

Mission/Vision Statement and Funding	Global Scholars Academy (32M) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0 * LEA Superintendent's Name: <u>Brooks, Trixie - tbrooks@globalscholarsacademy.org</u> * LEA AIG Contact Name: <u>Watford, Sharon - swatford@globalscholarsacademy.org ▼</u> This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor 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 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 a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment. For 2025-2028, the Local AIG Plan is as follows:
* Mission and/or Vision Statement(s)	Global Scholars Academy has developed its AIG plan based on the North Carolina AIG Program Standards, which were adopted by the State Board of Education in 2009, 2012, 2015, 2018, 2021, and 2025. These standards provide a clear framework for Public School Units (PSUs) to build, carry out, and improve AIG programs that are effective and equitable. The NC AIG Program Standards include six main areas, each supported by best practices that outline expectations and guide implementation. These standards align with North Carolina's AIG legislation, Article 9B (N.C.G.S. §115C-150.5), and are designed to ensure high-quality, fair services for gifted students. As part of a statewide effort to improve AIG services, each PSU, including Global Scholars Academy, took part in a self-assessment that involved input from a variety of stakeholders. The feedback from this process helped shape the 2025–2028 local AIG plan. This plan has been approved by the local Board of Education and submitted to the North Carolina Department of Public Instruction for review and feedback Global Scholars Academy recognizes that gifted students are an essential part of our school community. Their unique potential must be identified, nurtured, and developed to prepare them to become globally competitive, emotionally resilient, and well-rounded individuals. Gifted learners may demonstrate distinct behaviors, progress at different learning rates, and utilize diverse learning styles compared to their peers. In support of these needs, GSA has embraced the vision of “AIG All Day, Every Day”—a commitment to integrating gifted education into the fabric of daily instruction and school culture.
FUNDING FOR LOCAL AIG PROGRAM (as of 2025)	

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 8,764.20	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Global Scholars Academy (32M) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification	
<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>	
* Practice A	
Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.	
Global Scholars Academy offers opportunities for students to be identified as academically and intellectually gifted and makes the screening, referral, and identification process clear for teachers, families, students, and other key stakeholders.	
The AIG Coordinator works with the school's leadership team to establish procedures and develop information regarding the process for identifying students and shares it with the school's community in a variety of ways throughout the academic year. Dissemination of this content includes, but is not limited to: the school's website, open house, parent nights, and quarterly newsletters.	
The AIG Coordinator will provide professional development for teachers and staff in order to identify characteristics of giftedness and will provide training refreshers at the beginning of each school year.	
Any student enrolled at GSA K-8 may be referred for AIG screening. The referral may come from a student, parent, teacher, or administrator. GSA will recognize and accept all AIG/AG students that have been identified from another school or district in North Carolina as well as those from another state if documentation of identification is provided. Any student being referred for AIG services must have a completed Student Referral Form. The form includes the following information:	
• Demographic Information • Nomination information supporting referral • Outcome of referral (test information, etc.) Although the CogAT is administered in third grade, students in Kindergarten-second grade are provided nurturing opportunities in the regular classroom. During the 2025-2026 school year, a nurturing teacher will be placed to work specifically with these students. He/she will also work with regular education teachers on best practices for gifted students. Some of these include differentiation, acceleration and problem-based learning. Data collection will include aptitude, achievement, grades and teacher notes. Quantitative data may include aptitude and achievement data from multiple sources including NC EOG, Cognitive Abilities Test, mClass, iReady and the Multi-tiered system of Support (MTSS). Qualitative data may include the Gifted Rating Scale, grades and historical trends of classroom achievement and performance.	
* Practice B	
Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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.	
GSA will employ multiple criteria for identification of AIG students.	

Referral of Students to Program:

- A teacher, parent/guardian, or person having academic knowledge of the student may refer any student in grades third through eighth for evaluation.
- Students in K-2 should be referred for intervention purposes only and will be served as nurture students. Students in grades 3-8 may be referred/nominated for formal AIG services.
- Information and forms for referral are available throughout the year.
- While students may be referred at any time during the year, Global Scholars Academy will place transfer students that have been qualified from a previous school in the first quarter of the school year. Students referred will be evaluated at the beginning of the second quarter.
- Although referrals may be completed at any point of the year, during set times, the school may encourage parents/guardians, students, teachers, and others having academic knowledge of students to refer students for an upcoming evaluation.

Screening Identification and Service Areas:

The AIG Coordinator will review qualitative and quantitative evidence that includes a student's achievement, aptitude, and potential to achieve. Multiple data points will be analyzed in order to determine if a student's comprehensive learner profile shows a need beyond the regular education program. Processes are in place for K-8 identification in various areas. The AIG Coordinator will access selected students on the CogAT in third grade. Placement will be considered in the following areas:

- Academically Gifted (AG)
 - Intellectually Gifted (IG)
 - Academically and Intellectually Gifted (AIG)
 - Academically Gifted in Math and/or Reading (AM, AR)
- Intellectually Gifted (IG): 95% or higher on CogAT Composite
- Academically and Intellectually Gifted (AIG): 95% or higher on both CogAT and EOG

Pathways to Identification:

Academically Gifted in Math (AM):

1 of 2: Math CogAT 88% or 90% on gifted portfolio of work

2 of 3: EOG 88%, Grades 90%, Learning Profile 90%

Academically Gifted in Reading (AR):

1 of 2: Verbal CogAT 88% or 90% on gifted portfolio of work

2 of 3: EOG 88%, Grades 90%, Learning Profile 90%

Academically Gifted (AG):

1 of 2: Composite 88% or 90% on gifted portfolio in both subject areas

2 of 3 EOG in both subject areas, grades 90% in both subject areas, and learning profile 90%

K-3 Placement: 2 years above in iReady data (scale scores) plus learning profile 90%

K-3 Nurturing: 1 year above in iReady data (scale scores) plus learning profile 90%

Non-traditional assessments for consideration may include the following (formative):

- Performance-based assessments
- Checklists- Teacher's Observation of Potential in Students (TOPS)
- Portfolios
- Observations
- Gifted Behavior Scale Checklists
- Individual work products with evaluation rubrics
- Literacy Assessments
- Anecdotal/Case Studies
- Student interviews with rubric

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*** 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, multilingual learners, highly gifted, and twice-exceptional.

Global Scholars Academy employs multiple strategies to identify gifted students, with a commitment to ensuring the process reflects the diverse demographics of the school. The AIG (Academically and Intellectually Gifted) Coordinator collaborates with classroom teachers to recognize students demonstrating characteristics of academic giftedness across all populations.

Special attention is given to identifying students from historically underrepresented groups. The AIG Coordinator works closely with ESL (English as a Second Language) and EC (Exceptional Children) teachers to ensure equitable access to gifted services. This includes identifying twice-exceptional students—those who are gifted in one area while having a disability in another.

A variety of data sources are used to identify student strengths:

- Academic Growth: Exceptional growth on End-of-Grade (EOG) assessments and NC Check-Ins is considered.
- English Language Learners: WIDA/ACCESS results are reviewed, particularly for students performing two or more years above grade level. ESL specialists share this data with the AIG team.
- Literacy Performance: Composite scores from mCLASS (DIBELS) are used to identify students reading two or more years above grade level. Reading specialists and classroom teachers communicate this information to AIG specialist.
- Diagnostic Assessments: i-Ready diagnostic results are reviewed collaboratively by classroom teachers and the AIG Specialist to identify strengths in reading and math.

All third-grade students take the Cognitive Abilities Test (CogAT) in the spring. This test includes verbal, nonverbal, and quantitative subtests, each of which can be individually considered for identification. This approach allows students, particularly those from underrepresented backgrounds, to be evaluated based on the area where they show the strongest ability.

Students who score in the above-average range on the CogAT may also be administered the Iowa Test of Basic Skills, which provides both composite and subject-specific scores in reading and math.

For students in kindergarten through second grade, a nurturing program will be implemented using U-STARS~PLUS, which supports the development of academic potential in all students, with a focus on those from diverse or underrepresented backgrounds.

Additionally, specials teachers (e.g., art, STEAM, Mandarin, Spanish) may refer students for gifted consideration. A portfolio option is also available as an alternative pathway for identification, providing a comprehensive view of student potential beyond standardized assessments.

AIG Coordinator is responsible for ensuring that the following takes place with all assessments:

- In accordance with Programs for Exceptional Children, students with an Individual Education Plan (IEP) will be provided with appropriate accommodations and modifications as directed by the IEP.
- In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, students with a 504 Plan are tested as directed by the 504 Plan with appropriate accommodations and modifications.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	---
Male	---	---	---	---	---	---	---
Total	---	---	---	---	---	---	---

Percent of Total AIG Students Identified as Dual Exceptionality

* Practice D

Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

To ensure consistent implementation of screening, referral, and identification processes across all schools within the school, Global Scholars Academy has developed a comprehensive plan with clearly defined guidelines and monitoring systems.

Screening and Referral Procedures

All third-grade students in general education classrooms will be screened in the spring using a nationally normed aptitude test such as the CogAT. Kindergarten and first-grade students will also be screened if they demonstrate academic performance two or more grade levels above their peers in reading, as measured by tools such as iReady or MClass.

In grades 4–8, students who are referred and meet the criteria outlined in Practice 1B will be screened in the fall using a nationally normed aptitude assessment. Testing dates will be communicated through a shared school-wide calendar to ensure alignment and preparation across staff.

Internal Auditing

To maintain fidelity of implementation, the AIG Coordinator/Gifted Specialist will conduct regular audits of school records. These audits will include a review of screening, referral, and identification documentation to ensure compliance with established protocols and identify any discrepancies. The AIG Coordinator/Gifted Specialist will also share relevant data during leadership meetings to keep the administration informed.

Resources

Resources such as forms and rubrics will be available on the school website to support staff in following established guidelines. These tools are designed to streamline the screening, referral, and identification processes and ensure consistency in practice.

Professional Development

Staff will participate in professional development at the beginning of the school year, focusing on:

- Article 9B and its legal implications
- GSA's AIG plan
- Characteristics and needs of gifted learners, especially from underrepresented populations
- Best practices for identifying giftedness

Additional training sessions will be offered throughout the year to reinforce understanding and respond to emerging needs.

Oversight and Monitoring

The AIG Coordinator/Gifted Specialist will collaborate with school leadership to monitor the effectiveness of the screening and referral process. Identification data will be reviewed and discussed during leadership meetings in both fall and spring, in alignment with testing and evaluation windows. The Head of School and the Talent Development Team will oversee the implementation of the plan at Global Scholars Academy (GSA).

