

**Falls Lake Academy
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022**

Approved by local Board of Education on: 04-JUN-19
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Falls Lake Academy has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2019-2022, Falls Lake Academy local AIG plan is as follows:

Falls Lake Academy Vision for local AIG program: At Falls Lake Academy, we will advocate for, inspire, and meet the individual needs of gifted students, thus enabling them to meet academic and personal excellence in a rigorous and relevant learning environment.

Sources of funding for local AIG program (as of 2019)

State Funding	Local Funding	Grant Funding	Other Funding
\$30000.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice A

Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: At Falls Lake Academy, gifted education services are provided for students who consistently perform above grade level and demonstrate need for additional rigorous academic differentiation in Kindergarten through 12th grade. A campus-wide process for identifying students needing AIG services has been established. An AIG Identification Team (AIT) consisting of the Gifted Program Coordinator, an AIG licensed teacher, LEA representative, Counselor, and from one to four additional teachers has been established. This team is responsible for reviewing the profiles of students referred for AIG and determining if they meet identification requirements. Listed below are the steps of the identification process.

Step 1: Nomination

Referral Forms

- Teacher Nomination Form
- Parent/Guardian Nomination Form
- Community/Other Staff Member Nomination Form
- Self-Nomination Form

Forms are readily available for download from the school's website and can also be requested from the AIG coordinator at the school. Referral packets should be returned to the AIG Coordinator.

K-2 Early Identification

Prior to 3rd grade, students are identified for AIG differentiated services, referred to as Nurturing, by following this procedure:

- AIG teacher provides whole class instruction on specific thinking skills (divergent, convergent, visual, and evaluative) in all K-3 classrooms.
- During the lessons, students that show the greatest strength in a particular thinking skill are identified.
- Selected students are formed into small groups for pull-out service with AIG teacher
- A portfolio will be kept for parent/guardian to review during Parent/Teacher conferences.

Cognitive Abilities Testing

Falls Lake Academy administers the Cog AT to all 3rd grade students. Students who obtain a CogAT composite or subtest score at or above the 85th percentile will be eligible to take the IOWA. Students that score at or above the 90th percentile on either the Cog AT or IOWA will be considered for nomination to the Gifted Identification Team.

Step 2: Data Collection

The AIG Coordinator will collect relevant student data for review. Both formal and informal

performance indicators will be used to determine the student's eligibility for program service options in reading/language arts and/or mathematics.

Formal Indicators may include: norm referenced assessments in aptitude, i.e. Cognitive Abilities Test (CogAT) and achievement, i.e. Iowa Assessments (IOWA).

Informal Indicators may include: teacher and parent checklists, performance indicators, i.e. academic grade averages of 93% and above in reading/language arts and mathematics, North Carolina End-of-Grade and North Carolina End-of-Course tests, NC Check-ins, iReady Diagnostics, mClass, student progress on grade level benchmarks, and anecdotal information.

Step 3: AIG Identification Team Review

Students are assessed on an individual basis and appropriate service options are recommended based on individual need. Students with a need for differentiation will receive services in the regular education classroom and with the AIG teacher.

Step 4: Identification Results

Once the AIG Identification Team makes identification decisions, a letter with the results will be sent home. Students who are identified as gifted will also receive a DEP that outlines the services they will receive.

Screening and Testing Windows

Fall Screening August-September

Fall Testing September-October

Winter Screening December-January

Winter Testing January-February

Spring Screening April

Spring Testing May

Practice B

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response: The Academically/Intellectually Gifted Program of FLA identifies students in grades 3-12 for AG or IG differentiated services. A student must demonstrate evidence of mastery of the curriculum well above grade level in reading/language arts and/or mathematics to be identified for AG differentiated services through the AIG Program. A student must demonstrate evidence of intellectual ability well above their age peers to be identified for IG differentiated services through the AIG Program.

All 3rd grade students are administered the Cognitive Abilities Test as the universal screener. All local standardized scores are screened yearly, with purposeful intent for underserved populations. Multiple gateways are in place for students to be identified for AIG Reading and/or Mathematics

services.

To qualify for IG differentiated services, the following criteria must be met:

- 96th percentile or higher on a nationally normed referenced aptitude or ability test/s, composite or sub-tests.

To qualify for AIG differentiated services in reading/language arts and/or mathematics, both criteria must be met:

- APTITUDE TEST (CogAT): 93rd percentile or higher on any single battery to match service option
- ACHIEVEMENT TEST (IOWA): 93rd percentile or higher on the Reading/Writing or Mathematics section

To qualify for AG differentiated services in reading/language arts and/or mathematics, 3 out of 4 of the following criteria must be met:

- APTITUDE TEST (CogAT): 90th percentile or higher on Composite or on any single battery to match service option
- ACHIEVEMENT TEST (IOWA) 90th percentile on Reading/Writing or Mathematics
- EOG/EOC/BOG: Level 5 to match service option
- GRADES: greater than or equal to 93 average in reading and/or math (previous two grading periods)

Students who transfer from other districts with no prior AIG identification must be enrolled and actively attending FLA before the student can be nominated. The School Based AIG Identification Committee will meet to review all records of transfer students. The meeting should be held 30 days of receipt of school records documenting previous AIG services. The AIG nomination/referral procedures will then be followed.

Students who transfer from other districts and have official documentation that they were identified and served in an AIG program, will be served in the areas of reading and/or mathematics, depending of the subject areas in which the student was identified by the previous district. If the student has evaluation results that are not more than one calendar year old and the student was not identified for a gifted program at his or her prior school system, then the evaluation results may be used to help determine AIG eligibility after enrollment at FLA.

