

Brownstown
Central Community
Schools
High Ability Plan

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Mission Statement

Brownstown Central Community Schools is committed to providing enriched instruction for any student who demonstrates the potential to be challenged beyond the standard curriculum in math and/or language arts. Educational experiences will be provided that allow students to foster academic, social, and emotional growth in order to reach their full potential.

Definition of High Ability Learners

According to Indiana code, a high ability student is one who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment, and is characterized by exceptional gifts, talents, motivation, or interests.

Program Description

Brownstown Central Community Schools will provide services to students in their regular classrooms who have been identified in language arts, math, or other subject areas. Students may have a differentiated curriculum that enables them to study topics more in depth.

Language Arts and Math: Students may be ability grouped in order to best meet the needs of the students. Students may be given advanced learning material in order to challenge and encourage further advancement. Students may utilize accelerated reader, accelerated math, INSPECT or other programs to further advance skills as well as teacher created activities. Students in higher grades may participate in higher-level high school classes, dual credit or AP courses. Students may be asked to work independently or with small groups of students with the same abilities on alternative lessons.

Other Content Areas and the Arts: Students who demonstrate exceptional learning ability may find additional learning opportunities in after school programs sponsored by the school and community contests.

	Programming
Kindergarten-Grade 2	Differentiated instruction Learning centers Flexible grouping
Grades 3-5	Cluster grouping for identified students Flexible grouping

	Differentiated instruction
Grades 6-8	Honors classes Flexible grouping Differentiated instruction
Grades 9-12	Honors classes Advanced placement courses Dual enrollment Flexible grouping Differentiated instruction

A Broad Based Planning Committee, comprised of the high ability coordinators, school administration, classroom teachers, counselors, and parents will self-evaluate the effectiveness of the high ability program. The committee will meet bi-annually. The identification process and possible candidates will be evaluated during the school year.

Identification and Nomination Procedures

Multiple criteria are used to identify students including student achievement, student ability, and observations.

Exit Procedures

At any time, the student, parent, high ability teacher, or administrator may initiate the process via phone call, email, or letter. A conference will be held in person or by phone.

Counseling and Guidance

The guidance counselor will provide services to high ability students as needed.

Professional Development

Teachers who have students who are considered high ability will have the opportunity to attend such professional development opportunities such as the IAG conference, AP sessions, or other workshops or conferences that are tailored for the high ability learner. Professional development in categories associated with high ability will be made available to staff members. The “train the trainer” model will be used to assure teachers are prepared to meet the individual needs of high ability learners.

Additional Resources

Parents, teachers, and administration may find many useful resources for high ability learners. Additional information regarding High Ability can be found at:

[National Association for the Gifted](#)

[Indiana Association of the Gifted](#)

[Guiding Students with High Ability: Social and Emotional Considerations](#)