Ongoing Identification Process

GSA is committed to a fair, consistent, and data-informed process for identifying academically and intellectually gifted (AIG) students. Key components include:

- An annual staff awareness session covering legal definitions, GSA's AIG plan, and the needs of gifted learners

▪ A referral handbook with clear placement criteria ▪ A designated testing window ▪ A structured review of assessment results by the Talent Development Team, which includes the AIG Coordinator, EC teacher, ELL teacher, testing coordinator, administrator, and the student's general education teacher Students are eligible for reevaluation one calendar year after their most recent assessment	* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. Each student identified and placed as AIG/AG will have both an electronic and hard copy folder containing all required identification documentation, including signed paperwork from the AIG Specialist and the student's parent(s) or guardian(s). Information about AIG procedures and processes will be communicated to all stakeholders twice a year during PLCs and will also be made available on GSA's website, during annual parent-teacher conferences, and through other relevant school communication channels. Global Scholars Academy follows a structured set of procedures for the identification, referral/nomination, and screening of AIG students. All documentation for each student is securely stored in both electronic and physical formats. These records include: ▪ Parent/guardian consent form for testing ▪ Summary of evaluation results ▪ Student information form ▪ Nomination/referral form ▪ Differentiated Education Plan (DEP) for each identified student Annual meetings are held to review each student's records. Identified students are required to submit exemplary work samples in their area(s) of giftedness to support ongoing progress monitoring. Biannual progress reports are compiled by the AIG Coordinator and shared with the Talent Development Team to evaluate student growth and ensure continued alignment with each student's DEP
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*** Practice F**

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

Documentation and Review of AIG Identification Evidence

The AIG Coordinator will ensure that all evidence supporting AIG identification decisions is thoroughly documented, communicated to parents/guardians, and securely maintained. The following procedures will guide this process:

1. Documentation of Evidence

The AIG Coordinator/Gifted Specialist will share screening results with parents/guardians, ensuring transparency at every stage of the identification process. Families will receive copies of all assessment results used in decision-making, including those from tools such as the CogAT and other relevant measures.

For students who qualify for identification or further evaluation, the AIG Coordinator/Gifted Specialist will meet with families to review test results and outline next steps, which may include the development of a Differentiated Education Plan (DEP), placement in a Talent Development/Nurturing group, or continued classroom monitoring.

Each identified student will have an individual AIG file containing all documentation used in the identification decision. This file will include, but is not limited to:

- Assessment data (e.g., CogAT results)
- Referral and screening forms
- Signed consent forms
- Meeting notes and stakeholder signatures

A color-coded sheet will be placed in the student's cumulative folder to indicate the presence of a DEP. Additionally, all identification data will be recorded in an electronic platform such as PowerSchool or Infinite Campus.

2. Review Process with Parents/Guardians

When a student is identified and a DEP is created, a meeting will be held with the AIG Coordinator/Gifted Specialist, parents/guardians, classroom teachers, and administrators. During this meeting:

- Services and supports will be discussed
- Student goals for the school year will be reviewed
- All stakeholders, including parents/guardians, will sign the DEP

Parents/guardians will receive copies of the finalized DEP and supporting documentation. The original DEP will be filed in the student's cumulative folder.

Annual DEP review meetings will be held to revisit student goals, assess progress, and make adjustments to services as needed. These meetings foster collaboration among staff, families, and students, ensuring personalized support.

3. Maintenance of AIG Documentation

Completed DEPs from previous years will be stored in a secure, locked file cabinet maintained by the AIG Coordinator/Gifted Specialist to ensure confidentiality. When a student transfers to another school, their DEP will remain in the cumulative folder along with other student records.

All AIG documentation will be retained and disposed of in accordance with GSA's records retention policy for cumulative folders.

Through these comprehensive procedures, Global Scholars Academy ensures that the AIG identification process remains transparent, collaborative, and well-documented, supporting both accountability and student success

* Practice G

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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

At GSA, when a student qualifies for AIG identification, a structured process is followed to develop and document a Differentiated Education Plan (DEP). This plan outlines the customized curriculum and instructional services designed to meet the student's individual needs. The process begins with a results meeting, where parents or guardians are invited to meet with the AIG Coordinator/Gifted Specialist. During this meeting, the student's assessment data and identified strengths are reviewed. Key staff members—including administration, classroom teachers, and other relevant personnel—are also invited to attend. Parents are introduced to the identification pathways, informed of the benefits of AIG identification, and given an overview of the services available at GSA. They may ask questions before making the final decision to proceed with identification.

If parents choose to move forward, the AIG Coordinator begins developing the student's DEP in collaboration with the Talent Development Team. The meeting includes a discussion of the services that would best support the student's growth for the school year. The DEP outlines one of four service levels based on student needs:

- Level 1: Differentiated instruction in the regular classroom, flexible grouping, and indirect support from the Gifted Specialist.
- Level 2: All Level 1 services, plus placement in a clustered classroom and direct support from the Gifted Specialist.
- Level 3: All Level 2 services, with the addition of subject advancement.
- Level 4: All Level 3 services, along with grade-level advancement.

Each year, the AIG Coordinator will meet with the student's support team, parents/guardians, administration, classroom teachers, and other involved staff, to review and revise the DEP as needed. This annual meeting includes an update on the student's progress toward their goals and adjustments to services if necessary. A signed copy of the revised DEP is sent home for the family's records, while the original is kept in the student's cumulative file. Students also meet individually with the AIG Coordinator each year to reflect on their DEP, set academic and non-academic goals, and discuss their interests and needs.

To monitor ongoing progress, AIG progress reports are sent home twice a year, alongside second and fourth quarter report cards. These reports provide updates on the student's growth toward DEP goals and include recommendations regarding the continuation or modification of services.

Collaboration with other support teams is a key component of the DEP process. The AIG Coordinator works closely with the EC Lead and ML Coordinator to support twice-exceptional and multilingual learners. When applicable, Individualized Education Programs (IEPs) or Language Instruction Educational Plans (LIEPs) may serve as the student's DEP or be used to supplement the development of a comprehensive plan.

Through the careful development of DEPs, GSA remains committed to delivering thoughtful, individualized services that support the academic and personal growth of K–8 students identified as gifted

*** Ideas for Strengthening the Standard**

Suggestions for Strengthening AIG Identification and Communication Processes at GSA:

1. Incorporate Student Voice and Observations:

Conduct student interviews and use structured observational tools as part of the evidence-gathering process.

2. Use Work Samples for Talent Development:

Collect and review student work samples from talent development activities to support identification decisions.

3. Consider Individual Contexts:

Take into account each student's unique circumstances when building comprehensive learner profiles.

4. Focus on Equity in Data Collection:

Prioritize gathering additional data for students performing in the top 10% of each demographic group to ensure equitable identification.

5. Offer Targeted Professional Development:

Provide staff with training focused on improving identification practices within the Multi-Tiered System of Supports (MTSS) framework.

6. Collaborate Across Support Systems:

Work closely with the MTSS Coordinator to identify and utilize relevant data sources that inform identification decisions.

7. Ensure Language Accessibility:

Translate all written communication and program materials into multiple languages based on the needs of the community.

8. Engage Community Locations:

Promote AIG screening and referral procedures in community spaces to broaden awareness.

9. Monitor Procedural Consistency:

Regularly review and reinforce GSA's established guidelines for screening, referral, and identification to ensure clarity and consistency.

10. Conduct Internal Record Reviews:

Perform periodic audits of AIG records across the school to ensure uniform implementation of identification procedures.

11. Maintain Ongoing Family Communication:

Establish and follow a consistent timeline for parent/guardian communication to promote transparency and trust.

12. Support Twice-Exceptional Learners:

Collaborate with the EC Lead to engage stakeholders and increase awareness of district policies and best practices for twice-exceptional students.

13. Provide Regular Progress Updates:

Distribute AIG progress reports to families three to four times per year to keep them informed of their child's growth and service needs.

Planned Sources of Evidence

* Talent development Nurturing program letter	
* AIG Qualification Pathways	
* Nurturing Program Letter	
* AIG DEP Services	

Type	Documents	Document/Link
AIG Standard 1 Additional Resources	N/A	 AIG Quick Facts Brochure  AIG Qualification Pathways*  Nurture/AIG  AIG Nomination Form

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

At Global Scholars Academy (GSA), instructional planning begins with the North Carolina Standard Course of Study, ensuring all students receive a strong academic foundation. From this core, enrichment opportunities are developed to extend learning and challenge advanced learners. Gifted and nurtured students will engage with materials in unique ways, participating in performance tasks, project-based learning, and problem-solving activities that encourage critical thinking and real-world application across content areas.

GSA integrates gifted education within a Multi-Tiered System of Supports (MTSS) framework. This approach ensures that services for AIG-identified and nurtured students are thoughtfully informed by data and tailored to each student's academic and developmental needs. Students identified as gifted must receive services in their area(s) of identification for a minimum of 45 minutes per week with the AIG Coordinator. The setting for these services may vary depending on student needs, staff capacity, and scheduling logistics.

Service delivery may occur in a range of settings, including push-in support within the general education classroom, pull-out sessions with the AIG Coordinator, or designated intervention/enrichment blocks such as I/E or FLEX time. These models offer flexibility to meet students where they are and provide access to appropriately challenging instruction.

In **grades K-2**, formal AIG identification is typically not pursued due to the ongoing development of academic, intellectual, and social-emotional skills in young learners. Instead, all K-2 students benefit from talent development services delivered by the AIG Coordinator through both classroom support and targeted pull-out instruction. These services aim to nurture gifted characteristics early on and allow the Coordinator to observe students who may later qualify for formal identification. Students at this level may work in flexible or heterogeneous groups and could experience subject or grade-level acceleration when appropriate. Participation in talent development activities during these early years does not constitute official AIG identification.

For students in **grades 3-5**, service delivery continues to include the approaches used in earlier grades, while expanding to additional enrichment opportunities. These may include classroom-based interest centers, community resource programs, guest speakers, cultural arts activities, and participation in contests or clubs such as Math/Science Fairs, Odyssey of the Mind, Battle of the Books, or the Geography Bee. The goal is to foster engagement, extend learning beyond the curriculum, and connect students with real-world applications of their strengths and interests.

In **grades 6-8**, services continue to build on those provided in earlier grades but also introduce more advanced options. Students may participate in academic competitions such as Future City, MathCounts, Model UN, and Mock Trial. Advanced coursework, including Pre-Math I, Math I, and Math II, is available, as are exploratory electives such as school newspaper, yearbook, and community service projects. Independent studies and project-based learning experiences allow middle school students to deepen their learning and explore topics of interest in greater depth. Through a partnership with Duke University, GSA also offers enrichment through BOOST, a program designed to support academic and personal growth for high-potential students.

The **AIG Coordinator** plays a key role in supporting gifted learners by helping design differentiated curriculum, providing professional development for teachers, and working directly with students through small group pull-out sessions. The Coordinator also ensures students have access to enrichment resources and facilitates collaboration among students with shared interests and strengths.

Classroom teachers collaborate with the AIG Coordinator to differentiate instruction, utilize flexible grouping and scheduling, and design enriching learning experiences for advanced learners. Their role is crucial in creating a classroom environment that supports both the academic challenge and personal growth of gifted and nurtured students.

Leadership at GSA, including the **Head of School and Assistant Head of School**, are actively involved in the AIG program. They serve on the AIG/Talent Development Team, monitor classroom implementation of differentiated practices, track the academic growth of AIG students (including performance on EOG assessments), and support school-wide opportunities for advanced learning

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*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

The AIG coordinator and the classroom teachers use a variety of instructional strategies to reach every student and to respond to their learning needs. The AIG coordinator, EC specialist, administration, Talent Development team work together to plan professional developments regarding instructional practices and differentiation. The AIG coordinator collaborates with classroom teachers to provide assistance with differentiation and enrichment. The AIG coordinator and Talent development Leadership Committee and Curriculum Coach will design/facilitate a curriculum that is enriching and will expand students' learning in the general education classroom and provide services to gifted students utilizing a variety of strategies.

Classroom teachers differentiate to support students' academic and social/emotional needs through curriculum compacting, higher order learning, flexible grouping, critical thinking, STEM/STEAM, U-STAR~PLUS, choice boards, tiered lessons, and technology.

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*** Practice C**

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

In order to appropriately challenge learners, it is imperative that GSA continues to identify, create, and use a variety of research-based resources to extend, enrich, and supplement the curriculum. The AIG coordinator and classroom teachers of advanced learners are encouraged to attend professional development opportunities and conferences focused on instructional resources that can be shared with other teachers. AIG coordinator and instructional leaders in the school research and identify instructional resources and materials. Resources will be made public on the GSA website. Professional development and training may accompany new resources and strategies to the staff before being utilized in the classroom.