Students who transfer from other districts with no prior AIG identification, but have prior identification tests and scores from the previous district that meet FLA AIG identification criteria will receive AIG identification at FLA.

Practice C

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: FLA recognizes and encourages diverse populations to achieve and excel. We will continue to monitor and analyze sub-group data to target LEA underserved groups, especially since the NC Charter School Lottery System determines our school demographics for incoming

students. The AIG Coordinator collaborates with the Exceptional Children's Department to find students with gifted attributes that need either direct or indirect services from the AIG Program. The AIG Program shares characteristics of gifted students from underrepresented populations with teachers. FLA teachers must monitor academic performance of underserved populations, mentor those students, and refer them for possible AIG evaluation. Our goal is to identify and serve all deserving students. Student portfolios and Any student who score at the top 10% of their schools may demonstrate the need for accelerated services thus requiring placement in the AIG program. We will provide professional development to expand staff understanding of giftedness and tackle misperceptions. Teacher referrals and/or standardized test scores will be used to initially identify potential AIG students. The AIG program coordinator will then utilize aptitude tests and achievement tests that will confirm talents and abilities of potentially gifted students.

Practice D

Implements screening, referral, and identification processes consistently within the LEA.

District Response: At the start of each school year, teaching staff receives annual training on the identification process that is led by the AIG Coordinator.

AIG Coordinator will conduct whole group lessons in all K-3 classes. In conjunction with the classroom teacher, an observational checklist will be completed. The teacher will then identify at least 3 students that need to be in the NURTURE program.

Primary Education Thinking Skills (PETS) program to serve students in grades K-3 NURTURE program. *mClass assessment data may also be used to identify NURTURE students in grades K-3

All 3rd grade students will be screened during the Fall semester using the CogAT

4th -12th grade students will be screened using the EOG, EOC, and NC Check-in results of 85% or higher

Teachers, parents, and students may nominate a student for testing. Students are given academic and aptitude tests after being screened. Screening and testing windows are available multiple times during a school year.

Documentation of students that have been referred for testing, regardless of whether they qualified for services, are to be maintained by the AIG coordinator. Files will be housed in a locked file cabinet in their office/classroom.

The executive director and AIG coordinator have scheduled weekly meetings. This time is set aside to monitor program planning and implementation.

Practice E

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ families, students, and the community-at-large.

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District Response: Program information at FLA will be disseminated at multiple points during a school using a variety of communication methods.

- Policies and forms published on the FLA website
- Policies published in Staff Notebooks and students' handbooks
- Information sessions presented at Open House Night for each school
- Planned events included in "This Week at Falls Lake Academy" email sent to all families and staff weekly
- Coordinator presents referral procedures (PowerPoint) to staff in September of each school year
- Program guide brochure provided for families when students are referred for evaluation
- AIG Night held in conjunction with school Curriculum Nights
- Include information regarding referral and identification practices and program updates in, The Screamer, the school newsletter

Practice F

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

District Response: An individual AIG file, containing documentation which led to identification, is maintained for each student referred for evaluation. In it, the following documents will be found:

- Referral form from student, parent, teacher, staff, or community member
- Signed consent for evaluation
- Parent and teacher checklists
- scored answer sheets from assessments
- Comprehensive student profile (documents Cog AT and IOWA scores and AIG Identification Team evaluation notes and recommendations)

Families are provided with copies of all documentation and meetings are scheduled for initial review. Additionally, a testing folder, where all testing data for a student will be found, is to be added to cumulative records for all students at FLA. This will be beneficial as students transition from elementary to middle, and from middle to high school.

Ideas for Strengthen the Standard: -more variety in testing materials
-sending off tests to be scored instead of hand-scoring

Sources of Evidence: -website documents
-AIG Parent Handbook
-Nurture lesson checklists and rosters

Standard 2: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: Students at Falls Lake Academy are not formally identified as gifted until 3rd grade. Prior to 3rd grade, students are identified for AIG differentiated services, referred to as Nurturing, by following this procedure:

- AIG teacher provides whole class instruction on specific thinking skills (divergent, convergent, visual, and evaluative) in all K-3 classrooms.
- During the lessons, students that show the greatest strength in a particular thinking skill are identified.
- Selected students are formed into small groups for pull-out service with AIG teacher
- A portfolio will be kept for parent/guardian to review during Parent/Teacher conferences.

Identified 3rd, 4th, and 5th grade students receive differentiated curriculum and instruction in reading/language arts and/or mathematics within the general education setting. Options may include cluster grouping, flexible grouping, collaborative teaching with the classroom and AIG teacher, and a variety of extension and enrichment activities. AIG will serve identified students face-to-face a minimum of 45 minutes per week per area of identification.

Identified 6th, 7th, and 8th grade students receive differentiated curriculum and instruction in language arts and/or mathematics within the general education setting. Accelerated students may choose select Honors courses. Other options may include cluster grouping and flexible skill grouping, differentiated units, and collaborative teaching between the classroom and AIG teacher. The AIG teacher consults with the classroom teacher regarding differentiated curriculum and instruction and also facilitates a variety of small group learning experiences. Services vary depending on course offerings and student performance. The AIG teacher will serve the identified students face-to-face a minimum of 2 times per semester per area of identification.

Students in grades K-8 identified as AI only, will be clustered with other high-achieving students and will participate in extension and enrichment activities, but will not be pulled for small group differentiation unless they are demonstrating mastery in their regular classroom.

