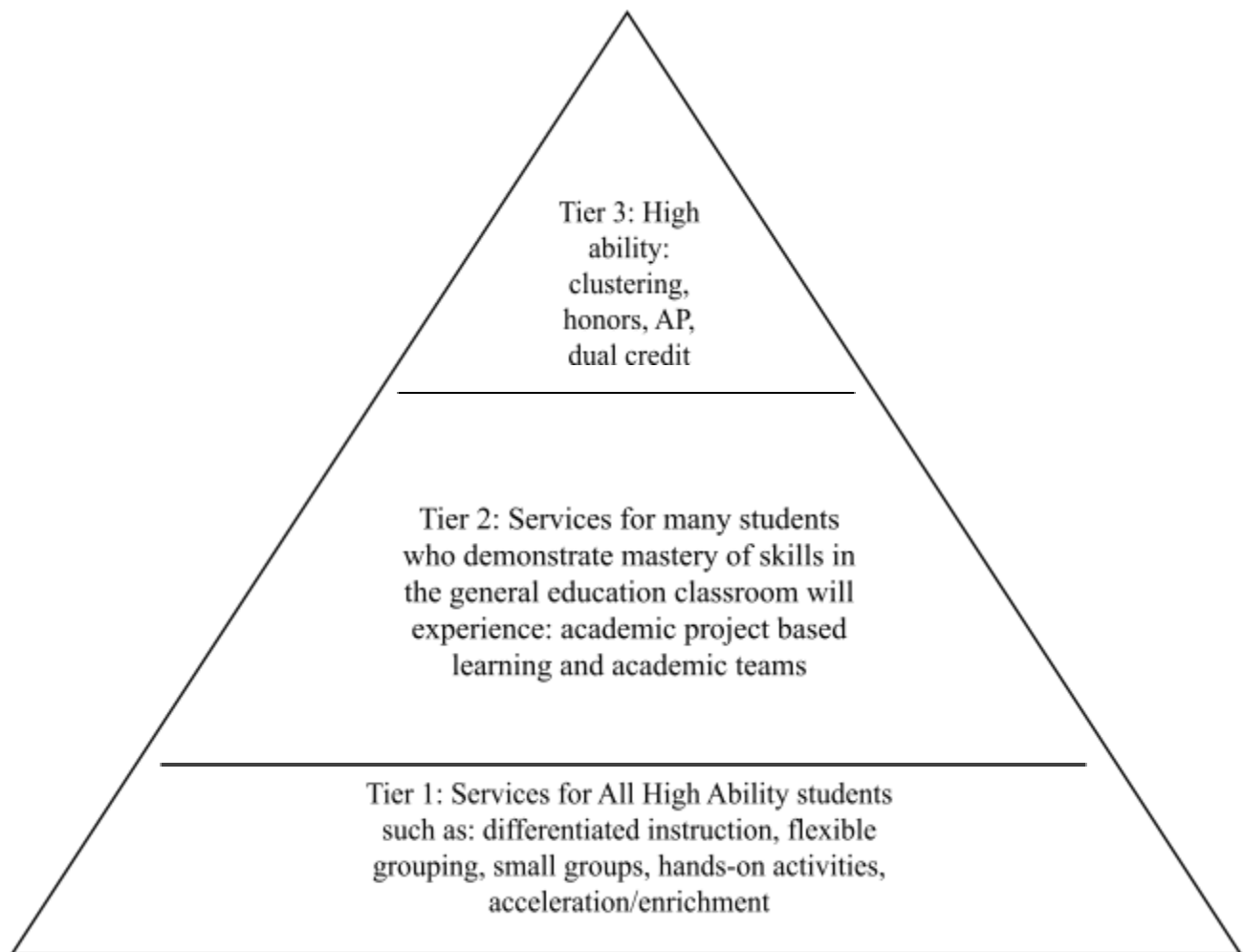
CHARACTERISTICS OF A GIFTED CHILD

According to the National Association of Gifted Children, a child of high abilities may exhibit some or most of these characteristics; these characteristics are found more frequently among those later identified as students with high abilities. However, there is a difference between a child who is bright and one who is gifted. The chart distinguishes some of those characteristics.