*** Practice D**

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

All teachers integrate 21st century learning skills into daily content taught in the classroom. The skills focus on application of content to new situations, problem solving, creative thinking, and thinking critically. We are Global Scholars Academy and as a part of our vision, we teach our students to be globally aware.

Teachers teach and expect collaboration and communication among the students in our school. In AIG, these skills are modeled and facilitated by the AIG coordinator and Curriculum Coach in some of the instructional practices such as Socratic Seminar. The AIG coordinator will assist classroom teachers to integrate more units incorporating 21st century skills. Technology is a heavily used resource throughout GSA. Every classroom has access to interactive smartboards and every student has access to laptops or tablets.	* Practice E 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. At the start of each school year, Global Scholars Academy (GSA) ensures that all stakeholders are informed about the AIG program through structured communication and training. The AIG Coordinator/Gifted Specialist presents an overview of the program to school staff, including key information about gifted education legislation and regulations. Staff members receive an AIG Handbook for ongoing reference, and a companion presentation—tailored for both educators and families—explains the identification process, available supports, and overall program goals. This presentation is made available on the GSA website to ensure accessibility for all stakeholders. To support continued understanding and effective implementation, GSA provides professional development throughout the year. Training sessions are offered formally and through regular updates during staff meetings and Professional Learning Communities (PLCs). These efforts reinforce instructional strategies and ensure that AIG practices remain aligned with state guidelines and the school's vision. Clear roles and responsibilities help maintain a collaborative structure. The AIG Coordinator serves as the central liaison between stakeholders, overseeing program development, compliance, and teacher support. The Coordinator also provides instructional resources, attends PLCs to help integrate AIG strategies, and ensures alignment with both school policy and state requirements. School administrators work closely with the AIG Coordinator to offer professional development and equip teachers with tools to meet the needs of gifted students. They play a key role in fostering an inclusive school culture where advanced learners are supported. Teachers are essential partners in identifying and nurturing gifted students. They collaborate with the AIG Coordinator and the MTSS team to provide enrichment or intervention, advocate for students' needs, and serve as "talent scouts" by referring students who show high potential. Parents and guardians also play a vital role by communicating with educators, participating in DEP meetings, and supporting their child's learning at home. Students are encouraged to take ownership of their learning by engaging in goal-setting, contributing to their DEP, advocating for themselves, and fully participating in enrichment and classroom opportunities. By maintaining open communication and clearly defined responsibilities among all stakeholders, GSA creates a cohesive and supportive environment that fosters the academic and personal growth of gifted learners.
* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.	AIG Student Information, Records Management, and Transition Procedures

At the beginning of each school year, the AIG Coordinator/Gifted Specialist will provide each classroom teacher with the following:

- A list of gifted and/or nurtured students assigned to their classroom, including the area(s) in which each student is served
- A service schedule indicating when each student will receive AIG support during the school day

Teachers will be notified promptly of any changes in student identification status that occur throughout the year.

In each identified student's cumulative folder, a notification is included to alert the data manager that the student has a Differentiated Education Plan (DEP). All DEPs are securely stored with the student's cumulative records in a designated section.

When a student transfers to another school and a records request is received, the DEP will be transferred along with the rest of the student's cumulative file. The data manager or AIG Specialist will notify the AIG Coordinator/Gifted Specialist so a formal communication can be sent to the receiving school to ensure continuity of services.

During student enrollment, families are asked to indicate whether their child receives support as a Multilingual Learner (ML), is served through Exceptional Children (EC) services, or is identified as Academically or Intellectually Gifted (AIG). If a parent/guardian indicates AIG identification, the AIG Coordinator/Gifted Specialist will follow up to gather additional information and reach out to the student's previous school to request supporting documentation.

Each year, the AIG Coordinator/Gifted Specialist will review the cumulative folders of newly enrolled students to identify any incoming AIG documentation and ensure appropriate services are considered. Families new to GSA will be informed of available gifted services and next steps, as applicable.

For students who are twice-exceptional or receiving AIG services, the AIG Coordinator/Gifted Specialist will coordinate with sending and receiving schools during transitions to support a smooth handoff. Transition meetings will be held between grade levels and school spans to collaboratively develop or revise DEPs. These meetings will include school counselors, administrators, AIG Specialists, and classroom teachers to ensure that all stakeholders understand the student's needs and services moving forward.

*** Practice G**

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

Students in grades K-5 will receive differentiated instruction from their general classroom teachers. Enrichment opportunities will be provided to students who show mastery of new content. The AIG coordinator will work closely with these teachers to review students' data and create flexible groups for students that show outstanding potential academically, cognitively, socially, and emotionally. The AIG Coordinator will also assist in developing lessons and utilizing strategies and resources to meet the needs of these students. The teacher and the AIG Coordinator will closely monitor the students' needs and progress.

Students in grades 3 may be referred to gifted program as they show outstanding potential on formative and summative assessments and other non-traditional assessments such as performance based assessments, CogAT, portfolios, and observations.

*** Practice H**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

Intentional Nurturing of Potential in Grades K–3:

To support the early identification and development of gifted potential in students from kindergarten through third grade, Global Scholars Academy uses a variety of research-based curricula and instructional resources. These may include U-STARS~PLUS, PETS (Primary Education Thinking Skills), i-Ready, STEAM-based project learning, and collaborative problem-solving activities. These tools are selected to intentionally nurture high-potential students and promote critical thinking, creativity, and academic growth.

Students in grades K–3 are encouraged to express their ideas clearly, use textual evidence in their responses, and explain their thinking—particularly in math problem-solving. This practice supports early development of metacognition and communication skills, which are essential traits of gifted learners.

The AIG Coordinator/Gifted Specialist works closely with classroom teachers and instructional specialists to form small groups for enrichment and talent development. These groups are designed based on multiple data points and instructional observations. The AIG Coordinator attends PLCs throughout the year to review student performance data and help identify students who may benefit from enrichment beyond the core curriculum.

Data sources used to guide grouping and instructional decisions include, but are not limited to:

- Beginning-of-Grade (BOG) assessments
- i-Ready diagnostic results
- DIBELS assessments
- Running records
- EVAAS

The AIG Coordinator/Gifted Specialist also provides support to teachers in identifying student strengths and recognizing early indicators of giftedness. Teachers are encouraged to view students through a strengths-based lens, focusing on potential rather than just current achievement.

When supplemental materials such as choice boards or enrichment menus are developed, teachers are encouraged to make these available to any student demonstrating a need for more challenge—regardless of formal identification status. This inclusive approach allows more students to access opportunities for advanced thinking and problem-solving.

Ongoing collaboration between the AIG Coordinator and classroom teachers supports curriculum differentiation, instructional planning, and the implementation of best practices for students who are identified as gifted or show characteristics of high ability

*** Practice 1**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

Broadening Access to Advanced Learning Opportunities: Talent Development Through Extracurricular Enrichment

Global Scholars Academy is committed to promoting equity and excellence by expanding access to advanced learning opportunities for all students, particularly those identified as AIG or demonstrating high potential. Through a variety of talent development strategies—including frontloading and targeted enrichment in grades 4–8, we strive to cultivate academic, social-emotional, and leadership skills while fostering critical thinking, creativity, perseverance, and collaboration.

To ensure equitable access, we intentionally design extracurricular programs, competitions, and service activities that provide meaningful opportunities for students from diverse backgrounds to explore and grow their talents beyond the classroom. These opportunities support students' engagement in real-world learning experiences and help nurture college and career readiness.

Extracurricular and Enrichment Opportunities may include, but are not limited to:

- Advanced Learning Labs – A collaborative initiative between NCDPI and AIG educators across the state to provide extended learning opportunities
- Odyssey of the Mind (OOTM) – A creative problem-solving competition that builds teamwork, innovation, and perseverance
- Academic Competitions – Including Battle of the Books, Spelling Bee, and Geography Bee to strengthen literacy, memory, and global awareness
- STEAM/STEM Initiatives – Science Olympiad, robotics, and inquiry-based learning projects
- Science Fairs – To promote research, experimentation, and public presentation skills
- Journalism and Writing Opportunities – Involvement in the school newspaper, yearbook, or creative writing projects
- Clubs and Interest Groups – Academic, arts-based, and service-oriented clubs that align with students' passions and strengths

These offerings vary by grade level and availability of staff sponsors, but all are designed to be inclusive and developmentally appropriate, ensuring that AIG students—and those with emerging potential—have ongoing access to challenging and engaging experiences.

In addition, Global Scholars Academy will partner with regional colleges, universities, museums, and educational foundations to connect students with high-quality outreach programs. These partnerships provide authentic learning experiences, exposure to advanced content, and opportunities to explore future academic and career paths in real-world settings.

By cultivating a mindset of growth and opportunity and eliminating barriers to participation, we ensure that all students—especially those from underrepresented groups—are encouraged, supported, and empowered to reach their full potential

*** Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

Extended Learning and Enrichment Opportunities at Global Scholars Academy

At Global Scholars Academy, we believe in nurturing the whole child by providing a wide range of enrichment experiences that extend learning beyond the traditional classroom. Through the support of the 21st Century Community Learning Center (21st CCLC) grant, students have access to numerous after-school programs and clubs designed to help them discover new interests, build critical life skills, and foster a love for lifelong learning.

Our after-school offerings are diverse, intentionally inclusive, and aligned with student interests and needs. Some of the clubs and enrichment activities currently available include:

- Chess Club
- Leadership Club

- Art Club
- Math Club
- Drama
- Coding and Robotics
- Cooking Club
- Yoga and Mindfulness
- Community Service Club
- Dance and Music
- Sports Activities (e.g., soccer, basketball, football)
- STEAM (Science, Technology, Engineering, Arts, and Math)
- Theater Arts and Performance
- Photography and Digital Editing
- Life Skills and Personal Development
- Rocket Pals Mentorship Program
- Art Exploration and Production

Students also have opportunities to participate in competitive athletics such as basketball, football, and soccer, cheerleading

These clubs provide opportunities for exploration, collaboration, and personal growth. They also help students develop skills in problem-solving, communication, creativity, and perseverance—traits essential for future academic and career success.

Equity and Access for Gifted Learners

These extended learning options are available to all students, with an emphasis on ensuring equitable access for our gifted and high-potential learners. By offering diverse pathways for exploration, creativity, and leadership, we support students in discovering their passions and talents while equipping them with skills they can carry into high school, college, and beyond.

At Global Scholars Academy, we are committed to providing meaningful, real-world learning experiences that promote academic excellence, personal growth, and lifelong curiosity.

*** Ideas for Strengthening the Standard**

1. Strengthen AIG Service Delivery Within MTSS:

- Develop a range of service delivery options that vary in duration and intensity to meet the diverse needs of gifted and nurtured students within the MTSS framework.
 - Provide dedicated time for AIG personnel to plan and discuss the delivery of differentiated instruction and services.
 - Ensure ongoing collaboration between AIG staff and key stakeholders to support consistent implementation across all grade levels.
2. Build Staff Capacity and Awareness:
- Offer a session to familiarize GSA staff with the AIG plan's key components.
 - Share clear information with staff at the beginning of each school year regarding the identification process for AIG students.