AIG and other high performing students in grades 9-12 may select courses which offer weighted credit in English and Mathematics. Accelerated high school students may select Honors and Advanced Placement courses. Additionally, Dual Enrollment opportunities are in place for high school students. In collaboration with Vance-Granville Community College, the Career and College Promise

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offers the opportunity for our advance students to get a jumpstart on their workspace and college preparation by beginning the pursuit of a degree a certificate, or a diploma, tuition free. Students can also be selected for Interactive Video Conference (IVC) Courses offered through the North Carolina School for Science and Math.

FLA students can be identified in the areas of Reading and/or Mathematics. Service options will match identification. Flexible grouping, tiered assignments, or curriculum compacting will be used for a student identified with a strength in reading (AR) or math (AM). Services provided in Reading will focus on increasing their reading skills through differentiated instruction in the classroom, pull-out for Socratic seminars, or independent research projects on a self-selected topic. A student identified with a strength in mathematics (AM), will have instruction that focuses on problem-solving strategies and critical thinking. Services for IG will be individualized to the student and integrated with the classroom curriculum when possible.

At the start of each school year, a Differentiated Education Plan will be developed for students identified as gifted. The plan will be shared with classroom teachers to ensure differentiation is being planned. Additionally, the DEP will be shared with counselors and school support staff that can serve in meeting not only their academic needs, but their social and emotional needs as well.

Practice B

Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: Falls Lake Academy is a Project Based Learning school. In Project Based Learning (PBL), students, kindergarten through twelfth grade, go through an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice future-ready skills, and create high-quality, authentic products & presentations. The ultimate goal is to teach students to think both critically and creatively. We challenge all of our students to feel passionately about issues of concern to them, to work collaboratively with peers and adults, and to communicate their ideas effectively in writing and action.

In collaboration with regular classroom teachers, the AIG teacher documents PBLs that are developed specifically for students who need greater challenge or extension beyond the basic assignments. Identified students in grades K-8 will be expected to participate in no less than four PBL projects within a school year. In some cases, these will be considered alternative assignments, meant to replace an assignment in the regular classroom for which the student has already shown mastery.

Board policy supports an increase of learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at-risk of academic failure or academically gifted. We are encouraged by our Board of Directors to use different and innovative teaching methods. Staff that hold leadership positions for FLA meet weekly. Each department, including AIG, is represented on the agenda. FLA's leadership recognizes the need to deepen and enhance the academic experience for advanced learners by strengthening the ways in which we differentiate for them. We are committed to providing the resources necessary to promote a challenging program for these students.

Practice C

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

District Response: Board policy does not restrict flexible grouping. Currently, our high achieving students in grades k-8 are failing to meet expected growth on state testing. To better meet their needs, AIG students will be clustered together in one class with other high-achieving peers. Special consideration will be given to students representing an underrepresented population with potential for talent development. An attempt will be made to reduce the ranges of achievement levels within the class so that the teachers better meet the unique needs of their students. Additionally, it will aid in scheduling services within the AIG program.

At the high school level, students will be scheduled for advanced placement and/or honors courses.

Practice D

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

District Response: A PowerPoint presentation, to be shared with staff at the beginning of each school year, will be used to highlight and share key components of the AIG program and services available to our students. This information will be posted to the AIG page on the school website.

An AIG Program brochure will be given to each staff member outlining essential components of the local AIG plan. These will also be sent home to all students referred for evaluation.

Instructional services and programs for gifted learners will be discussed during PLC meetings and onsite staff meetings as needed.

Practice E

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

District Response: Practice Description: Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

It is important to share AIG students' records with the middle school and the high school so that transitions are smooth and timely. Annual reviews are completed before the last day of school. The guidance counselor, building directors, and AIG coordinator will ensure that communication and data transfer from elementary to middle school and middle to high school runs smoothly and effectively.

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We will ensure that all records, portfolios, and DEP's are transferred properly. AIG status in PowerSchool is checked for accuracy in the Spring of each school year. AIG coordinator is involved in course selection and scheduling of students as they transition from elementary to middle school and from middle to high school.

Practice F

Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

District Response: Because we are a PBL school, we will use it as an opportunity to break down barriers between skills needed in the classroom and the real world. By not always being allowed to choose groups, students begin to see the benefits of collaboration and see managing group dynamics as an inherent part of working together. In PBLs, moments of frustration and conflict are inevitable. Although these moments can seem like failures, the experiences can help students accept that progress is uneven and looks different for different students. Some students will excel in the academic portion while struggling with the social and emotional aspects; for others, it will be the opposite. Time to reflect is built into the PBL process. It offers a way for students to translate challenges that they've had with into insights about themselves and the people around them. During PBLs, some students bring incredible social-emotional strengths to the classroom. These students can help facilitate growth among their peers by encouraging them to play a leadership role. In this way, their strengths are being honored and others are allowed to follow their example. Finally, when feeling overwhelmed by the PBL process, we will look for, and encourage our students to look for something positive. It could be a thoughtful question, an interesting idea, or an act of kindness. In that simple way, we can start to notice progress instead of fretting over obstacles.

Because students with a growth mindset are more likely to attempt challenging tasks and persevere through difficulties than those who hold a fixed mindset, PBL coaches in grades K-8 will teach a series of lessons geared towards becoming more aware of our thinking as we face challenging problems.

The AIG Coordinator and school counselors will collaborate to plan PD regarding the social and emotional needs of our AIG students. Information will be presented during staff meetings and/or PLC meetings. A Social Emotional Curriculum (to be determined) will be taught by PBL coaches at grades K-5 and 6-8.

