

HAL Program

Program for High Ability Students Ashland-Greenwood Public Schools

Revised Fall, 2025

HAL Program Philosophy

The Ashland-Greenwood Schools are committed to an educational program that develops in the students the principle of self-reliance, rational thought, intelligent discrimination and clear expression of ideas. The Ashland-Greenwood program for high ability students is an integral part of this commitment. The program for high ability ELE students in grades 3-5 is called REACH. REACH stands for reaching inward to develop our potential and reaching outward to be productive.

Definition

Learner with High Ability. “Learning 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.”

Goals and Objectives

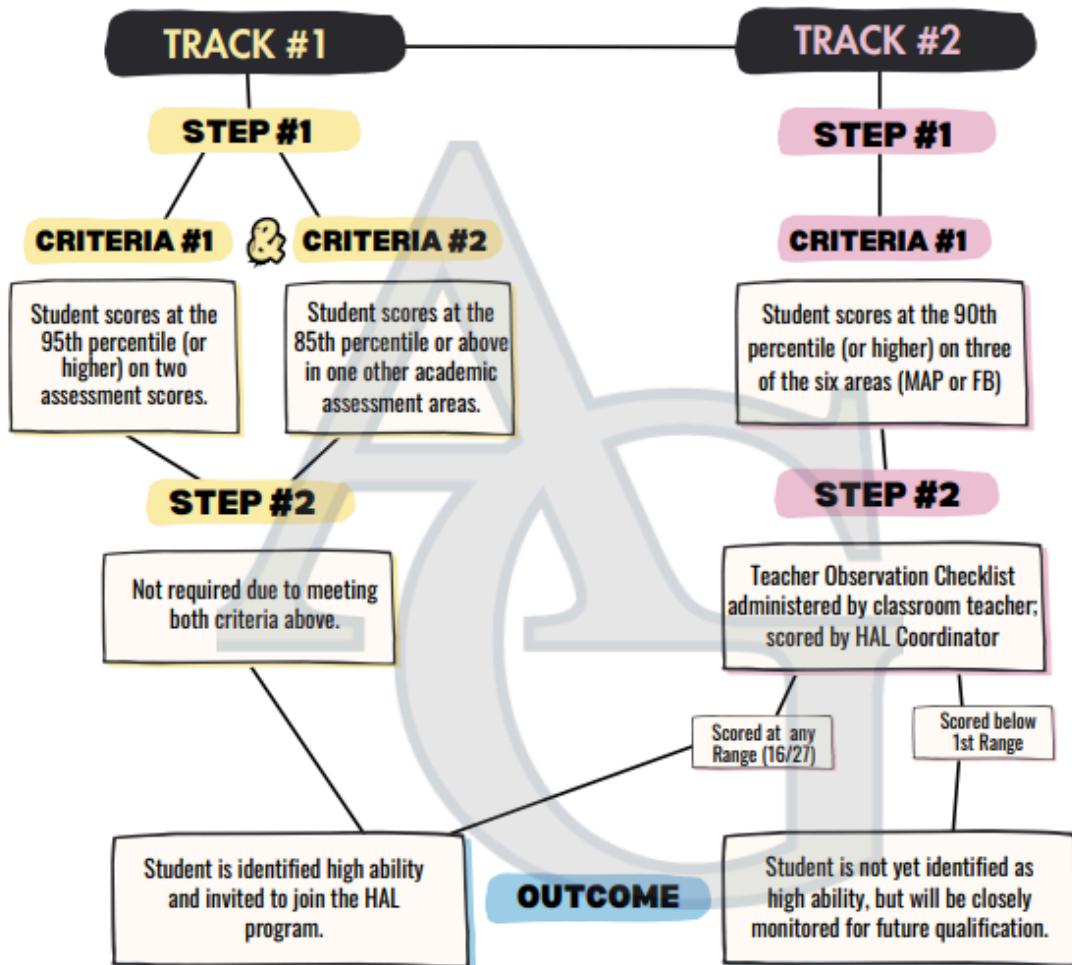
The primary goal of Ashland-Greenwood HAL program is to provide opportunities, both inside and outside the regular classroom to meet the needs of individual students.