Planned Sources of Evidence

* Consent Form For AIG/Nurturing Services	
* Planning Agenda	
* Other evidences to include: AIG service logs documenting student participation	
* Teacher and Stakeholders Survey	

Type	Documents	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A		 AIG/Nurturing Consent Form  Talent Development/Nurture Team Agenda  Teacher/Stakeholders Survey

Standard 3: Differentiated Curriculum and Instruction

Global Scholars Academy (32M) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

All educators at Global Scholars Academy are expected to plan instruction based on the North Carolina Standard Course of Study (NCSCOS) and differentiate instructional content, process, and products according to student readiness, interests, and learning profiles. Effective differentiation for gifted students is a collaborative process between all educators - AIG Coordinator, classroom teachers, and other support staff (e.g. English Learner (ESL) or Exceptional Children's teachers, (EC), etc.). At all grade levels, the role of classroom teachers in differentiating the curriculum for gifted learners is to provide opportunities within the regular classroom for gifted students to build on content they have already mastered by exploring it in new ways, applying it to new contexts, or moving ahead to new concepts.

Differentiation Expectations at Global Scholars Academy

At Global Scholars Academy, all educators are expected to plan instruction aligned with the North Carolina Standard Course of Study (NCSCOS) while differentiating content, process, and products to meet the unique needs of students. This differentiation is based on three key student characteristics: readiness, interests, and learning profiles. The goal is to ensure that every student, especially those identified as academically or intellectually gifted (AIG), receives instruction that is both appropriate and challenging.

Effective differentiation is a collaborative effort that involves classroom teachers, the AIG Coordinator, and other support staff, such as ESL and Exceptional Children (EC) teachers. Together, these educators ensure that gifted students are given opportunities to build on content they have already mastered, explore material in new and complex ways, apply their knowledge to novel contexts, and advance to more sophisticated concepts as needed.

To implement differentiation effectively, teachers are encouraged to use a variety of research-based strategies. These include flexible grouping based on student ability or interests, the use of high-level texts and multimedia resources, and the design of rigorous, open-ended assignments. Assignments may include tiered tasks as well as problem-based or project-based learning opportunities, all intended to foster deeper thinking and student ownership of learning.

Differentiation is tailored to each grade span. In grades K–2, students engage in extension, enrichment, and acceleration activities that are often presented through choice boards created by classroom teachers or the gifted specialist. Teachers may also use curriculum-based acceleration tools, such as those from Houghton Mifflin Harcourt (HMH). Students are grouped by ability when working on these tasks, and personalized learning is supported through the use of technology programs like iReady for reading and math.

In grades 3–5, differentiation is enhanced through the integration of Depth and Complexity Icons, which encourage students to engage more deeply with the curriculum. Teachers continue to offer choice boards and pretest students to determine readiness for curriculum compacting—students who demonstrate 80% or higher mastery may skip repetitive content and instead pursue deeper content explorations or STEM-based projects. Students are grouped with peers working at similar academic levels, and interdisciplinary units tied to the NCSCOS provide further enrichment. Technology continues to play a key role through iReady, and the AIG Coordinator/Gifted Specialist supports students with project-based and interdisciplinary learning throughout the school year.

In grades 6–8, gifted students may qualify for honors courses, including those offered through the North Carolina Virtual Public School (NCVPS), based on their End-of-Grade (EOG) scores and identified areas of giftedness. Instruction in these classes incorporates Depth and Complexity Icons, Paideia Seminars, and extension components of the curriculum as appropriate. Personalized instruction is maintained through iReady, while the AIG Coordinator/Gifted Specialist provides additional opportunities for acceleration and enrichment through interdisciplinary and project-based learning.

To ensure consistent and effective differentiation, the AIG Coordinator/Gifted Specialist meets regularly with teachers during common planning time. These meetings focus on reviewing student data, forming flexible student groups, and implementing strategies such as curriculum compacting. The coordinator also provides valuable resources through the AIG Teacher Handbook and offers direct support by co-teaching in classrooms when appropriate. This collaborative and data-driven approach helps ensure that gifted learners receive instruction that meets their academic and intellectual needs across all grade levels.

*** Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

To effectively meet the diverse learning needs of academically and intellectually gifted (AIG) students in grades K–8, Global Scholars Academy (GSA) is committed to a responsive, student-centered approach that leverages each learner's abilities, readiness, and interests. The foundation of this approach begins with understanding students deeply. Teachers use a variety of data sources—including identification tools, classroom performance, End-of-Grade (EOG) assessments, and diagnostic platforms such as iReady—to identify each student's areas of strength and academic readiness. Interest inventories and student surveys are also used to gather insight into personal passions and learning preferences, helping guide instructional planning.

Differentiation plays a central role in addressing student variability. Teachers tailor content by offering materials at varying complexity levels, such as above-grade-level texts or advanced math tasks. Instructional processes are adapted through flexible strategies like tiered assignments, learning centers, and small group instruction. In turn, students are given opportunities to express their learning in diverse ways, from choice-based projects and multimedia presentations to real-world applications that connect classroom learning to authentic contexts.

To avoid redundancy and maximize instructional time, GSA implements curriculum compacting. Through pre-assessments, teachers identify content students have already mastered, allowing them to streamline instruction and eliminate repetition. Time saved is redirected toward enrichment, acceleration, or interest-based learning, such as interdisciplinary units or STEM/STEAM challenges that extend thinking and foster deeper engagement.

A key instructional framework used at GSA is the Depth and Complexity model. By incorporating Depth and Complexity Icons into lessons, teachers help students explore content beyond surface-level understanding. This includes examining multiple perspectives, making cross-disciplinary connections, and exploring ethical implications, all of which promote critical thinking and analytical reasoning.

Project-based and inquiry-based learning also support gifted students in exploring topics that align with their interests. Through opportunities such as Genius Hour/Passion Pursuit, independent research, and real-world problem-solving projects, students develop independence, creativity, and a deeper understanding of complex issues.

Technology further supports personalization by enabling students to work at their own pace and explore topics through various digital tools. Adaptive platforms like iReady are used to tailor content delivery and pacing, while other technologies—including coding tools, virtual labs, and multimedia resources—provide access to enriched and interactive learning experiences.

Collaboration is essential to the success of this model. Teachers partner with the AIG Coordinator/Gifted Specialist to design and implement enrichment opportunities, co-teach, and ensure all strategies align with the North Carolina Standard Course of Study. This ongoing partnership strengthens the instructional framework and ensures fidelity in differentiation for gifted learners.

Finally, reflection and adjustment are key components of this dynamic process. Teachers consistently revisit student data, monitor progress, and gather feedback to refine strategies. As students grow and their needs or interests shift, instruction is adapted accordingly to maintain challenge, relevance, and

engagement throughout their academic journey.

This comprehensive and evolving approach ensures that AIG students at GSA are supported in a way that maximizes their potential, nurtures their interests, and prepares them for deeper learning and long-term academic success.

*** Practice C**

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

Global Scholars Academy (GSA) is dedicated to meeting the unique academic, intellectual, and social-emotional needs of its K–8 academically and intellectually gifted (AIG) students through the intentional integration of evidence-based resources. Central to this commitment is the collaboration between the AIG Coordinator/Gifted Specialist and classroom teachers. Together, they ensure these resources are woven into everyday instruction in meaningful ways. This process includes providing professional development on best practices for differentiation, offering ongoing coaching and support, and equipping educators with effective strategies and tools that align with research-based approaches to gifted education.

In grades K–2, instruction is designed to nurture foundational academic and intellectual skills while introducing enrichment and extension opportunities. Differentiated choice boards offer tiered activities in reading and math that align with the North Carolina Standard Course of Study (NCSCOS) and are tailored to student readiness. Learning centers serve as rotation stations for early finishers and focus on higher-order thinking through logic puzzles, creative writing, and hands-on STEM/STEAM kits. Technology tools such as iReady, Raz-Kids, DreamBox, and U-Stars-Plus are used to deliver personalized instruction based on individual student performance. To support social-emotional development in these early grades, teachers incorporate daily morning meetings with a social-emotional learning (SEL) focus, often using picture books like *The Most Magnificent Thing* or *Beautiful Oops* to promote perseverance and growth mindset. Mindfulness activities, such as brief breathing exercises or the use of calm-down corners, help students regulate emotions. Group projects also play a key role in developing empathy and collaboration skills.

In grades 3–5, the academic focus expands through deeper curriculum engagement and greater student autonomy. Depth and Complexity Icons are integrated into literacy tasks to promote analytical thinking, perspective-taking, and text-to-world connections. Teachers implement curriculum compacting by pre-assessing math and ELA content, allowing students who demonstrate mastery to engage in project-based learning or advanced assignments instead. Project-based and problem-based learning (PBL) gives students opportunities to explore real-world topics, such as designing solutions for environmental challenges or participating in an inventors' fair. Social-emotional growth is fostered through literature circles that feature books like *Fish in a Tree* or *Wonder*, which explore themes of identity, difference, and inclusion. Goal-setting journals encourage students to track academic progress and reflect on their emotional growth, while peer mentorship or buddy programs help build leadership, empathy, and cooperation.

In grades 6–8, students are offered increased academic rigor and independence. Honors and enriched courses are available and incorporate discussion-based strategies like Paideia Seminars and Socratic circles to promote higher-level thinking. Students may also take Advanced Placement (AP) courses through the North Carolina Virtual Public School (NCVPS). Independent study and passion projects give students choice and voice in their learning, allowing them to pursue topics of personal interest, conduct research, and present their findings. Interdisciplinary units bring together concepts from literature, history, and science, often organized around themes such as innovation, justice, or change. To support the unique social-emotional needs of middle school gifted learners, GSA offers structured discussion groups that address common challenges like perfectionism, peer dynamics, and academic pressure. Reflection journals provide a space for emotional exploration and goal setting, while regular check-ins with school counselors offer additional support for managing stress and navigating social complexities.

To support this work, GSA draws on a range of evidence-based academic and SEL resources. Academic tools include iReady, Depth and Complexity Icons, the Paideia Program, MENSA for Kids materials, and Houghton Mifflin Harcourt (HMH) enrichment tasks. Social-emotional resources are equally robust and include the Zones of Regulation, the CASEL framework, the MindUP curriculum, and the use of bibliotherapy through curated books that address the emotional lives of gifted learners.

