

# **Tri-Township Consolidated School Corporation**

## **High Ability Program Overview**

At Tri-Township, we believe that every student deserves an education that challenges them to reach their full potential. Our High Ability Program is designed to support students who demonstrate exceptional academic aptitude or achievement compared to their same-age peers. We are committed to providing an equitable and rigorous learning experience that nurtures high achievement and fosters student growth.

## **Mission Statement**

Tri-Township Consolidated School Corporation strives to be recognized among Indiana's highest-achieving districts by ensuring all students—especially those with high ability—reach their full academic potential. We work in partnership with families and the community to prepare our students to thrive as productive and responsible citizens in a competitive global world.

## **Identification Process**

To ensure all students—including English Learners (EL), twice-exceptional (2e), and those from underrepresented populations—have access to high ability services, we use a multifaceted approach:

- Cognitive Ability Testing (CogAT) administered in grades K, 2, and 5
- Achievement assessments and previous standardized test scores
- Teacher input and qualitative observations
- InView screening tool (elementary level)

The High Ability Coordinator works collaboratively with classroom teachers to evaluate student data, discuss observations, and identify students whose performance and potential indicate a need for enriched programming.

## **Curriculum and Instruction**

Tri-Township provides differentiated curriculum and instruction across grades K–12. Our program emphasizes:

- Individualized learning plans for high ability students

- Modified lessons, enrichment tasks, and alternative assignments
- Small group instruction tailored to advanced learning needs
- Flexible instruction to promote creative and critical thinking
- Collaboration between teachers and the High Ability Coordinator to provide in-depth support and challenge

This approach ensures that students receive meaningful academic experiences beyond the standard curriculum.

### **Professional Development**

- Building staff expertise in gifted education practices
- Providing professional learning aligned to best practices in differentiation
- Equipping educators with strategies to support high ability learners in every classroom

### **Program Evaluation and Oversight**

Tri-Township maintains a High Ability Planning Committee made up of:

- The High Ability Coordinator
- Classroom teachers
- Building principals
- School counselor
- Parents/Guardians
- School board members

This committee meets at least twice per year to review program effectiveness, discuss improvements, and ensure alignment with student needs. Ongoing communication and data reviews allow the program to evolve and improve continuously.

## **Appeals and Exit Procedures**

Families may request a review if they believe a placement decision does not reflect their child's abilities. Appeals are handled by a committee that evaluates student performance and potential. Exit from the program may be recommended if ongoing assessment shows that a student's needs are better served through alternative educational supports. Every effort is made to ensure transitions are thoughtful and supportive.

## **Contact Information**

Alissa Clemons

High Ability Coordinator

Tri-Township Consolidated School Corporation