The objectives for the Ashland-Greenwood HAL program are:

- All staff will provide a positive classroom and school-wide atmosphere that promotes risk taking, high achievement and self-confidence.
- All staff will use a variety of instructional techniques
- All staff will enrich and extend student learning by providing opportunities for problem solving, scientific investigations, and collaborative/independent studies on teacher/student selected topics.
- All staff and guidance counselors will expose students to broader intellectual horizons that can be pursued through his/her learning career including but not limited to the following: dual enrollment, job shadowing, tech prep program, and interpersonal skills counseling.

Identification Procedures for REACH (grades 3-8)

AGPS HIGH ABILITY PROGRAM QUALIFICATIONS



NOTES

- Academic assessments used include MAP Growth (grades 3-8) and Fastbridge (aMath, CBMath automaticity, aReading, autoReading)
- Teacher checklist that are given in the fall are done by previous year's teacher. Winter and spring are completed by current grade level teacher.
- Once a student qualifies in a given academic area, they will continue to qualify annually
- District transfers - automatic qualify if they come with HAL status

UPDATED 06/2025

Data Collection

The coordinator for the REACH program shall collect data on all students falling within the district assessment thresholds.

Achievement Tests: The district achievement test shall be administered annually. The results are reviewed for those nominated for inclusion in REACH program.

Teacher Checklists: The district checklist is a tool teachers are given to provide input about a student's potential for high ability learning. The checklist includes observable behaviors, skills, and characteristics that research has shown are common among high ability learners.

Performance Data: Additional performance data may also be reviewed. Performance data may include science projects, hobbies and interests, reading levels, writing samples, and classroom grades. Students who demonstrate exceptional rather than average skills and abilities shall be given serious consideration for identification.

Qualification

The School Improvement Team reviews qualification criteria for the REACH program. Students qualify for inclusion in REACH based upon the above criteria. This information shall include multiple assessments and performance data collected on that student.

Student eligibility in the REACH program will be reviewed three times a year - fall, winter, and spring. Qualification for REACH begins at the start of second semester in third grade. Once a student qualifies for this program, they remain in the program.

Notification

The parent/guardian and teacher of the student identified for REACH will be notified. Any parent/guardian who has questions about a student qualifying or not qualifying for the REACH program can contact the student's teacher or school principal.

If a parent/guardian does not agree with the decision regarding identification or non-identification, they may request a meeting with the REACH coordinator and building principal to review the data and discuss additional

information. If the parent/guardian still does not agree with the decision, the parent may request a meeting with the Superintendent and School Board curriculum committee to further discuss.

Identification Procedures for HAL at the Secondary Level

Secondary students who are enrolled in accelerated or advanced courses are considered high ability learners.

Differentiated Cognitive and Affective Curricular and Instructional Plans

A variety of programs and strategies shall be available to service students of high ability at all grade levels. Programs and strategies shall include but not be limited to the following:

Elementary

- Expanded Literature Studies
(Reading Rockstars, Golden Sower Books)
- Classroom Compacting
- Independent Learning
- Creativity Activities
- Field Studies or Trips
- Differentiated Curriculum
- Small group differentiated instruction - ELA & Math
- ALEKS - Math
- Elementary Choir
- Collaborative Learning Space

Secondary

- Differentiated Curriculum
- Accelerated Curriculum
- Advanced Placement Courses
- Independent Study
- Peer Tutoring
- Club and Athletic Activities
- Dual Enrollment

Guidance and Counseling of High Ability Students

- School-to-Work Program
- Job Shadowing
- Tech Prep Program
- Careers Exploration
- College and University Visits
- Field Trips
- Interpersonal Skills Counseling
- Small Group Counseling

Overall Program Evaluation

The program coordinator shall periodically meet with teachers to collaborate about the REACH program. The program's goals and objectives will receive continuous review as to their effectiveness by staff and school administration.

Students and parents will receive communication regarding the program and student activities to meet REACH goals and objectives.

Achievement test scores and other forms of academic measurement will be reviewed by the coordinator. The coordinator shall make recommendations for program additions or changes to The School Improvement Team.

Staff Training and Assistance Procedures

The REACH program coordinator as a result of program evaluations shall identify staff training and assistance needs for high ability learners. The coordinator may distribute professional literature, speak at staff meetings, provide staff in-services, and distribute information on staff development opportunities in order to meet staff needs.

Program Management

The REACH program coordinator is responsible for the selection process. The program coordinator will provide activities that facilitate opportunities for the REACH student to communicate and study with others of high ability. The program coordinator shall serve as a resource for the classroom teachers to provide appropriate activities for high ability students.