Through this comprehensive, grade-specific implementation plan, GSA ensures that AIG students receive instruction and support that is rigorous, responsive, and rooted in research. This approach not only nurtures their academic talents but also promotes the social-emotional resilience they need to thrive both in school and beyond.	* Practice D Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.
Developing Durable Skills for Post-Secondary Success At Global Scholars Academy (GSA), we are committed to preparing AIG students for long-term academic and personal success by equipping them with essential 21st-century skills. These durable skills include adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility. These competencies are intentionally embedded into the curriculum, enrichment programs, and extracurricular activities across grades K–8, allowing students to apply them in both academic contexts and real-world experiences. Beginning in kindergarten, students engage in problem- and project-based learning experiences that gradually increase in depth and complexity each year. These inquiry-driven projects encourage students to think critically and creatively, collaborate with peers, take personal responsibility for their learning, and solve real-world problems. These activities are carefully designed to cultivate durable skills in meaningful, age-appropriate ways throughout a student's academic journey. Strategic grouping is also a key instructional approach used across grade levels. Teachers utilize varied group configurations to encourage teamwork, leadership, and adaptability. AIG students work collaboratively with peers in both structured academic tasks and open-ended problem-solving challenges, promoting effective communication and the ability to work within diverse teams. To support continuous growth, students receive targeted feedback on their development of durable skills. This feedback is used to help students set annual personal growth goals, which are documented in their Differentiated Education Plan (DEP). The goal-setting and reflection process encourages students to adopt a learner's mindset and take ownership of their academic and personal development. GSA also provides a wide range of academic and extracurricular opportunities that reinforce the development of durable skills. AIG students participate in school-based and extracurricular clubs and competitions that emphasize leadership, teamwork, and analytical thinking. In addition, community partnerships with local organizations offer mentorships and service learning opportunities, giving students real-world contexts to apply their skills and engage in authentic learning experiences beyond the classroom. Discussion-based learning activities, such as Socratic Seminars and book studies, further support the development of communication, empathy, and critical thinking. These rich dialogues challenge students to articulate their ideas, listen actively, and consider multiple perspectives. In both classroom and enrichment settings, board and card games are used to foster strategic thinking, social-emotional growth, and resilience through cooperative and competitive play. By embedding these durable skills into all areas of student life—academic, social, and extracurricular—GSA ensures that AIG students are well-prepared for success in higher education and beyond. Our focus on real-world application, collaboration, and self-reflection empowers students to become adaptive, thoughtful, and responsible individuals ready to meet future challenges with confidence	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Global Scholars Academy (GSA) employs an ongoing assessment process—both formative and summative—to differentiate classroom curriculum and instruction, ensuring that AIG students receive appropriately challenging and personalized learning experiences. Through the consistent analysis of diverse data sources and collaborative reflection among educators, instruction is continually adjusted to meet the evolving needs of advanced learners. In the elementary grades (K–5), teachers and AIG specialists use multiple assessment tools to guide differentiation. These include End-of-Grade (EOG) data from the previous school year, DIBELS for reading fluency and comprehension, iReady diagnostics for math, NC Check-Ins as state benchmarks, CommonLit for reading comprehension, quarterly math tests, and other common formative assessments. For students in grades 6–8, data sources expand to include universal screeners for math and reading, previous EOG or End-of-Course (EOC) scores, NC Check-Ins, common formative assessments (CFAs), and digital resources such as IXL, Quizizz, DeltaMath, CommonLit, and NewsELA. These tools provide educators with a comprehensive understanding of each student's strengths, needs, and readiness levels. Assessment data is reviewed systematically through quarterly Data Team and MTSS (Multi-Tiered System of Supports) meetings. During these sessions, teachers, administrators, instructional coaches, and district-level staff analyze student performance data to inform instructional decisions. These discussions help identify students who would benefit from acceleration, enrichment, or additional support, allowing for instructional plans to be tailored to growth trends and performance gaps. In addition to quarterly reviews, teachers use formative assessments on an ongoing basis—daily and weekly—to monitor student progress and inform immediate instructional adjustments. The frequent use of CFAs and informal checks for understanding enables educators to implement flexible grouping, provide targeted interventions, and offer enrichment opportunities within the classroom setting. By embedding continuous assessment and reflective instructional planning into its teaching practices, GSA ensures that AIG students receive instruction that is responsive, challenging, and aligned with their individual learning trajectories. This data-driven approach supports both the academic growth and intellectual development of gifted learners, helping them thrive in a dynamic and rigorous learning environment.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. At Global Scholars Academy (GSA), ongoing assessment plays a vital role in differentiating curriculum and instruction for AIG students. Both formative and summative assessments are intentionally used throughout the school year to ensure that gifted learners are provided with appropriate challenges and targeted support. This approach allows instruction to be continually adjusted based on each student's academic progress and learning needs. At the beginning of the school year, teachers receive training in Professional Learning Communities (PLCs) to analyze a variety of data sources and understand how this information should inform instructional planning. Key assessments used throughout the year include End-of-Grade (EOG) scores, MClass assessments for literacy, iReady diagnostics, and classroom-based benchmark assessments and NC Check-Ins. These assessments are strategically administered at multiple points in the academic year to monitor student growth and identify areas where differentiation is needed. The use of assessment data is central to instructional decision-making at GSA. The AIG Coordinator/Gifted Specialist actively participates in PLCs throughout the year to engage in data-driven discussions around student performance. These meetings focus on identifying gifted students' needs, designing flexible grouping strategies, and creating more advanced learning opportunities based on the data reviewed. Teachers use state and classroom assessments to identify students' strengths and areas for growth in both reading and math. This allows for intentional grouping and the development of tailored lessons that address specific learning goals. In addition to classroom-level decision-making, the AIG Coordinator/Gifted Specialist analyzes growth data from tools such as iReady to determine whether students require enrichment, intervention, or acceleration. This data helps shape individualized learning pathways for AIG students and ensures that they are appropriately challenged throughout the school year.
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Collaboration is a key component of this process. The AIG Coordinator/Gifted Specialist works closely with general education teachers to review student progress, discuss instructional strategies, and align pacing and scaffolding to support student achievement. These ongoing conversations help ensure that instructional practices are responsive to student data and promote meaningful growth for gifted learners across all grade levels.

*** Ideas for Strengthening the Standard**

- Design and implement concept-based units at each grade level that consistently include opportunities for enrichment and academic extension.
- Tailor instructional strategies to align with students' individual strengths and areas of gifted identification to better support their academic growth.
- Create curriculum guides and maps that highlight the use of evidence-based instructional resources aligned with GSA's teaching framework.
- Strengthen collaboration with student support services to ensure the social and emotional needs of gifted learners are addressed through coordinated strategies.
- Develop age-appropriate instructional units that respond to students' social and emotional development, for example, a lesson on understanding giftedness for students newly identified for AIG services.
- Continue to grow and diversify GSA's collection of AIG-focused bibliotherapy resources to support both classroom instruction and student well-being.
- Expand access to resources that assist teachers, families, and students in meeting the needs of twice-exceptional and multilingual learners.
- Promote interdisciplinary learning by designing integrated curriculum units that span grade levels and content areas.
- Incorporate real-world, hands-on learning experiences such as robotics, Model UN, or geocaching to foster engagement and critical thinking.
- Build partnerships with local organizations through service learning initiatives.

Planned Sources of Evidence

* PLC Agenda

* AIG Booster Shots

* Sample Learning Module-Concept/Problem/Project Based

Documents		
Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 PLC Agenda  AIG Booster Shots  Learning Module-Concept/Problem/Project Based-Water

Standard 4: Personnel and Professional Development	
Global Scholars Academy (32M) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	<i>The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.</i> * Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. At Global Scholars Academy (GSA), a small and dynamic school environment means that staff often fulfill multiple responsibilities. The school's program for gifted learners is led by a highly qualified AIG-licensed teacher who brings a broad range of experience from working with gifted students in both elementary and middle school settings. This AIG Coordinator plays a vital role in designing, managing, and improving the gifted education program at GSA. The responsibilities of the AIG Coordinator are multifaceted and comprehensive. A primary function includes overseeing the screening, referral, and identification processes for academically and intellectually gifted students. This involves maintaining accurate documentation of identification evidence and the services provided, as well as meeting with parents, guardians, and other stakeholders to develop Differentiated Education Plans (DEPs) for each identified student. The coordinator also facilitates Talent Development Team meetings at least three times per year, ensuring consistent review and support for gifted learners. Leadership is another key component of the AIG Coordinator's role. They are responsible for supporting the academic and social-emotional needs of K–8 gifted students by monitoring and implementing program services and advocating for gifted learners during grade-level Professional Learning Community (PLC) meetings and school-wide leadership meetings. This advocacy ensures that the needs of AIG students are consistently met across all classrooms and grade levels. Professional development is a strong priority for the coordinator. They participate in ongoing learning through regional, charter, and state-level NCDPI meetings to stay informed on best practices in gifted education. In turn, they provide relevant training and resources to instructional staff at GSA, equipping teachers with tools to effectively serve advanced learners. The AIG Coordinator also plays a central role in developing, monitoring, and evaluating the school's local AIG plan to ensure that services remain aligned with state requirements and student needs. Family and community engagement is another essential part of the coordinator's work. They build partnerships with parents and community stakeholders to strengthen support for the AIG program. These relationships help extend learning beyond the classroom and increase awareness of gifted education within the broader school community. Collaboration is a cornerstone of the coordinator's effectiveness. They attend school-based meetings such as Multi-Tiered System of Support (MTSS) and Exceptional Children (EC) meetings to ensure that AIG students' needs are addressed within all aspects of school programming. Additionally, the coordinator works closely with the English Language Learner (ELL) Coordinator and EC Lead to promote equitable identification and services for all student populations. To promote consistency and clarity, the AIG Coordinator also develops and distributes an AIG Staff Handbook. This resource outlines the specialist's role, program goals, and provides tools aligned with the school's local AIG plan. By clearly defining responsibilities and expectations, the handbook supports schoolwide understanding and implementation of effective gifted services. Finally, the AIG Coordinator collaborates with other district leaders to align goals, share insights, and improve outcomes for gifted learners. Their presence on the MTSS team ensures that the AIG program is fully integrated into the school's overall framework for student support. Through this collaborative and strategic approach, GSA is able to maintain a high-quality, responsive program that empowers gifted learners to thrive

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

At Global Scholars Academy (GSA), the AIG program is led by a single AIG Coordinator who also serves as the gifted specialist, supporting students in grades K–8. This dual-role position is essential to the implementation and success of GSA's services for academically and intellectually gifted learners. The AIG Coordinator/Gifted Specialist is responsible for a wide range of duties, all aimed at identifying, serving, and supporting advanced learners both academically and emotionally.

Among the coordinator's key responsibilities is assisting in the identification and assessment process for potential AIG students and helping determine appropriate placement. The coordinator works closely with teachers by providing coaching in best instructional practices for gifted education, offering professional development on differentiation strategies, and supporting lesson planning to ensure that instruction is aligned with the needs of gifted learners. Direct student services are also a significant component of the role, including leading small pull-out groups, providing in-class push-in support, and designing enrichment experiences such as passion projects and problem-based learning opportunities tailored to individual students' strengths and interests.

Academically, the AIG Coordinator/Gifted Specialist facilitates curriculum compacting and subject-specific acceleration for students who have already demonstrated mastery. They work collaboratively with grade-level Professional Learning Communities (PLCs) to review assessment data and assist in flexible grouping for instruction, particularly in reading and math. These instructional adjustments are made with the goal of providing targeted challenge and depth for AIG students.

Beyond academic instruction, the coordinator is committed to supporting the social and emotional development of gifted learners. This includes working with parents and guardians to gather information for students' Differentiated Education Plans (DEPs), sharing relevant resources on GSA's website, and partnering with teachers and school staff to address social or emotional needs based on observations or concerns raised by families. The coordinator acts as a bridge between home and school, ensuring that the whole child is supported.

To stay current with the latest research and strategies in gifted education, the AIG Coordinator/Gifted Specialist actively engages in professional learning. This includes reading educational articles and books, attending state and national conferences such as the North Carolina Association for the Gifted and Talented (NCAGT), and participating in webinars led by experts in the field. The coordinator also utilizes resources provided by the North Carolina Department of Public Instruction (NCDPI), including honors training materials and state-level guidance documents.

Collaboration with other gifted education professionals is another important aspect of the role. The coordinator attends regional meetings, NCDPI institutes, and charter-specific gatherings to exchange ideas and gather feedback about GSA's AIG program. When necessary, they reach out to peers in other districts for advice and insight into effective program design and implementation.

In addition to providing direct services and professional support, the AIG Coordinator/Gifted Specialist actively promotes ongoing professional development opportunities for the broader instructional staff. This includes sharing webinars and trainings from outside institutions focused on gifted education. The coordinator also ensures that GSA's Talent Development Team stays informed about statewide initiatives and changes in policy or practice that affect gifted programming and advanced learners.