A Bright Child	A Gifted Child
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Show strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward, sequential presentation	Thrives for complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

CONTINUUM OF SERVICES

Tipton Community School Corporation delivers a K-12 continuum of services for highly able students. Below is a description of program services:



HIGH ABILITY ASSESSMENTS

Quantitative Measure of Achievement

i-Ready: Using national norm percentile scores in Reading and Math

Grade Level	Reading	Math
Kindergarten	96th Percentile or higher	96th Percentile or higher
Second Grade	96th Percentile or higher	96th Percentile or higher
Fifth Grade	Above Proficiency (ILEARN)	Above Proficiency (ILEARN)

Students who qualify for both Reading and Math are identified as *General Intellect (GI)*.

Quantitative Measure of Ability

CogAT: Using Standard Age Score (SAS) and associated Percentile Rank for each measure (Verbal Reasoning, Quantitative Reasoning)

Grade Level	Verbal Reasoning		Quantitative Reasoning	
	SAS	Percentile	SAS	Percentile
Kindergarten	128-160	96- 99%	128-160	96- 99%
Second Grade	120-160	96- 99%	120-160	96- 99%
Fifth Grade	120-160	96- 99%	120-160	96- 99%
Eighth Grade	120-160	96- 99%	120-160	96- 99%

Students who qualify in both Verbal and Quantitative Reasoning are identified as *General Intellect (GI)*.

Qualitative Measures

Scales for Identifying Gifted Students (SIGS-2)

ELEMENTARY SCHOOL SERVICES (GRADES K-5)

Programming

At the elementary level in Tipton Community School Corporation, students are identified for High Ability Math, High Ability Language Arts, or High Ability General Intellectual (Both). The needs of identified students are met in the same way that the needs of all students on the learning spectrum are met – through differentiating instruction.

Most identified elementary high ability students are cluster-grouped in classrooms at each grade level at Tipton Elementary School. They receive accelerated or more complex curriculum and instruction in math and/or language arts, but otherwise participate in all other grade level activities, field trips, science/social studies curriculum and specials.

Multiple professional development activities in gifted education are provided for our elementary teachers annually. Each year a group of TES teachers attends the Indiana Association for Gifted conference. TES educators also have the option to participate in district level professional learning opportunities specific to high ability education.

Service	Description
Intervention and Enrichment Time	Intervention and Enrichment Time is a 30-minute program built into the master schedule. Students are challenged with differentiated curriculum or instruction.
Math	During Math, students who perform at higher levels will be exposed to advanced experiences beyond grade level curriculum through acceleration or enrichment.
English	During English, students who perform at higher levels will be exposed to advanced experiences beyond grade level curriculum through acceleration or enrichment

Identification

All students in Kindergarten, second Grade, and fifth grade will take the Cognitive Abilities Test (CogAT) and the i-Ready Diagnostic Assessment. The results of these assessments and the qualitative measures listed above are used to determine student eligibility in the Tipton High Ability Program.

Request for Review Appeal

A request for a review of records can be made by a parent on behalf of a student who is not selected for high ability programming. The request should include evidence a parent wishes to have considered by their review committee such as student work samples, assessment data, outside testing, etc. This supporting evidence is then reviewed by the high ability identification committee which will make the final determination for placement for the current school year. (See *Appendix for a copy of the **Request for Appeal Form***)

Exit Procedures

Students who are not successful may be dismissed from the high ability program at any time. This process may be initiated by the school or by the parent. Before a student is removed from programming, a committee made up of the parent, teacher, and school administrator/counselor, will meet to establish a ***Student Improvement Plan***.

The goal of the Student Improvement Plan is to set forth interventions which will assist the student in being successful in the high ability placement. Improvement steps will be identified, a timeline (of no less than 4 weeks) will be set for completion and then the committee will reconvene to determine the success of the plan. If improvement goals have been achieved, additional support can be added to continue the placement. If the interventions have not assisted the student in being successful, then the student may be dismissed from the program. (*See Appendix for copies of the **Student Improvement Plan** and **Withdrawal Procedure Form***)

MIDDLE SCHOOL SERVICES (Grades 6-8)

Programming

High ability students in grades six through eight may experience acceleration and/or enrichment in language arts or mathematics. Students also have an opportunity to take advanced classes in mathematics such as Algebra 1.

Identification

In the spring of their fifth grade year, students are identified for high ability services in middle school. All fifth grade students are administered the Cognitive Ability Test. (CogAT) and the ILEARN. The results of these assessments and the qualitative measures listed above are used to determine student eligibility in the TCSC's High Ability Program.