Our school counselors teach strategies and skills to aid in conflict resolutions to students at all levels. For students that need more personalized assistance, small group sessions and individual counseling is available. Guidance counselors will serve on the Gifted Identification Team to provide expertise concerning the social and emotional ramifications of acceleration options such as grade skipping, subject acceleration, and concurrent enrollment.

All staff holding leadership positions in the school have been trained to provide initial help to young people experiencing problems such as depression, anxiety disorders, psychosis, and substance use disorders.

Practice G

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

District Response: Students at Falls Lake Academy can be recommended by a staff member, parent or guardian for course and/or grade acceleration. A team consisting of the Executive Director, School Director, Classroom Teacher/s, Counselor, AIG Coordinator, and parent/guardian will review available data and make a decision based on the best interest of the child. Data to be considered includes ACT/SAT scores provided by Duke TIP, EOG/EOC/NC Check-ins (97% and above), and mClass and iReady assessments that indicate 2 grade levels ahead of current level, and IOWA Acceleration Scale. Preference is given for subject acceleration through creative scheduling and flexible grouping, but whole grade acceleration will be an option if it is in the best interest of the student.

Middle School students, with teacher recommendations, will have opportunities to accelerate math instruction by registering for 6th grade Math Plus, 7th grade Math Plus, and, for 8th graders, Math I. In addition, Honors Science and World History will be made available for select 8th graders.

At the high school level, Career & College Promise (CCP) is available for qualified high-school students. Students are able to enroll in college classes at Vance Granville Community College. Students who successfully complete college courses earn college credit they can take with them after graduation. In some cases, students can also earn dual credit - meeting high school graduation requirements with college courses. Career & College Promise offers high students options to pursue educational and career goals of their choice using a rigorous yet supportive structure designed to help them become successful adults.

Practice H

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

District Response: Our youngest students in grades K-2 will be served in flexible groups through our nurturing program. This gives classroom teachers and AIG teacher an opportunity to identify talented learners early in their school careers and to implement a curriculum which will best suit their special needs. All third grade students are screened in the Fall of each school year.

In upper elementary and middle school grades, students often demonstrate academic and/or intellectual potential in arenas outside of the regular classroom through participation in extracurricular activities such as academic competitions, clubs, organizations, athletics, and the arts. Students who are not formally identified as AIG, but who demonstrate gifted potential, are nurtured cognitively and affectively through an array of services including, but not limited to the following in grades four through eight:

- Inclusion in the AIG enrichment or pullout program (nurturing)
- Consultative services with the AIG Specialist to differentiate assignments in collaboration with classroom teacher
- Regular classroom cluster grouping
- Flexible grouping within the regular classroom
- Academic competitions (Battle of the Books, Odyssey of the Mind)

In grades nine through twelve, students who are not formally identified as AIG, but who demonstrate gifted potential, are nurtured cognitively and affectively through an array of services including but limited to the following:

- Honors classes
- Advanced placement classes
- Dual enrollment at VGCC
- Academic competitions
- Distance learning through NCSSM

All students, including AIG and high achieving students, are encouraged to investigate, apply, and participate in the following opportunities throughout the state of North Carolina:

- Governor's School NC School of the Arts
- NC School of Science and Math Summer Ventures
- Duke TIP
- Academic summer programs offered by local Universities

Additionally, our underrepresented populations are served through whole class and group exploration of real-world problems. Teachers integrate subject area and connect academic work to authentic problems.

Firebirds After School Time (FAST) offers organized activities and enrichment opportunities such as STEM camps after school and during summer break.

Practice I

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

District Response: Students at FLA have the opportunity to participate in a variety of extra-curricular programs and events. These include:

- Battle of the Books
- Poetry Slam and other Writing Contests
- Duke TIPS
- Arts Club
- Theatre Club
- Thespian Honor Society

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- Various Band Ensembles
- Archery Club
- STEAM Club
- Science Club
- National Honor Society
- National Junior Honor Society
- Tri-M (Music Honor Society)
- Quiz Bowl
- Spelling Bee
- Science Olympiad
- Chess Club
- Collaboration with the NCSSM
- College tours and field trip opportunities

Ideas for Strengthen the Standard: -access to more efficient technology

-expanded course choices for high school

-Continue to purchase and implement the use of research-based supplemental resources that support the academic and social-emotional needs of our AIG students

Sources of Evidence: -student schedules

-DEPs

-AIG plan

-Curriculum units

-Student Profile Sheets

-Classroom observations

-Student work samples

-Professional Development logs

-List of students with evidence that were grade accelerated

-List of students that took classes with dual enrollment

-list of competitions and other non-academic talent venues

-Formative Assessments

-Benchmarks

-Invitations to activities

-Primary Education (Thinking Skills) Plans

-Calendars

-PETS portfolios

Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

District Response: Falls Lake Academy encourages teachers to use instructional practices that address the diversity of their learners. Cluster grouping of AG and IG identified students and other high achieving learners in grades K-8, helps teachers more effectively and efficiently meet their diverse needs. Within the regular classroom setting, progress monitoring and other formative assessments are used to modify teaching and learning activities to improve student learning. During this process, students that have shown mastery, regardless of identification, will be given opportunities for increased complexity of content through tiered learning stations, differentiated grouping, and independent studies planned in coordination with the AIG teacher. Students in grades 3-8, identified as AIG will be taught using differentiated instructional techniques that are research-based. In all grade levels, teachers work together to provide opportunities for gifted learners through flexible groupings, within the grade level and across grade levels. Language arts teachers routinely offer higher level reading material to children with special talents in reading and/ or written language. Emphasis on rigor, relationships, and relevance can be depicted in the following instructional practices:

