

[https://www.education.ne.gov/ safety/High Ability](https://www.education.ne.gov/safety/High Ability) **Learner Plan**

Sargent Public Schools

Revised 8.1.2025

2025-2026

Sargent Public Schools H.A.L Program

Belief Statements

We believe Sargent Public Schools should provide the curriculum necessary to prepare each individual student for opportunities they will encounter throughout life. This curriculum should reach the ability level of each student and enable each to achieve a maximum potential.

We believe Sargent Public Schools provide a positive environment in which all students can be successful learners.

We believe Sargent Public Schools provide a safe environment that contributes to the success of all students.

We believe our educators inspire students to set and achieve high goals.

We believe family and community involvement is essential to student success.

Gifted Philosophy

The goal of the H.A.L program is to add new and unusual subject matter to the regular curriculum and for students to gain more experience in high level and creative thinking skills. The program will have three areas of enrichment.

Area 1: General exploratory activities - Whole class enrichment

- Bring all students in touch with topics, ideas, and areas of study not covered in the regular classroom
- Expose students to new interest areas

Area 2: Higher-level skill development - Whole class and small groups

- Productive thinking, communication, forecasting, planning, and decision making skills will be developed.
- Study skills such as listening, observing, and note taking will be taught.
- Communication and presentation skills will be developed

Area 3: High-ability Learner Program - Independent or small group challenges and activities

Gifted Philosophy

High-ability learners are children and youth who excel markedly in the ability to think, reason, judge, invent, or create and need special services in order to achieve their potential.

- In accordance with the stated mission and in recognition of the individual needs of high ability learners, Sargent Public Schools will provide opportunities designed to broaden and enrich the learning process. Learning will be enhanced by materials, tasks, and experiences differentiated in content, process products, depth, and/or performances.

Operational Definition of the H.A.L Program

Nebraska, Rule 3 Definition

Learner with High Ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully.

Program Goals

- To follow the identification procedures as outlined in our identification plan of high ability learners.
- To integrate, whenever possible, learning opportunities within and outside the regular classroom.
- To add differentiated, expanded and challenging curriculum that enables the high-ability learner to achieve his/her maximum potential.
- To add independent projects and investigations where the student accepts more responsibility for his/her learning and works at the appropriate level of ability.
- To add increased development of creative and high-level thinking and problem solving skills.
- To provide staff development to enhance teachers' abilities to meet the needs of the students in their classrooms.
- To meet the students' intellectual, social, physical, and emotional needs.

Identification/Selection of the High-Ability Learner

A student will qualify for placement in the High-Ability Learner Program by meeting 3 of the 5 following criteria:

- The student exhibits high levels of self-responsibility, has a desire to achieve, is task motivated in a variety of interest areas.
- Achievement test scores of 90 and above percentiles, total battery or subject specific.
- Teacher or parent recommendation based on observable, high-ability learner characteristics.
- Consistent, past and present high-level classroom performance.
- High quality products.

At the end of each school year, teachers will make a list of the students that exhibit high-ability learner characteristics and/or have scores that meet placement criteria on achievement or other standardized testing instruments. Students already in the program do not need to re-qualify.

Parents will be notified within the first 9 weeks of the new school year of program qualification. Parents of children already in the program will be notified of continued services. Students are continually evaluated and parents can learn about student progress through conferences with teachers as well as through formal periodic progress reporting. Parents should feel free to contact a high ability learner coordinator and the classroom teacher(s) to discuss their child's school program.

Exit Policy

Written approval will be received from the parent, teacher, and student (if applicable) with a written narration of the reason(s) for exiting the program.

Once a student is identified as a High Ability Learner the following will occur:

1. Facilitator, classroom teacher, student and parent (by choice) will collaborate to determine appropriate, challenging curriculum.
2. Time will be created for the high-ability learner program by compacting the regular curriculum or by setting up an individualized education plan for the

student.

3. The student will create and follow a plan for activities including goals, requirements, a timeline, and an assessment process.
4. A student will continue to demonstrate knowledge of curriculum and complete assignments with predetermined % of accuracy to remain active in the program.

The services provided to meet the needs of the high-ability learners will include:

1. Acceleration in a specific subject with skill and proficiency checks
2. Differentiated curriculum to fit needs of the student
3. Independent research in or expansion of chosen areas of study
4. Career related work experiences, shadowing of professionals

High-Ability Learner Program Management

Responsibilities of persons involved with the high-ability learner program:

Classroom Teacher

- Be aware of the high-ability learner program and services the school provides.
- Understand identifying characteristics of the high-ability student.
- Be willing to implement curriculum approaches necessary to meet the needs of the high-ability learner.
 - Differentiated curriculum
 - Curriculum acceleration
 - Curriculum compacting
 - Student grouping, etc.
- Assist in planning and appropriate enrichment activities.
- Assess work and progress of the student

High-Ability Program Facilitator

- Assist teachers in identification of high-ability learners
- Help select the curriculum approach most appropriate to meet the needs of the student.
- Assist teachers in planning and organization of activities and location of materials

and resources.

- Handle the “paperwork” of the identification process, student records and program evaluation.
- Assist with staff in-service to keep up-to-date on high-ability learners

Administrator

- Provide and participate in staff training to serve high-ability learners appropriately and effectively.
- Oversee scheduling to allow time for student enrichment activities.
- Review budget for the high-ability learner program and provide for future development.

Evaluation of the High-Ability Learner Program

At the end of each school year and/or conclusion of a specific project or activity, interview, or written report, assessments will occur with student, teacher, and parents.

The items to be assessed:

- ☐ Academic growth of the high-ability learner.
- ☐ Success of curriculum approach used for services to students.
- ☐ Cooperation of the program with regular classroom activities.
- ☐ Staff, student, and parent knowledge of the program.
- ☐ Growth and development of the program.

A year-end review of the program will be made including participating students and the challenges they met.

Management Plan

Communication - According to Rule 3, the administration shall notify parents, guardians, or other persons who have actual or legal charge or control of children identified as high ability learners that their child has been so identified, and make available to such persons

information about how their child has been identified.

Facilities - Program will be supplied by the school district unless otherwise noted. Requests will be made to the H.A.L advisor.

Budget - Expenditures for the program require approval of the principal before being sent on to the superintendent for final approval. Supplies will be provided by the school district unless otherwise noted.