Request for Review Appeal

A request for a review of records can be made by a parent on behalf of a student who is not selected for high ability programming. The request should include evidence a parent wishes to have considered by their review committee such as student work samples, assessment data, outside testing, etc. This supporting evidence is then reviewed by the high ability identification committee which will make the final determination for placement for the current school year. (*See Appendix for a copy of the **Request for Appeal Form***)

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HIGH SCHOOL SERVICES (Grades 9-12)

Programming

High ability freshmen will participate in Honors or Advanced courses in English, Mathematics, Science, and/or Social Studies, and start a course progression leading them on a path for College and Career Readiness. These classes at the high school offer high ability students an opportunity to be involved in a college preparatory curriculum, providing a program more suited to these students' needs and future plans. These courses will provide the rigor necessary to prepare students to succeed in Advanced Placement and Dual Credit courses.

Advanced Placement (AP) courses are offered to students who desire advanced instruction in various areas. Any student opting to take AP courses will be required to take the appropriate AP exam if the student wants to receive a weighted grade for the course. Currently, Tipton High School offers six (6) AP courses: World History, U.S. History, Economics, German, Music, and Calculus AB. College credit courses or Advanced College Project (ACP) are also provided. These are cooperative programs between Tipton High School, Indiana University, and/or Ivy Tech. Students have the option to take the course not only for high school credit but also for college credit. Students bear the responsibility for the cost of taking these courses for college credit. The approval by the Tipton High School Guidance Counselor is required to ensure all high school credits have been met. ACP courses include Composition, U.S. Government, and Calculus. Dual College Credits are offered through Ivy Tech: Advanced Manufacturing 1 and 2, Animal Science, and Natural Resources.

Identification

Students are admitted to honors classes based on 8th grade CogAT and i-Ready Assessments. Students who wish to take these more challenging courses may pursue scheduling them by meeting with the Tipton High School Guidance Counselor. Students recommended for honors programs may opt not to be placed in those classes with parent permission.

Exit Procedures

Removal from an honors course is based on inappropriate placement, parent request, or low performance. When a student's performance does not meet the standards established for an honors class, communication occurs among the parents, the student, the honors teacher, and the guidance counselor to examine the problem. If the honors placement is not appropriate, the student will move to a regular class. However, if the student is placed correctly but not performing at an acceptable level, an improvement plan is generated and assistance is provided to help the student reach his or her potential. A student is only removed after the student has been given time to improve but shows no improvement.

PROCEDURES FOR NEW STUDENTS

Parents of new students should indicate on enrollment paperwork whether or not their child has participated in high ability programming at a previous school and provide nationally normed assessment data that can be applied to ability and achievement assessment measures. Placement in a previous district is not an automatic placement for the high ability program at Tipton Community School Corporation.

LEADERSHIP

The leadership of the high ability program will be supported by several different groups. The High Ability Coordinator will be responsible for directing these groups and giving guidance in regards to the program. The High Ability Coordinator will be supported by two committees. The first committee is the Broad Based Planning Committee. This committee is made up of a teacher representative from each building, principals from each building, as well as 3-4 parents, and will meet at least one time per school year. The second committee is the High Ability Identification Committee. This committee is made up of the teachers and building and district administration. The High Ability Committee is responsible for making final determinations on student high ability designation from appeals submitted by families.

Appendix

Testing Instruments

Instrument	Measurement of	Purpose	Instructional Implications	Grades Tested
ILEARN	Criterion Referenced: Achievement of Academic Standards	Determine mastery of grade level standards in math, language arts, social studies, and science	Identification of students for remediation, talent development, high ability programming	Grades 3-8, 10, HS Biology
CogAT	Computer based assessment that measures verbal, quantitative, and nonverbal cognitive tasks.	Appraises a cluster of general, abstract reasoning abilities.	Research has consistently shown that these reasoning abilities are required for successful learning and problem solving.	K, 2, 5, 8
i-Ready	Computer-adaptive test that measures student achievement and growth over time in the areas of math and reading.	Determines achievement and growth of students using national and district norms involving state standards.	Scores are used to inform instruction, personalize learning, monitor the growth of individual students, and to see the performance and progress of a grade level, school, and district.	K-2