- PBL
- Using Critical Thinking Skills
- Curriculum units using Universal Design for Instruction
- Incorporating Multiple Intelligences
- Developing Instruction using Learning Styles
- Incorporating Bloom's Taxonomy in Lesson Planning
- Implementing Compacted Curriculum
- Implementing Tiered Lessons
- Utilizing Learning Contracts
- Independent Study

AIG and other high performing students in grades 9-12 may select courses which offer weighted credit in English and Mathematics. Accelerated high school students may select Honors and Advanced Placement courses. Additionally, Dual Enrollment opportunities are in place for high school students. In collaboration with Vance-Granville Community College, the Career and College Promise offers the opportunity for our advance students to get a jumpstart on their workspace and college preparation by beginning the pursuit of a degree a certificate, or a diploma, tuition free. Students can also be selected for Interactive Video Conference (IVC) Courses offered through the North Carolina School for Science and Math.

Teachers at Falls Lake Academy are evaluated using the NC Teacher Evaluation Rubric. Standard four addresses how teachers facilitate learning for all students. This documentation, along with informal observations and discussions, allows us to ensure that all teachers are differentiating instruction for the students in their classes, including those identified as AIG. Workshops, to be led by or arranged by the AIG Coordinator, are offered for all faculty members at least once during a school year. Topics to be covered include, but are not limited to understanding characteristics of AIG students, differentiation strategies, and meeting the social and emotional needs of AIG students.

Practice B

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

District Response: Falls Lake Academy encourages teachers to use instructional practices that address the diversity of learners within their classes, including our gifted students. The content, process, or product is modified to meet the needs of gifted learners. PLCs are used to help determine effective learning practices to be used by analyzing common formative assessments designed and given by teachers and the state and collaborating around student achievement. FLA supports and nurtures the growth of best practice use by offering staff development and support throughout the year of practices for gifted students.

- Curriculum Compacting - modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material
- Differentiated units/projects - designed to incorporate individual learning abilities and levels of both content and skill
- Learning centers - students are given the opportunity to explore interests and practice academic activities based on their needs in a regular classroom setting
- Student-led conferences - students conduct formal conferences with their parents to display their schoolwork and to discuss their learning, educational goals, and strategies for meeting those goals.
- Tiered assignments - assignments are leveled based on student abilities and interests and relate to class instruction that all students receive.
- Cooperative Learning - working together to learn material within structures that assure positive interdependence, equal participation, and individual accountability.
- Research Project - self-selected topics based on a concept or theme are researched by the student under the guidance of a teacher and learning is presented to classmates.
- Progress Monitoring - used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

Practice C

Incorporates a variety of evidence-based resources that enhance student learning.

District Response:

The AIG teacher will collaborate with the classroom teacher to address ability levels of students through differentiated curriculum and strategies. The AIG teacher will utilize and share a variety of

evidence-based practices that are used with gifted learners and facilitate learning based on a student's identified abilities, readiness, interests, and learning profiles.

K-2 Resources

- Kindergarten P.E.T.S by Sandy Wyatt and Dodie Merritt
- Primary Education Thinking Skills 1 by Jody Nichols, Sally Thomson, Margaret Wolfe, and Dodie Merritt
- Primary Education Thinking Skills 2 by Jody Nichols, Sally Thomson, Margaret Wolfe, and Dodie Merritt
- Primary Education Thinking Skills 3 by Jody Nichols, Sally Thomson, Margaret Wolfe, and Dodie Merritt
- Primary Grade Challenge Math by Edward Zaccaro

3-5 Resources

- Junior Great Books level 3
- Grade 3 Jacob's Ladder Higher Level Reading and Comprehension Skills
- Junior Great Books level 4
- Grade 4 Jacob's Ladder Higher Level Reading and Comprehension Skills
- Junior Great Books level 4
- Grade 5 Jacob's Ladder Higher Level Reading and Comprehension Skills
- Junior Great Books Level 5
- Upper Elementary Challenge Math
- Challenging Minds by Lynne Kelley

6-8 Resources

- Grade 6 Jacob's Ladder Higher Level Reading and Comprehension Skills
- Grade 7 Jacob's Ladder Higher Level Reading and Comprehension Skills
- Grade 8 Jacob's Ladder Higher Level Reading and Comprehension Skills
- Challenge Math for the Elementary and Middle School Student
- William and Mary Language Arts Units for grades 6-8

9-12 Resources

- Students self-select courses based upon interests, strengths, needs
- Honors and AP courses
- NC Virtual Public School
- VGCC Career and College Promise
- NCSSM

Practice D

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

District Response: Through Project Based Learning, students learn and regularly use research skills. Opportunities for students to demonstrate their ability to analyze, and evaluate electronic and print resources. They are provided opportunities to conduct authentic service projects for students in other grades and in the community. Students demonstrate responsibility for their learning through reflection, communicating their understanding to parents and other members of the community, and demonstrating their abilities in high quality products. Ongoing professional development for stakeholders, particularly gifted specialists, classroom teachers, and administrators are needed to improve the quality of PBL projects at all grade levels.

Practice E

Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response: Classroom teachers at Falls Lake Academy regularly use pre and post assessments to determine students' learning needs. Appropriate formative and summative assessment data will be used to guide instruction. AIG teacher will collaborate with classroom teachers to analyze data to inform differentiation. Analysis may include students' interests, classroom performance, achievement, and/or learning preferences for planning appropriate differentiated instruction.