Through this comprehensive approach—spanning academic instruction, professional learning, family engagement, and statewide collaboration—GSA's AIG Coordinator/Gifted Specialist plays a pivotal role in ensuring that gifted students receive the support and challenge they need to thrive.

*** Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom

teachers, instructional specialists, student services personnel, and school administrators.

GSA is committed to providing meaningful and comprehensive professional development (PD) for all personnel involved in Academically or Intellectually Gifted (AIG) services. As part of its broader strategic goal to recruit, develop, and retain high-quality educators, GSA integrates AIG-focused training into its existing PD structures while also offering specialized learning experiences tailored to the distinct responsibilities of different staff roles. This multi-layered approach ensures that all educators are equipped to support and challenge gifted learners effectively.

Professional development is embedded into the school year through required workdays, with at least three days annually dedicated specifically to professional learning. During these PD days, staff can choose from a variety of session topics, allowing them to personalize their development based on individual interests and classroom needs. One consistently featured session category is "Meeting the Needs of Unique Learners," which includes targeted offerings focused on AIG strategies. Beyond these days, GSA supplements professional learning through staff meetings and after-school sessions, including training on identifying giftedness in underrepresented populations. Educators are also encouraged to pursue conferences, webinars, and online courses as resources and funding allow.

Classroom teachers benefit from a structured four-course AIG training series that includes: What is Giftedness?, Designing and Differentiating Curriculum, The Social and Emotional Needs of Gifted Students, and Creativity in the Classroom. These courses, overseen and assessed by AIG specialists, are offered both asynchronously online and synchronously in person to provide flexible access. On designated PD days, teachers may select AIG-related sessions such as questioning strategies, problem-based learning, and DPI-endorsed "Booster Shots." Additionally, teachers have opportunities to co-teach or engage in coaching cycles with AIG specialists to refine their differentiation practices in real-time.

Instructional specialists, particularly those in AIG roles, attend professional conferences each fall and spring to stay current on effective strategies for supporting gifted learners. This continued exposure helps them provide up-to-date and impactful guidance to classroom teachers.

Student services personnel, including school counselors, also play a vital role in supporting gifted students. The counselor at GSA receives training in the school's social-emotional learning (SEL) curriculum and collaborates with PLCs to address student mental health concerns. The AIG coordinator works in tandem with the EC facilitator to deliver targeted training on topics such as supporting the social-emotional needs of gifted students and identifying and addressing the needs of twice-exceptional (2e) learners.

School administrators participate in ongoing professional development aligned with the district's strategic priorities. During district-wide PD days, they choose sessions relevant to their leadership roles, and monthly Principal Team meetings often include discussions about serving diverse student populations, including those identified as AIG. Administrators are also invited to attend the NC Association for the Gifted and Talented (NCA GT) conference, with the expectation that they share key takeaways with their leadership teams and school staff.

Through intentional integration of AIG-focused training into broader PD systems and the provision of role-specific learning opportunities, GSA ensures that all educators—teachers, specialists, counselors, and administrators—are prepared to meet the needs of gifted learners. This commitment reflects GSA's dedication to excellence in education and equity in gifted services.

*** 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.

At GSA, the AIG Coordinator/Gifted Specialist works closely with school administration to evaluate the staffing needs required to effectively serve gifted students in grades K–8. This collaboration ensures that instructional decisions are intentional and aligned with the needs of AIG-identified learners, taking into account both the number of students and the qualifications of available personnel.

A clearly defined process guides the formation of classes that include clusters of AIG students. The AIG specialist compiles and shares a list of identified students who are eligible to be grouped in gifted clusters or served through push-in or pullout models. These students are assigned to teachers who are either

AIG-certified or endorsed, ensuring they receive appropriately differentiated instruction. Principals play a key role in this placement process by reviewing and confirming student assignments through the Master Student Schedule Checklist, ensuring that gifted students are placed in settings where their academic needs can be met. In cases where a teacher who is not yet AIG-certified must be assigned to an AIG cluster, the AIG specialist provides targeted support to maintain instructional quality. This support includes regular meetings and opportunities for co-teaching, offering the teacher real-time guidance and resources to ensure that the needs of gifted students are effectively addressed despite certification status. Through this responsive approach, GSA upholds its commitment to providing high-quality instruction for all gifted learners	* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. The AIG Coordinator/Gifted Specialist at Global Scholars Academy (GSA) plays a key role in both the recruitment and retention of educators equipped to meet the needs of gifted and advanced learners. In collaboration with school administration, the Coordinator participates in staffing discussions and helps shape the interview process by contributing questions designed to assess a candidate's understanding of gifted education. These questions aim to ensure that new hires are not only qualified but also prepared to support the academic and social-emotional needs of high-achieving students. To further support the development of AIG-qualified staff, the AIG Coordinator actively builds partnerships with higher education institutions such as North Carolina Central University, UNC, and Duke University. These institutions are invited to speak with GSA teaching staff about available coursework that can lead to an add-on AIG licensure. For teachers expressing interest in pursuing this certification, the AIG Coordinator provides detailed guidance and resources to help them enroll in and complete the necessary coursework. In an effort to retain AIG-licensed teachers, GSA is exploring the implementation of a teacher commitment agreement. Under this agreement, educators who receive funding from GSA to earn their AIG add-on licensure would commit to continuing their service at the school for a designated period. This strategy not only ensures continuity of high-quality instruction for gifted students but also reinforces GSA's investment in the professional growth of its educators.	* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Achieving equity and excellence in gifted education begins with sustained professional learning for teachers, administrators, and staff. This ongoing effort ensures all students have fair access to gifted services and the support needed to reach their full potential. A vital part of this work includes being transparent about the demographics of identified gifted students and addressing any disparities, as emphasized in Standard 6. To advance these goals, GSA will provide a broad range of professional development opportunities centered on equity in gifted education. Professional learning for AIG (Academically or Intellectually Gifted) staff and leaders is foundational to this effort. Members of the Talent Development Team regularly engage in deepening their understanding of equity through state-led Department Of Public Education (DPI) trainings, including a review of the Call to Action and Guidebook 2.0. They will also participate in book studies such as Empowering Underrepresented Gifted Students by Joy Lawson Davis and Deb Douglas, along with exploring research-based articles that emphasize best practices for identifying and supporting diverse gifted learners. The AIG Coordinator plays a critical role in disseminating key insights from these resources to GSA leaders and administrators, keeping equity considerations at the forefront of strategic decisions. In addition to leadership development, GSA prioritizes equipping teachers and school staff with the tools they need to identify and nurture giftedness in all students. AIG specialists will lead targeted professional development sessions during PLCs, staff meetings, and GSA PD days. These sessions will focus on
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recognizing and supporting gifted learners from traditionally underrepresented populations, providing teachers and support staff with practical, inclusive strategies. To promote ongoing awareness, GSA will include brief, equity-focused information in staff newsletters. These will highlight how giftedness can appear in often-overlooked students, such as twice-exceptional learners, multilingual students, those from diverse or low-income backgrounds, underachievers, and creative thinkers. Through these coordinated efforts—ongoing professional learning, embedded equity practices, and intentional leadership engagement—GSA will remain steadfast in its commitment to ensuring that all gifted students, regardless of their background, are seen, supported, and given the opportunity to thrive.	* Practice G Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning. To ensure gifted education is thoughtfully integrated into the broader instructional framework at GSA, the AIG Coordinator/Gifted Specialist plays an active and collaborative role across multiple areas of the school community. Rather than operating in isolation, the AIG leader works closely with the administrative team, including the ML/ELL and EC leads, MTSS facilitators, and other key stakeholders, to ensure gifted learners are considered in schoolwide decisions. This includes participating on committees such as the School Improvement Team (SIT), MTSS, the Beginning Teacher Support Program (BTSP), and the STEAM Committee. Through these partnerships, the AIG Coordinator helps shape a school culture that is inclusive of gifted learners, particularly those who may also be multilingual or have exceptional needs. A significant part of this work involves advocating for the social and emotional well-being of gifted students. The AIG Coordinator collaborates with school leaders to design responsive strategies that support the whole child, recognizing that academic advancement must be accompanied by emotional and psychological growth. In addition, professional development is used as a tool to raise awareness and build teacher capacity. Topics range from identifying giftedness in underrepresented populations to differentiating instruction and supporting twice-exceptional learners. These sessions are strategically aligned with existing school systems and delivered during established professional learning times, such as PLCs, early release days, and designated PD days. Aligning the needs of gifted students with the School Improvement Plan is another core responsibility of the AIG Coordinator. By actively contributing to the development of schoolwide goals, the coordinator ensures that gifted education remains visible and integrated into broader academic planning. Local AIG program goals are shaped with input from these discussions and aligned with targeted professional development to support their implementation. Professional learning is also enhanced through the use of DPI's Booster Shots—short, focused modules designed to deepen understanding of gifted education. The AIG Coordinator monitors staff engagement with these resources and works with the Head of School to identify effective instructional strategies that can be implemented across classrooms. Teachers and Talent Development Team members are regularly informed about upcoming training opportunities, reinforcing a culture of continuous growth and shared responsibility for meeting the needs of gifted learners.
* Ideas for Strengthening the Standard ▪ Build a strong, sustainable support system for the AIG program that promotes effective leadership and ongoing growth, with consideration for the dual responsibilities held by the AIG Coordinator/Gifted Specialist. ▪ Explore scheduling options that allow for dedicated professional development time, including workdays or planning sessions, to strengthen the skills needed in the AIG specialist role.	

- Encourage and assist teachers and instructional staff in obtaining their AIG add-on licensure.
- Collect and analyze relevant data to develop an annual needs assessment that informs AIG program goals and resource allocation.
- Create structured opportunities for collaboration between AIG staff and classroom teachers, emphasizing modeling and coaching on effective differentiation practices.
- Consider ways GSA can support educators pursuing AIG licensure.
- Evaluate the potential for establishing a teacher commitment agreement tied to GSA funded AIG licensure support

Planned Sources of Evidence

*	AIG Program Outline	
*	Professional Development sign-in	
*	Professional development agendas	
*	Meeting agendas and minutes	
*	Attendance roster of meetings	
*	Professional Development Given to Teachers/sign-in	

Type	Documents	Document Template	Document/Link
AIG Standard 4 Additional Resources		N/A	 AIG Presentation For PLC Slideshow

Standard 5: Partnerships	Global Scholars Academy (32M) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 5: Partnerships <i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.
To meet the standard of ensuring meaningful and ongoing stakeholder participation in the planning and implementation of the local AIG program, GSA is committed to fostering strong family, community, and business partnerships. These efforts are embedded throughout the school year and are designed to promote collaboration, increase engagement, and build a supportive network for gifted learners. Community Events and Enrichment Activities GSA hosts a variety of inclusive events to engage families and celebrate student learning, such as Hispanic Heritage Night, Black History Program, STEAM/Science Fair Night, and Field Day. These events are open to all stakeholders and serve as valuable opportunities for connection and involvement. Students actively participate by inviting special guests, while events will also be promoted through the AIG Coordinator's monthly newsletter and website. These shared experiences help build a culture of learning, support, and pride among students and their families. Family Engagement and Communication To deepen understanding and foster connections among families of identified gifted students, the AIG Coordinator will host an annual learning night. This gathering will provide parents and guardians the opportunity to learn more about giftedness, connect with other families, and ask questions in a welcoming environment. Additionally, families are encouraged to provide input through a year-end survey focused on AIG program involvement and communication preferences. Regular updates, achievements, and invitations are shared through the monthly AIG newsletter, which also allows space for parents to offer informal feedback. Opportunities for Parent Involvement GSA encourages families to engage more actively by offering roles such as serving on the Talent Development Team, being a guest speaker, referring speakers, or sponsoring events. These opportunities not only foster ownership but also bring valuable real-world insights to gifted students. During DEP/IDEP conferences and throughout the year, parents are invited to ask questions, raise concerns, and celebrate their child's progress—making the AIG program a truly collaborative effort. Digital Access and Resources To ensure transparency and accessibility, the AIG Coordinator partners with the school's marketing and enrollment team to update the AIG section of the website. This includes posting newsletters, meeting notes, enrichment resources for students, articles for parents, and helpful links to deepen understanding of gifted education. The goal is to provide families and community members with a consistent and easy way to stay informed and involved.	