PSAT/NMSQT	Measures the knowledge and skills in reading, writing, and math students need to succeed in college and career.	Determines college and career readiness, SAT readiness, and AP class readiness.	Helps develop a personalized SAT study plan.	9, 10, 11, 12
SAT	Globally recognized college admission test that's accepted at all U.S. colleges, measuring what students are learning in high school and what they need to know to succeed.	Monitor academic progress and prepare students to achieve their college and career goals.	Students and educators track and measure academic growth over time. Graduation and college qualifying exam.	11, 12

ASVAB	The Armed Services Vocational Aptitude Battery measures your knowledge and ability in ten different areas of general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension and electronics information.	A multiple-choice test that helps students identify which Army jobs (Military Occupational Specialties) would be best for them.	Designed to encourage students to increase their level of self-knowledge and to understand how that information could be linked to civilian and military occupational characteristics.	12
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Tipton Community School Corporation

Student Improvement Plan (1)

Student's Name: _____ Teacher: _____

Grade: _____ School: _____

Conference Date #1: _____

Conference Date #2: _____

A student's admission as well as his or her continued participation in the corporation's high-ability program is based on several factors. Some of those important components include test scores, classroom performance/grades, task commitment, participation, teachers/parent input, and overall academic progress and benefit for the student.

High-ability programs are designed to meet the needs of high performing students. Sometimes it becomes necessary to reevaluate a student's success and placement within the program. At this time, an initial conference is being scheduled to discuss your child's progress in the program.

At the initial conference, a formal written plan will be put into place to monitor your child's progress **over the next _____ weeks**. At the end of this probationary period, the student will be reevaluated based on classroom performance. In the event that withdrawal is recommended, an additional conference will be scheduled with teachers, parent(s) and the building principal who will be responsible for making the final placement decision.

I understand that my child's progress will be monitored over the next nine weeks, ending _____. At that time, another conference will be scheduled to discuss his or her progress and future academic services.

Parent's Signature: _____

Teacher's Signature: _____

Principal's Signature: _____

(Comments may be written on the back of this page.)

Tipton Community School Corporation
Student Improvement Plan (2)

Identify academic and/or behavioral areas where progress is needed:

List the interventions that will be implemented by the school to support the student's success in the areas identified above.

List the interventions to be implemented at home to support the student's success in the areas identified above.

Midterm High Ability Teacher Report

In the space below, describe the extent to which progress is being made by the student toward the concerns listed in the action plan.

List further recommendations that will assist the child in making the needed progress to be successful within the program.

Parent's Signature

Teacher's Signature

Principal's Signature

Date

Date

Date

Tipton Community School Corporation
Request for Appeal Form

Date _____

Appeal is requested by:

Name: _____

Relationship to student: _____

Appeal is requested on behalf of:

Student's name: _____

Parent/Guardian: _____

Address: _____

Home Phone _____ Grade/Teacher _____

I wish to appeal the placement decision made regarding my child for the following reasons: (Please attach any work samples and/or documentation.)

Signed _____ Date _____

Submit form to the High Ability Coordinator at your child's building level.

Tipton Community School Corporation
Teacher Narrative: Response to Appeal of Placement Decision

Classroom Teacher's Observation - Teacher

Name: _____

to be completed by the student's classroom teacher(s)

In the space provided below, share your insights on the academic ability and work ethic of the student making the appeal.

Provide all appropriate and relevant student performance data requested below.

(for Appeals Committee only)

Date Received _____

Action Taken Accept Deny

Notification Letter Sent _____

Tipton Community School Corporation
Withdrawal Form

Date: _____

Student Name: _____

Current Grade: _____

School: _____

Person initiating request:

☐ Student ☐ Parent ☐ Teacher ☐ Other: _____

Reasons for withdrawal request (be specific):

Please check which steps have been completed prior to this request:

☐ Phone Call

☐ Conference with:

____ Parent ____ Teacher ____ Student ____ Principal ____ Other:

☐ Written Communication

☐ Other:

I am aware that my child, _____, currently qualifies for placement in Tipton Community School Corporation's High Ability program. I understand that withdrawing from high ability services cannot be reversed this school year. Further, reinstatement of my child in the program in future years may only be considered as space is available.

Parent Signature

Date

Teacher Signature

Date

Administrator Signature

Date