AIG teacher monitors AIG student achievement and growth, and collaborate with classroom teachers and administrators to achieve goals and facilitate further growth in a variety of subject areas. Using data based decision making, AIG teacher and classroom teachers will improve teaching and learning to increase student performance. AIG teachers will monitor each regular classroom list prior to the start of each semester (before students begin attending new classes) to ensure cluster grouping is implemented. They also serve as advisors/consultants to aid teachers in meeting the needs of gifted students within their general education classrooms.

Practice F

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

District Response: AIG teacher will increase awareness and support the social and emotional needs of the AIG student by creating and/or sharing affective curricular and instructional practices with classroom teachers and other school personnel. The middle school guidance counselor will serve AIG students on a regular basis to address topics related to struggles encountered as a gifted learner, providing strategies and helpful suggestions for students on how to address problems. The counselor will use student input to select topics for the sessions. The counselor will also provide information and feedback to the classroom teacher on ways to support the gifted learner.

Special units of study to utilize at targeted grades which focus on the social emotional needs of that group of students?

Freshman Seminar?
Accountable Talks 6-12
3rd/4th -" What it means to be gifted?"
Senior seminar

Practice G

Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.

District Response: Based on classroom assessments, K-2 students participate in leveled reading groups and receive instruction appropriate to their needs. In some instances, k-2 students participate in reading groups with classes one or two grade levels above their assigned grade. Grade level teams also provide an advanced math group for instruction on a particular topic as needed for a specific cluster of gifted learners. The AIG teacher participates in the planning of differentiated activities for K-2 students who need different challenges. Ongoing math assessments at the beginning of each unit allow for curriculum compacting when necessary. The AIG teacher works directly with students that have been selected for nurturing lessons in small flexible group instruction.

Practice H

Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

District Response: AIG Coordinator is scheduled to meet with grade level teams during PLC meeting times as needed.

Collaborative Planning k-12

Firetime or Fire period

Daily intervention block (k-5)

Plan with EC department

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: A Differentiated Education Plan is developed for each student identified as Academically/Intellectually Gifted. DEPs are shared with students and parents annually as part of AIG

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Night. As elementary and middle school gifted students transition for year to year, the differentiated Educational Plan (DEP) should reflect the services that best align with the students' needs at the time. High school students have a four-year DEP plan called an Academic Blueprint. During annual review meetings the DEP and Academic Blueprint will be updated to reflect the students' need.

Ideas for Strengthen the Standard: -staff development needs are high

Sources of Evidence: -District AIG Coordinator's job description

- Compiled data
- Headcounts
- Meeting schedules
- Agendas and rosters from meetings
- Purchase orders
- Teacher schedules
- DEPs
- List of certified teachers
- Classroom lists
- Renewal credit documentation
- Logs from professional development opportunities
- AIG Webpage

Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Practice A

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

District Response: FLA has filled the long-vacant AIG Coordinator/Teacher as of January 2019. Although the new hire is not currently AIG-licensed, plans are in place to obtain add-on licensure during the 2019-2020 school year.

Under the direction of the Executive Director of FLA, the AIG Coordinator is responsible for the academic, intellectual, social, and emotional needs of all gifted learners. They are to coordinate all aspects of the K-12 AIG program including delivery of instruction, supporting regular classroom teachers with AIG services, and organizing class schedules for AIG students in middle and high school. The AIG coordinator will provide inclusion services and nurturing services to elementary students and will organize AIG screenings/testing to identify students for AIG services.

Practice B

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

District Response: The AIG Coordinator at Falls Lake Academy, with support from school directors and counselors, is responsible for the academic, intellectual, social, and emotional needs of our gifted students at the elementary, middle and high school levels. Primary responsibilities include:

- Provide support to teachers in their classroom through planning, coaching, and modeling
- Meet with directors to determine school needs in regards to the AIG program areas
- Coordinate and provide ongoing staff development opportunities
- Oversee the development and implementation of the differentiated curriculum
- Oversee the Honors Curriculum development process in the middle and high school and work with teachers to ensure honors courses have the rigorous requirements necessary for that level of coursework
- Oversee the planning and implementation of the school's AIG plan
- Communicates with schools, outside agencies, and others regarding AIG program policies, procedures, and concerns
- Serves as liaison between the AIG program and NCDPI
- Represents the AIG program at local, regional, state, and/or national meetings
- Maintains electronic and hard copy data on identified AIG students to include accurate Child Count
- Meet with teachers during grade level planning to assist with differentiation strategies

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- Stay abreast of research based instructional strategies by attending professional development sessions and reading professional educational research
- Coordinate all AIG referral, screening and identification procedures
- Ensures that all AIG folders and paperwork are in compliance
- Develop partnerships with and communication strategies for families and the community to support the AIG program
- Oversees the AIG budget, purchasing of equipment, curriculum materials and office supplies for the AIG program areas

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: Training is provided for all teachers at the start of each school year to address the specific needs and challenges of AIG learners in the form of an AIG Refresher. Information about the following topics will be presented:

- State definition of AIG, with an emphasis on these elements: "students perform or show the potential to perform" "compared with others of their age, experiences, or environment" "require differentiated educational services" "students from all cultural groups, across all economic strata"
- Screening and identification procedures
- Characteristics of gifted learners
- Definition of differentiation (stressing that "more work" is not differentiation)
- Basic principles of differentiation
- Strategies for differentiation

Practice D

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

District Response: When possible, students will be clustered in each grade level with teachers that have AIG licensure. If there is not a certified AIG teacher at a given grade level, EVAAS growth data will be used to determine the best placement. High school teachers that teach AP courses are required to be AP trained. All staff members will be encouraged to complete AIG add-on licensure. A \$1000 stipend will be awarded to any staff member that does so.

