

**ACADEMICALLY OR
INTELLECTUALLY
GIFTED PROGRAM**



Program Handbook

VOYAGER ACADEMY AIG PROGRAM HANDBOOK 2016-2019

Voyager Academy Mission Statement

The mission of Voyager Academy is to provide students in kindergarten through grade twelve an academically challenging and supportive learning environment. Staff utilizes experiential and traditional learning strategies so that students become responsible, engaged, and innovative members of society. The school's expectation is that all students, working with dedicated faculty and family, will excel academically and socially.

Definition of Academically or Intellectually Gifted (from NC Public Schools)

Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Screening, Identification, and Placement Procedures

Voyager Academy uses multiple assessments in the identification and matching process. The process consists of four steps:

1. Student search process
2. Data collection. (The AIG committee) collects data about each student's strengths, abilities, and attributes.
3. AIG Committee Review. One of three decisions can be made:
 - AIG criteria are met - the student requires differentiated services above and beyond the general education environment and expectations.
 - AIG criteria are not met - no additional services will be offered above and beyond differentiated services as indicated in our project-based model.

- Students may be nominated or screened only after one full calendar year has passed from initial screener. The school will consider additional information as it becomes available.
4. Differentiated Education Plan (DEP). The committee develops a Differentiated Education Plan (DEP) for identified AIG students. Parents must give written approval for a student to participate in any service delivery option.

Continuation of Services for AIG students

All AIG students with a DEP are monitored annually by the AIG committee to determine the appropriate service delivery options for the following year. When a student's learning needs are no longer being met by the current service delivery option, the AIG Committee (including the parent or guardian) will review all of the data to make a determination for the appropriate level of service required.

Students transferring from another school will present to Voyager Academy all information regarding the student's identification for differentiated services. Voyager Academy will review the information, apply Voyager Academy's criteria for identification, and make a decision concerning service delivery options.

Service Delivery Options

Learning Environments are the ways students are grouped to receive instruction. These environments include flexible grouping, ability grouping, and cluster grouping.

Content Modifications are those ways in which students receive instruction in the classroom. In grades K-3, for example, a content modification might consist of learning centers or computer-assisted instruction; in middle and high schools, content modification would include delving more deeply into content.

Enrichment Opportunities are those programs which may exist within the curriculum, but which are often outside the regular curriculum or even outside the school. They provide students with opportunities to explore topics or pursue interests in greater depth. Examples of enrichment opportunities at Voyager Academy are Math Superstars, Science Olympiad,

Art Club, Book clubs, Geography Bee, Spelling Bee, as well as mentorships, apprenticeships, and a variety of leadership opportunities.

Eligibility and Placement

In order for your child to qualify for AIG identification at Voyager Academy, he/she must meet eligibility in one of the following pathways.

Voyager Academy Academically or Intellectually Gifted Program Multiple Criteria for Identification				
	Aptitude IQ Test			
Pathway 1	<input type="checkbox"/> 98%ile or above on an approved IQ test			
	Aptitude IQ Test	Content Aptitude Subtest	Achievement Tests:	Grades: (A/E average)
Pathway 2 (Must meet 3 out of 4 criteria)	<input type="checkbox"/> 93%ile or above on an approved IQ test	<input type="checkbox"/> 90%ile or above on Reading (verbal) subtest <input type="checkbox"/> 90%ile or above on Math (Nonverbal) subtest	<input type="checkbox"/> Pass the 3 rd Grade Reading BOG AND a score of P or higher on the mClass Reading BOY <input type="checkbox"/> A 5- or above on the Case 21 Math BOY Assessment	<input type="checkbox"/> Reading <input type="checkbox"/> Math

**K-8 SERVICES
AIG PLACEMENT
ACCELERATION OPTIONS**

SERVICE OPTION AND DESCRIPTION	CRITERIA
<p><u>SUBJECT ACCELERATION</u></p> <p>Based on recommended criteria, students receive instruction at a higher grade level with another group of students while remaining with their peer group for the remaining part of their instructional day. A second option would be to implement curriculum compacting. These methods work best in subjects that have a clearly developed sequence of skills (ie, reading, mathematics, etc.) These strategies are appropriate at any grade level. Once acceleration opportunities have begun, the availability of continued opportunities remains essential. Subject acceleration must have an ongoing plan.</p>	<p><u>IOWA ACCELERATION SCALE:</u></p> <p>Academic Ability, Aptitude and Achievement (AAAA) Subtotal score <10 points And/or Grand total score <60 points</p> <p><u>Components of this score include:</u></p> <p>Quantitative:</p> <ul style="list-style-type: none"> • Full Scale IQ=115+ (Individually administered) • Two years above grade level on achievement test in reading and/or math in subject(s) to be accelerated with a score of 75 percentile or higher. (ex: A 2nd grader would take a 4th grade test and score in the 75 percentile or higher.) • On grade level achievement test score of 95 percentile or higher in subjects to be accelerated. <p>Qualitative:</p> <ul style="list-style-type: none"> • School and Academic Factors • Developmental Factors • Interpersonal Skills • Attitude and Support
<p><u>GRADE ADVANCEMENT</u></p> <p>Students move ahead, skipping levels in the normal sequence of promotion. This is appropriate for only highly gifted students.</p>	<p><u>IOWA ACCELERATION SCALE:</u></p> <p>Academic Ability, Aptitude and Achievement (AAAA) Subtotal score 10+ points Quantitative:</p> <ul style="list-style-type: none"> • Full Scale IQ = 130+ (individually administered.) • Achievement and Qualitative (as described above) <p>AND</p> <p>Grand Total score 60+ points</p> <ul style="list-style-type: none"> • Teacher/team recommendation • Principal Recommendation

Voyager Academy Differentiated Education Plan (DEP)

Student: _____ Grade: _____ School Year: _____ -

Need for Differentiation/Service Mode:

AIG Elementary (K-3) Curriculum Enrichment: ____

AIG Middle School (4-8) Curriculum Enrichment: ____

AIG High School (9-12) Curriculum Enrichment:

Area(s) of Strength (circle):

Reading / Math / Aptitude

Learning Environment	Strategies	Enrichment
<p>___ Flexible Grouping Classes: (List)</p> <p>___ Ability Grouping Classes: (List)</p> <p>___ Cluster Grouping Classes: (List)</p> <p>___ In-School Science Olympiad Class</p>	<p>___ Project Based Learning ___ Curriculum Compacting ___ Contracts ___ Differentiated Units ___ Independent Investigations/ Study ___ Subject Acceleration: Subjects: (list)</p> <p>___ Mentoring ___ Socratic Seminar ___ Tiered Projects/Products/Rubrics ___ Critical and Creative Thinking Skills ___ Student Choice ___ Goal Setting ___ Collaborative Inquiry ___ Higher Level Thinking/Questioning</p>	<p>___ Science Olympiad ___ Book Clubs ___ Spelling Bee ___ Geography Bee ___ Math Superstars</p> <p>___ Honors Classes (write in)</p> <p>___ AP Classes (write in)</p> <p>___ Other (write in)</p> <p>___ Clubs (write in)</p>

Date:

Parent:

Principal or Designee:

Teacher Representative:

Comments:

Differentiated Education Plan (DEP)

AIG Identification: <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Both IQ: _____					
Grade	Grades List final average for each class	Achievemen † Percentiles		Goal	Annual review
		Math	Reading		Date / Signature of Parent
3	R: W: M: PW:				
4					
5					
6					
7					
8					
9					
10					
11					
12					