Community and Business Partnerships

GSA aims to build strong relationships with local businesses and community organizations to support the growth and enrichment of its AIG program. These partners are encouraged to sponsor events, offer learning opportunities, and participate in activities such as Career Day. Ongoing collaboration will focus on raising awareness of gifted services, enhancing special programs, and planning new initiatives based on input from students, parents, and community members. Stakeholders will be invited to help shape these opportunities and contribute to their success.

Planning and Program Alignment

To further strengthen stakeholder involvement, GSA will include AIG program goals in its School Improvement Plan. Parents will meet annually to evaluate services outlined in each student's DEP or IDEP and recommend adjustments to ensure the best fit. Community-wide communication and planning will help publicize new opportunities and highlight the essential role stakeholders play in creating an equitable and enriching experience for all gifted students.

Through these coordinated strategies—event planning, regular communication, family engagement, digital resources, and active partnerships—GSA is building a vibrant, inclusive, and responsive AIG program that reflects the voices and needs of its diverse school community

*** Practice B**

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

To strengthen and enrich the AIG program, GSA actively partners with community stakeholders, including local businesses, churches, universities, and educational organizations. These partnerships are designed to expand opportunities for gifted students and connect learning to real-world experiences. Through shared initiatives, GSA works to enhance academic services, foster personal growth, and build strong community ties that support the long-term success of AIG students.

Academic and Enrichment Opportunities

A variety of extracurricular programs are available to support the academic, social, and emotional development of gifted learners. These activities focus on building critical thinking, creativity, perseverance, and collaboration—essential skills for future success. Opportunities include academic competitions such as Battle of the Books, the National Scripps Spelling Bee, the Geography Bee, Science Olympiad, Odyssey Of The Mind and Math Olympiad/MATHCOUNTS. Students may also participate in the school-based yearbook and newspaper, Save The Earth clubs that emphasize the arts, academics, or service learning. Participation in these programs allows students to extend their learning beyond the classroom and build confidence in a variety of settings.

Partnerships with Educational Institutions

GSA will collaborate with local , universities, museums, and educational foundations to offer outreach programs that expose students to advanced content and career pathways. Programs like Duke University's Talent Identification Program (TIP) and BOOST (Building Opportunities and Overtures in Science and Technology) provide unique enrichment experiences that align with students' interests and talents. These partnerships will give students access to university resources, mentors, and project-based learning that make their education more meaningful and connected to future goals.

Community and Business Engagement

Local businesses and community agencies are encouraged to support the AIG program by sponsoring events, offering guest speakers, and participating in initiatives such as Career Day. GSA invites input from all stakeholders—especially parents and students—when planning new enrichment opportunities. These collaborations help raise awareness of gifted services while also creating a broader base of support for school-wide and community-based gifted initiatives.

Family Involvement and Program Planning

Parents and guardians are vital partners in the success of the AIG program. GSA encourages families to take active roles by sponsoring clubs, supporting events, or suggesting new learning experiences. Annual meetings with families help evaluate student services as outlined in each student's DEP or IDEP and make any necessary adjustments for the best match. Feedback is regularly collected to inform future planning and ensure the program remains responsive to student needs.

Sustained Visibility and Growth

To maintain visibility and community involvement, GSA works to publicize plans, events, and successes through newsletters, the school website, and other communication channels. The inclusion of AIG goals in the School Improvement Plan will reinforce the school's commitment to gifted education and its integration into the broader academic vision. Community partners are invited to support this growth by engaging in initiatives that serve both gifted students and the wider school population.

Through these partnerships and strategic outreach efforts, GSA is building a vibrant, well-supported AIG program that extends learning beyond the classroom and connects students to a network of community resources designed to foster excellence, equity, and opportunity.

*** Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise 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/guardians, AIG teachers, and other instructional and support staff.

GSA is committed to developing, implementing, and monitoring a high-quality AIG program through the establishment of a dedicated advisory group that reflects the diversity of the school community. This group, known as the AIG Leadership Team or Talent Development Team serves as a collaborative body that ensures the AIG plan remains responsive, inclusive, and aligned with the needs of gifted learners at GSA..

The AIG Leadership Team is purposefully composed of representatives from various stakeholder groups, including parents of AIG students, classroom teachers, AIG specialist, school counselors, ELL/ML and EC staff, and administrators. Special care is taken to include individuals from diverse ethnic and cultural backgrounds to ensure that the perspectives and experiences of all student populations are considered in program planning and decision-making.

Led by the AIG Coordinator, the team meets regularly to review, refine, and assess the progress of the AIG program. Meetings follow a structured agenda that is shaped in collaboration with team members, and discussions focus on evaluating current services, addressing challenges, and identifying areas for growth. The shared goal of the team is to advocate for equitable access to gifted services and to ensure all students, regardless of background, have the opportunity to thrive.

Through this advisory structure, GSA fosters a culture of continuous improvement and community engagement. The AIG Leadership Team not only provides accountability but also serves as a bridge between the school and its families, helping to build trust and strengthen the overall effectiveness of the AIG program.

*** Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies and procedures relating to advanced learning and gifted education
- Ways to access advanced learning opportunities

Communication is ongoing and responds to the diverse language and other needs of the community.

Ongoing Communication and Community Engagement

GSA is committed to maintaining transparent, consistent communication with students, families, and the broader community regarding its AIG (Academically or Intellectually Gifted) plan, policies, services, and advanced learning opportunities. Efforts are made to ensure information is accessible in multiple languages and shared across diverse communication platforms. Centralized Online Access The GSA website acts as the main source for all AIG-related information. Visitors can find the complete Local AIG Plan, an overview of Article 9B, explanations of the identification process, descriptions of available services, a program overview flyer, and a data snapshot that outlines key details about the AIG student population. To support accessibility, the site also includes translation options for families who speak languages other than English. Parent-Focused Communication Tools To keep families informed, AIG specialists will share updates and resources in families' native languages. AIG newsletters are distributed quarterly and include classroom highlights, enrichment opportunities at the school and community levels, at-home learning suggestions, and helpful resources for parents of gifted children. Additionally, the AIG coordinator contributes to AG newsletters with information about upcoming opportunities. Annual AIG Information Fair Beginning the 2025-2026 school year, GSA will host an Annual AIG Information Fair to further engage families. The event will feature a keynote speaker addressing key topics in gifted education, along with detailed information about the AIG Plan, program services, and opportunities for students—especially during transitional years such as elementary to middle school and middle to high school. Board of Education and School-Level Engagement Each year, the Talent Development Team presents AIG updates to the GSA Board of Education, reinforcing GSA's commitment to gifted education. AIG staff may also share relevant updates from Department of Public Instruction (DPI) meetings with school administrators, parents, and students, creating a continuous feedback loop that strengthens programming. Multilingual Outreach and Materials GSA ensures inclusivity by providing multilingual outreach. A brochure outlining AIG processes has been developed for prospective families and will be translated into Spanish and other languages as needed. Translators will be available during parent meetings and sessions when possible, supporting equitable access to information. Promoting AIG Activities and Visibility Information about upcoming events and student participation in enrichment opportunities is shared through the GSA website and platforms such as ClassDojo. This visibility encourages community involvement and celebrates the achievements of AIG students	
* Ideas for Strengthening the Standard ▪ Get input from stakeholders regarding special opportunities we can collaboratively offer. ▪ Develop a database of partners who have particular expertise and can share it with students. ▪ Expand distribution of AIG information to business to establish partnerships.	

Planned Sources of Evidence		
*	Start up of new ventures for AIG students	
*	Database of partners	
*	Schedule of presentations	
*	Events planned for students	
Type	Documents	Document/Link
AIG Standard 5 Additional Resources	Document Template N/A	

Standard 6: Program Accountability	
Global Scholars Academy (32M) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	<i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>
* 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}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.
Development of the Local AIG Plan	Global Scholars Academy followed a thoughtful, data-informed process to develop the 2025–2028 Local AIG Plan. The planning team began by closely analyzing the North Carolina AIG Standards, Article 9B, and relevant guidance provided by the Department of Public Instruction (DPI). To ensure the plan reflected the needs and perspectives of the school community, feedback was gathered from multiple stakeholder groups, including teachers, staff, parents, and students through targeted surveys. In addition to stakeholder input, the team reviewed key data sources such as EVAAS growth data and demographic trends to identify patterns and guide decision-making. A comprehensive self-assessment was conducted to evaluate the current strengths of the program and pinpoint areas for growth. An AIG Advisory Committee, composed of key voices from within the school and broader community, was also established to offer ongoing input and direction throughout the process. A structured timeline helped the team remain on track and ensure all phases of development were completed in a timely manner. This methodical approach allowed GSA to build a plan that is aligned with state expectations while being tailored to the unique needs of its gifted learners.
Plan Approval and Submission	Once finalized, the Local AIG Plan for 2025–2028 will be presented to the GSA Board of Education in July 2025 for formal approval. Following board approval, the plan will be submitted to the State Board of Education and DPI for review and feedback. Through this comprehensive and collaborative process, GSA ensures that its AIG plan reflects best practices, fulfills state requirements, and lays a strong foundation for supporting gifted students across the district.
* 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.
	The Talent Development Team at GSA played a central role in developing the school's 2025–2028 AIG (Academically or Intellectually Gifted) Plan, ensuring it aligns with both North Carolina General Statutes (N.C.G.S. 115C-150.5-.8, Article 9B) and the NC AIG Standards. This collaborative effort supports a program that is responsive, equitable, and in compliance with state requirements. The AIG Plan is formally reviewed and revised every three years to maintain alignment with school goals and evolving educational standards.