Practice E

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

District Response: The goals of the AIG program at Falls Lake Academy provide, directly related to the goals of the North Carolina Department of Public Instruction and the mission and vision of FLA are as follows:

- Identify students, including those of diverse cultural and socioeconomic backgrounds, who demonstrate outstanding abilities and/or achievement through the use of varied assessments and multiple criteria
- Develop within each individual a desire for excellence, a sense of individual worth, and a responsibility to self and to society.
- Provide a program of experiences for the gifted learner which differs from the regular school program.
- Use input from a variety of sources to continuously review the effectiveness of the AIG program.
- Provide ongoing learning opportunities for teachers of academically gifted students.
- Provide positive public relations.

PD to be offered over the next three years will be chosen to support the needs of all students, but is especially important when teaching students that are gifted. PD sessions will be delivered both after school and during grade level PLC meetings. Topics include but are not limited to the following:

- Standard-Based Grading
- Common Academic Language
- Social and emotional needs of gifted students
- William and Mary Curriculum Units
- Flexible grouping and collaborative learning
- Tiered Lessons
- Differentiated instruction
- Scaffolding instruction
- Promoting student metacognition
- Multiple Intelligences
- Compacted Curriculum
- Universal Design for Learning

Practice F

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

District Response: FLA has designated multiple PD days in the school-year calendar for teacher training. In addition, AIG Coordinator, administrators, and "cluster" teachers attend annual AIG state conference. AIG Coordinator is also given the opportunity to attend the annual national conference. Common planning is scheduled in grades K-8 and common department planning is scheduled in grades 9-12. This allows the AIG Coordinator to assess the needs for staff development, to conduct PD sessions, and reflect on implementation. The School Improvement team will also disaggregate data and determine school-wide needs.

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Ideas for Strengthen the Standard: -Increase the number of AIG certified staff members
-Employee upper grade specialist

Sources of Evidence: -Certificates of completion of the AP Institutes
-Minutes of faculty meetings where AIG Specialists train staffs
-Minutes from PLCs

Standard 5: Partnerships

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Practice A

Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:

- * academic and intellectual
- * social and emotional

District Response: To develop new partnerships and maintain existing, the AIG Coordinator will provide regular updates to FLA website, including information on identification, services, and assessment. A beginning of the year meeting, open to all parents, will be held to inform them of the program and elicit volunteers to serve on the AIG Advisory Board. In an effort to establish new partnerships with parents, families, and community members, the AIG Coordinator will be asking about their interests, hobbies, and ways they would like to be more involved in supporting gifted education. This will be done at each DEP meeting and also through the school's annual survey.

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response: Information about the AIG program and planned events is communicated in a variety of ways. These include:

- School Connect phone calls
- Jupiter Ed
- School Webpage
- Teacher Webpages
- AIG Webpage

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

District Response: In the Fall of 2019, Falls Lake will establish its first AIG Advisory Board that reflects the demographics of our school. The board will consist of AIG parents and families from each grade span, the AIG Coordinator, AIG/Cluster teachers, other support staff, and community members.

The Advisory Committee will meet at least 3 times each year to review current policy, programming, and parent education opportunities. Members will be asked to serve on the committee for a term of two years. The program and all policy changes suggested by the committee must be approved by the Board of Directors for FLA.

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response: Communication about the opportunities available to AIG students will happen in the following ways:

- Jupiter Ed messages to students and/or parents (translatable to native language)
- School Website
- AIG classroom webpage
- Weekly "This Week at Falls Lake" email
- The Screamer (school newsletter)

Practice E

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

District Response: Partnerships that have been established between FLA and the Community include:

- Vance-Granville Community College - Career and College Promise
- First Baptist Church of Butner - Students volunteer to assist at an annual SWAG Prom for individuals with disabilities
- Granville County Animal Shelter - Students are provided opportunities to volunteer
- Chamber of Commerce - Volunteer opportunities for Lunch and Learn sessions, Alive After Five, and arranging job shadowing opportunities
- Granville Athletic Park - Students established and maintain a butterfly garden
- Tar River Land Conservancy- Students plant trees in Granville County
- Granville County Cattleman's Association- Students volunteer for annual Earth Roast and have access to scholarship opportunities.

Ideas for Strengthen the Standard: -Finding meaningful ways to connect with businesses and community members

Sources of Evidence: -copies of AIG related communication to families

-calendar of events

-roster of advisory group member

- meeting minutes
- AIG webpage

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. 115C-150.5-.8 {Article 9B}), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

District Response: The AIG plan for Falls Lake Academy was written with collaboration between the AIG coordinator, executive director, school directors, counselors, student services coordinator, and testing coordinator. The AIG coordinator was hired in January and has met weekly with the Executive Director to collect data and become familiar with practices already in place at FLA. Once a draft of the plan had been developed, the AIG coordinator shared it with the school leadership team. This collaboration allowed for reflection on the AIG program in its current state, and the development of a common vision for the program as we move forward. The final plan is to be presented to the FLA Board for approval in May and then submitted to NCDPI in June.

Practice B

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

District Response: A checklist will be developed by the AIG coordinator for each stakeholder (Coordinator, Directors, Teachers, Counselors) based on the components of the AIG plan. This checklist will be provided at the beginning of each school year with a suggested timeline. This will serve as a reminder of their role in the plan and will provide opportunities for each to reflect on what's working and what can be improved.

The AIG Team will work together to complete interim reports provided by NCDPI to assess progress towards program implementation.

AIG Coordinator provides program monitoring updates to the Board of Directors through a "State of the School Address" every Spring.

