



Advanced Learning

While ANS does not have a formal program or designated personnel to provide gifted services at this time, we can develop collaborative plans that support appropriate differentiation options in the classroom as needed.

Rationale: We believe that all students have the potential to excel across the curriculum and to lead their own learning. Classroom teachers, in conjunction with the full faculty team, differentiate learning experiences for a wide range of students. This document seeks to describe the methods for providing challenging learning opportunities to students whose level of advancement exceeds the usual methodology for differentiation within a classroom setting.

Criteria: The development of an Advanced Learning Plan is initiated after identification of the need for it based off of one or more of the following indicators:

- Cognitive testing results reveal areas of giftedness (CogAT or similar), or,
- In the absence of cognitive testing, scores for at least two years reveal performance at or above the 90th percentile at the child's grade level; and,
- Disposition towards self-led learning, creative affect and interest in advancement

Accelerated Learning Opportunities

Rationale: The criteria outlined below must be met to ensure a threshold beyond operational fluency and inclusive of conceptual reasoning; developmental readiness to confront abstract concepts is paramount prior to acceleration. Acceleration is not available outside of the mathematics domain of the curriculum.

Definition of criteria: Instructional mathematics level is determined based on the results of multiple assessments as verifiable evidence of a need to access an accelerated curriculum. This, as contrasted with the potential for growth through enrichment opportunities.

- Cognitive testing results, or,
- Historical record of 98th percentile achievement over at least two years of performance, or,
- Historical record of 80th percentile achievement over at least two years of performance and coursework equivalency demonstrating completion of prerequisite skills and standards; and,
- Dispositions as a self-led learner



Goals for this personalized instruction plan are created with a focus on the student's area of ALP identification. The goals are meant to be revisited and adapted as needed and based on assessments throughout the school year. These goals should be created at the beginning of each with students, families, teachers, and any other relevant staff members at ANS.

Middle School Mathematics

Primary School mathematics teach all of the concepts required for application in more abstract domains in later years. The foundation of: number & operations, geometry, operations & algebraic thinking and measurement & data are essential concrete operational domains for success in mathematics.

Middle School mathematics engage students with the conceptual applications of these foundational domains. Students who demonstrate mastery of the grade-level expectations for a course, prior to enrollment may be considered for application. For rising sixth and rising seventh graders, multiple data points are reviewed in order to determine a student's level of mastery. For rising eighth graders, the curriculum of Math 8 becomes more similar to that of Algebra I, which allows for students performing at a grade level benchmark of 60th percentil to be considered for acceleration pathways.

High School mathematics rely on prerequisite skills and knowledge to ensure success from one level to the next. Acceleration is only possible through the consolidation of a course by time through summer enrollment or in certain course sequences through concurrent enrollment in mathematics courses.

Course placement is never a definitive track of course sequences. By utilizing data to inform placement, many pathways to mathematics coursework can be pursued. The student's math teacher and guidance counselor are the best point of contact to learn more about optimal placement and possible pathways.

Personalized Pathways

If and when the level of rigor offered by academic courses has been accessed in full by a student, that student has the opportunity to consider personalized pathways, with the guidance of their academic counselor. Personalized pathways include, but are not limited to: online coursework, an internship, an approved independent study.