Throughout the year, the K-8 teachers and AIG Specialist and Talent Development Team are responsible for monitoring key data points that reflect the effectiveness and equity of the AIG program. These include demographic data (race, ethnicity, and free/reduced lunch status), dropout rates, Credit by Demonstrated Mastery (CDM) attempts and successes, student growth and proficiency, teacher AIG certification and endorsement rates, as well as opportunities available to students and staff, such as clubs, professional development, and conferences. The Talent Development Team meets at least three times annually during non-plan-writing years to review these data points, the implementation timeline, and stakeholder feedback. Their findings and recommendations are shared with the Heads of School and the GSA Board of Directors for review and refinement. Led by the AIG Coordinator/Specialist, the Talent Development Team also ensures that the plan remains relevant through regular meetings where members discuss implementation progress, student data, and any needed updates. Team members are provided with a copy of the current AIG Plan to guide discussions and assess the need for revisions. If revisions are deemed necessary, they are discussed with the Heads of School and, upon agreement, submitted to the GSA Board for approval before being sent to the North Carolina Department of Public Instruction (NC DPI) for review and comment. In addition, the AIG Coordinator/Specialist regularly consults with classroom teachers to monitor the implementation of the annual action plan and evaluate student performance. The AIG Leadership Team, along with the Head of School and the GSA School Board, reviews all documentation for accuracy, completeness, and consistency. Mid-cycle revisions may occur if prompted by changes in local or state policies or other important updates. Evidence of the program's local implementation is documented and maintained in a binder, organized by standard, under the care of the AIG Coordinator/Specialist. This systematic approach ensures that the AIG program remains dynamic, data-driven, and focused on continuous improvement.	* 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. At Global Scholars Academy (GSA), the administration and Chief Director of Finance are responsible for ensuring that all state-allocated funds are used in compliance with state policy and in alignment with the school's strategic plan. The development of the AIG program budget is driven by a clear focus on student benefit, with all expenditure decisions made to directly support the needs and growth of gifted and high-performing learners. As part of the AIG program's development and implementation, appropriate funding sources are identified and allocated to provide essential services and enrichment opportunities. This includes professional development for staff, resources for academic competitions such as Battle of the Books, registration and travel for AIG conferences, and the purchase of classroom materials for students working with the AIG Coordinator/Specialist. Additionally, funds are used to support the student identification process. GSA employs tools such as the CogAT aptitude test as a universal screener and uses teacher rating scales like the PETS (Primary Education Thinking Skills) scale to ensure a comprehensive and equitable identification process. Through thoughtful budgeting and strategic allocation, GSA ensures that its AIG program is both well-resourced and effectively aligned with its mission to serve gifted and high-achieving students. * Practice D Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence. GSA is committed to providing fair and equal access to its AIG program by regularly collecting and reviewing data related to student referrals, identification, services, and retention. AIG Specialists monitor student achievement and classroom performance throughout the year to identify patterns and ensure that all students, especially those from underrepresented groups, are considered for AIG support when appropriate.
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At the end of each school year, the Talent Development Team analyzes program data by race, ethnicity, economic status (with input from child nutrition staff), Multilingual Learner status, and twice-exceptionality. This helps ensure that no student is excluded from AIG services due to language, background, or learning differences. At the secondary level, AIG Specialists and school counselors review enrollment in advanced academic opportunities—such as AP, dual enrollment, and internships, to ensure all students have access to challenging coursework. The team shares its findings during Talent Development Team meetings, where input from a variety of stakeholders helps shape program improvements. In addition to these reviews, the team examines historical data each year to track trends in representation and access. By using data effectively and involving the school community, GSA works to maintain an inclusive, equitable, and responsive gifted education program for all students	* Practice E Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education. Global Scholars Academy (GSA) is committed to ensuring equitable access to its AIG program by actively identifying and supporting underrepresented student populations. To achieve this, the school is developing a comprehensive database to track AIG students who are culturally or ethnically diverse, economically disadvantaged, English language learners, highly gifted, or twice-exceptional. The AIG Coordinator/Specialist collaborates with EC and ML staff, school counselors, and other professionals, using data from PowerSchool and Infinite Campus to monitor representation across student groups and identify gaps in access. Equitable identification is supported through ongoing, data-driven analysis throughout the year. Beginning- and end-of-year EOG data in grades 4–8 are reviewed to uncover students who may have been overlooked. Third graders take a universal screener like the CogAT mid-year, while BOG data is used early in the year to flag students for possible Talent Development. A consistent rubric guides the identification process for all K–8 students, and Differentiated Education Plans (DEPs) are created for those who qualify. Teachers and parents can refer students through an online form, which the AIG Coordinator monitors. Students who meet at least two qualifying data points—such as EOGs, BOG, iReady scores, or running records—are either identified for services or placed in Talent Development. Student performance and attendance are tracked throughout the year to assess progress and determine continued service. In grades 4–8, eligibility is primarily based on students scoring in the 80th percentile or higher in reading or math on EOGs. For K–3 students, qualification is based on strong performance across two or more data sources, including assessments like DIBELS, iReady, or running records. Parents receive formal progress updates twice per year. The Talent Development Team reviews identification data after fall and spring headcounts, focusing on subgroup representation. Any trends in under- or over-identification are addressed, and the data is shared with school leadership. Feedback from students and families, gathered through surveys and DEP meetings, helps inform ongoing program improvement. The AIG Coordinator plays an integral role in GSA's Multi-Tiered System of Support (MTSS) team, evaluating the effectiveness of gifted services and helping to group students for enrichment using NC Check-Ins and benchmark assessments. A schoolwide data tracker supports monitoring of student progress and DEP updates. Subgroup data is regularly shared with leadership to ensure growing representation and equitable access. Coordination with EC and ML leads is prioritized to avoid missing students from these populations. To further expand access and opportunity, GSA has introduced advanced reading and math coursework in middle school, supported by targeted teacher training through DPI and professional development sessions led by the AIG Coordinator. * Practice F Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.
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The AIG Coordinator/Gifted Specialist at Global Scholars Academy works closely with the Leadership Team to document and track staff participation in AIG-related professional development and licensure. This includes maintaining accurate, up-to-date records of employees who have earned an AIG add-on license or attended training focused on gifted education.. GSA actively encourages teachers to pursue professional development opportunities that align with the school's vision and the goals of the AIG Plan. The AIG Coordinator monitors staff participation in these activities to ensure consistency with the program's objectives and to promote ongoing educator growth in serving gifted learners. As a member of the leadership team, the AIG Coordinator meets regularly with administrators to discuss the needs of the AIG program, proper placement of gifted and advanced students, and strategies to support program goals throughout the year. In addition to supporting staff development, the AIG Coordinator partners with school leadership during the hiring process to ensure new hires meet high qualification standards. GSA aims for 100% of lead and support teachers, including those working with AIG students, to be highly qualified. Personnel data related to licensure and professional credentials is reviewed and used strategically to guide hiring decisions and uphold the standards set forth in the Local AIG Plan	* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement. The AIG program will seek feedback from students, parents, teachers, and administrators regarding the quality and effectiveness of the AIG program in order to ensure that the program is meeting the needs of its students. At the completion of an academic year, the AIG coordinator will distribute a survey to AIG students, parents, and teachers. Feedback will also be sought during annual DEP/IDEP meetings and conferences. Results will be compiled and reviewed to determine what is working well and what needs improvement.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. The evaluation of the AIG program GSA is a continuous process designed to ensure transparency, effectiveness, and stakeholder engagement. Regular reviews of student achievement, growth, and demographic data help assess the success of the program and inform future improvements. A summary of key findings is compiled into accessible, public-friendly reports. These reports are submitted to the Communications Director and posted on the AIG section of the GSA website, allowing families, staff, and community members to stay informed. GSA also customizes data-sharing efforts for different stakeholder groups to ensure relevance and clarity. For school personnel, AIG student data is reviewed at quarterly data meetings, and an annual report is presented to the Board of Directors to highlight program performance and identify areas for growth. Students receive targeted communication through biannual seminars led by the Secondary AIG Specialist, which include goal-setting support and resources to help them take full advantage of the program. Families are kept informed through newsletters and the Annual AIG Information Fair, where they can learn more about services, student progress, and program goals, as well as ask questions. Program evaluation at GSA goes beyond test scores, incorporating input from multiple stakeholder groups to gain a well-rounded understanding of program impact. This feedback is essential for revising the AIG Plan and improving services. The AIG Plan serves as the foundation for all program decisions and is reviewed regularly by the AIG Coordinator in collaboration with the Talent Development Team. Revisions are made annually based on evaluation data and stakeholder feedback to ensure the program remains responsive, equitable, and effective.	* Practice I Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes:
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informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Global Scholars Academy (GSA) is committed to protecting the rights of AIG students and their families through clear, fair, and transparent policies and procedures. These practices support informed decision-making, equitable identification and placement, reassessment opportunities, smooth transfers from other districts, and a structured process for resolving disagreements. All procedures are aligned with state guidelines and aim to maintain the integrity of the AIG program while ensuring meaningful family involvement.

Prior to AIG screening, GSA requires informed parental consent, which is collected through a digital or printed form available in the family's native language. Once a student is identified, parents receive a Differentiated Education Plan (DEP) and are invited to meet with the AIG specialist to discuss placement. Placement is finalized only after parent approval, given through a signed DEP—either electronically or on paper.

Reassessment opportunities are available for students who do not initially meet identification criteria or who are only identified in one subject area. AIG specialists maintain a watch list and monitor student progress throughout the year. If a student begins to demonstrate qualifying performance, additional testing can be requested by staff, parents, or the student (with guardian permission). Aptitude assessments may be conducted annually to ensure students are not overlooked as they grow academically.

GSA also has procedures in place for students transferring from other districts. If a student was previously identified as AIG, they are placed in a temporary AIG program aligned with their prior services. The AIG specialist then reviews records and consults with the previous district and current teachers to determine eligibility under GSA's criteria. If the temporary placement is successful, services continue, and a DEP is issued. If the student was not previously identified, but screening is requested at enrollment, the student is placed on a watch list, and relevant data is collected. If no prior aptitude data exists, GSA conducts necessary testing within 60 days.

In the event of disagreements related to identification or placement, GSA provides a structured resolution process. Parents may submit independent educational or psychological evaluations for consideration, though these do not guarantee placement and are not funded by the school. If concerns remain, parents can request a conference with the Heads Of School and AIG specialist. Further appeals may be submitted in writing to the AIG Coordinator, followed by the GSA Board of Directors. If no resolution is reached, parents may file a formal petition for a contested case hearing under North Carolina law. The administrative law judge's decision from this process is final and binding, and attorney fees are the responsibility of the parent.

By maintaining these detailed procedures, GSA ensures that students and families are fully informed, treated fairly, and given opportunities for meaningful engagement at every stage of the AIG process—from identification and placement to appeals and program adjustments

 [Click here to remove the table and use only the narrative field.](#)

* Ideas for Strengthening the Standard

To strengthen this standard, we will begin by conducting an initial round of testing, followed by an evaluation of the results. This will include analyzing the number of students who qualified and assessing how well the outcomes reflect our school's demographics.

We are in the process of revising the necessary forms to obtain consent for both testing and placement. Additionally, we are creating staff presentations to support understanding and implementation of the screening, referral, and identification processes.

We are also working to update our website with program information and are developing a more detailed one page brochure to provide clear and accessible details to families.

In the spring, we will meet with the Talent Development Team to review this year's implementation and make any necessary revisions to the plan.

Planned Sources of Evidence		
*	Annual report of the AIG program	
*	Parent/teacher/student surveys	
*	Purchase orders and/or receipts	
*	AIG inventories of material	
*	AIG budget	
*	Test data	
*	Student folders	
*	Annual student data (Infinite Campus)	
*	Survey results	
*	DEP meeting notes	
*	Minutes from Talent Development meetings	
*	GSA website	
*	Student AIG folders including signed permission to evaluate and signed DEPs/IDEPs	
Type	Documents	Document/Link

Global Scholars Academy (32M) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

07/10/2025 

AIG Related Documents		
Global Scholars Academy (32M) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0		
Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Board of Directors Approval Form for AIG Plan 2025-2026</u>
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 <u>AIG Quick Facts Brochure</u>  <u>AIG Qualification Pathways*</u>  <u>Nurture/AIG</u>  <u>AIG Nomination Form</u>
AIG Standard 2 Additional Resources	N/A	 <u>AIG/Nurturing Consent Form</u>  <u>Talent Development/Nurture Team Agenda</u>  <u>Teacher/Stakeholders Survey</u>
AIG Standard 3 Additional Resources	N/A	 <u>PLC Agenda</u>  <u>AIG Booster Shots</u>  <u>Learning Module-Concept/Problem/Project Based-Water</u>
AIG Standard 4 Additional Resources	N/A	 <u>AIG Presentation For PLC Slideshow</u>
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Phrase		Definition	