Practice C

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

District Response: AIG Coordinator will annually review the AIG budget and ensure that AIG funds are being used to support AIG program goals for FLA. The AIG Coordinator will examine materials

and learning opportunities to enhance lessons and to build upon student interest. AIG Coordinator will meet with finance committee in January of each year to communicate budget priorities. An AIG line item will be created within the instructional supply budget so that expenditures can be monitored.

Practice D

Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

District Response: At FLA, a student tracking system is available in Google Drive. Data for drop-outs, student achievement, and student growth is among information that can be accessed. A separate tab is in place to focus just on students that have been identified as gifted.

In addition, the AIG Coordinator collects other indicators of student performance, growth, and achievement. These include:

- College acceptance information
- Scholarship information
- Successful AP completion rates
- Number of students participating in dual enrollment
- Number of students participating in Duke TIPS

Data collected each year will be used to make decisions regarding staff development for teachers, budget needs for resources and service delivery for students. Student achievement data will be shared with parents, students, administrators, and teachers, and with the Board of Directors.

Practice E

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: The AIG Coordinator will collect data to be shared with the Board of Directors during the annual State of the School Address. Data to be shared includes:

- The number of students referred to the program disaggregated by race, gender, referral type, and service
- The number of AIG students disaggregated by race and gender
- The number of high performers/accelerated learners disaggregated by race and gender (level 5 in R/M, Nurture students, Honors Students)

Practice F

Maintains current data regarding the credentials of personnel serving AIG students.

District Response: AIG Coordinator works with Human Resources department to maintain accurate list of personnel credentials.

Practice G

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

District Response: Survey sent out in May of each year to staff, students, and families to evaluate the effectiveness of the AIG program. The use of the PAA program (Personal Adult Advocate) will allow parents and students an opportunity to regularly communicate feedback regarding student support services in all areas, including the effectiveness of the AIG program.

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: Results of annual survey will be reviewed by AIG Team and school leadership. Annual PLC evaluations will include feedback regarding effectiveness of cluster groupings and professional development offerings. Feedback will also be compiled from PAA monthly calls. Based on feedback, changes that need to be made to the plan will be suggested. The AIG Coordinator and Executive Director will present suggested changes to the Board of Directors for approval.

Practice I

Disseminates all data from evaluation of the local AIG program to the public.

District Response: A summary of data collected and any changes to be made will be posted on the school's website on the AIG page. Evaluation feedback may also be requested in writing from the front office.

Practice J

Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

District Response: Student records are handled with care for privacy at FLA. Parents are involved during the screening, referral, and identification process. Parents must provide consent for testing and are encouraged to provide other information (i.e., checklist) regarding their child. Forms for testing explain the consent which they are providing. The AIG Coordinator keep parents aware of

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testing procedures and where their child is in the process. Testing results for those who qualify for services are shared with parents through confidential placement meetings. Testing results for children who do not qualify for services are mailed to parents with an option of meeting with the AIG Coordinator to discuss testing and other criteria that were used in the process of determining placement status. For each student who is recommended for testing and for those tested, a confidential folder is created. For students who do not qualify for gifted services at the time, a "Does Not Qualify (DNQ)" folder is created and stored by the AIG Coordinator. This folder follows the child as long as he/she is enrolled in FLA. The DEP and all documentation collected is stored in the AIG "Active" confidential folder. As annual DEP meetings are held, updated DEPs and any other pertinent information should be placed in the folder.

Copies of "Active" folders will be made for parents upon request. These folders will be stored in a safe and secure environment. If an identified student with an "Active" folder moves out of Falls Lake Academy, a copy of the confidential folder should be given to the parent. The original folder should remain with the AIG Coordinator. The status of the folder will become "Inactive." If the receiving school formally requests records, a copy should be made and provided to the receiving school. The original copy of the folder should remain with the AIG Specialist at the school. "Inactive" folders will be shredded after a period of two years.

Students who transfer from other districts with no prior AIG identification must be enrolled and actively attending FLA before the student can be nominated. The School Based AIG Identification Committee will meet to review all records of transfer students. The meeting should be held 30 days of receipt of school records documenting previous AIG services. The AIG nomination/referral procedures will then be followed.

Students who transfer from other districts and have official documentation that they were identified and served in an AIG program, will be served in the areas of reading and/or mathematics, depending on the subject areas in which the student was identified by the previous district. If the student has evaluation results that are not more than one calendar year old and the student was not identified for a gifted program at his or her prior school system, then the evaluation results may be used to help determine AIG eligibility after enrollment at FLA.

Students who transfer from other districts with no prior AIG identification, but have prior identification tests and scores from the previous district that meet FLA AIG identification criteria will receive AIG identification at FLA.

If parents have a dispute with the application of FLA's AIG identification criteria, process, or procedure as it applies to their child, parents may take the following steps:

1. Meet with the AIG coordinator to seek further information and understanding.
2. If this meeting does not lead to resolution, parents should document their concern and request a meeting with the AIG Advisory Team. This team is comprised of the members of the AIG Identification team, the student's Personal Adult Advocate (PAA), Director of the School, and AIG Coordinator.
3. In the event that this meeting does not resolve the dispute, see FLA board policy for grievance procedures (1.7430).

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Ideas for Strengthen the Standard: -Elicit feedback from staff, students, and families about the effectiveness of our program. Use it to make necessary adjustments.

Sources of Evidence: -published AIG plan

-DPI comments and suggestions

-survey results

-staff roster with qualifications

-AIG committee meeting notes

Glossary (optional):

Appendix (optional):

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