

**Global Scholars Academy
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022**

Approved by local Board of Education on: 11-OCT-19
LEA Superintendent's Name: Andrea Carroll
LEA AIG Contact Name: Sharon Watford
Submitted to NC Department of Public Instruction on: 15-OCT-19

Global Scholars Academy has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

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

For 2019-2022, Global Scholars Academy local AIG plan is as follows:

Global Scholars Academy Vision for local AIG program: Global Scholars Academy has developed this local AIG plan based on the NC AIG Program Standards. These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

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

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

State Funding	Local Funding	Grant Funding	Other Funding
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\$0.00	\$0.00	\$0.00	\$0.00
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Standard 1: Student Identification

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

Practice A

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

District Response: 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 specialist 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 specialist 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.

A clear description of each of the following is embedded within the local AIG plan and will be made available to the public on the Global Scholars Academy website:

- Screening process
- Referral and nomination procedures for the AIG program, including transfer students
- Identification procedures

The AIG plan will be updated yearly as needed to ensure clarity and effective implementation of procedures and services.

Practice B

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

District Response: 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 eight 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 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:

Global Scholars Academy will review and analyze results from End of grade assessments and other assessments as specified by GSA annually in order to target students who may benefit from gifted services. This data includes

- Reading 3 or more levels above grade level according to the MCLASS TRC assessment for students in grades 2-4
- A score of 3 or higher on the Beginning of Grade (BOG) assessment for students in third grade.
- A score of 4 or higher on the End of Grade (EOG) assessment for students in grades 3-8
- A score of 90 percent or higher on the Case 21 Benchmarks
- K-2 Math Summative score of 90 percent or above for students in grade 2.
- Report card and portfolio sample of student exceeding academically in reading and/or math.

The Identification Process:

GSA accepts the following quantitative measures administered by the LEA with a score of 90% or higher.

- Cognitive Abilities Test (CogAT)
- Iowa Test of Basic Skills (ITBS)
- North Carolina End of Grade Tests
- North Carolina Beginning of Grade Tests
- North Carolina End of Course Tests
- Woodcock Johnson IV, Tests of Achievement
- Kaufman Brief Intelligence Test-2 (KBIT -2)

Non-traditional assessments for consideration may include the following:

- Performance-based assessments
- Checklists- Teacher's Observation of Potential in Students (TOPS)
- Portfolios
- Observations
- Gifted Behavior Scale Checklists
- Individual work products with evaluation rubrics

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- Literacy Assessments
 - Anecdotal/Case Studies
 - Student interviews with rubric
- Identification and Service Areas:

Students may be placed and served in these areas:

- Academically Gifted in Reading – AR: Placed in Reading only.
 - Academically Gifted in Math – AM: Placed in Math only.
 - Academically Gifted – AG: Placed in both Reading and Math.
- Intellectually Gifted – IG: Placed with demonstrated high intellectual capacity with a 95th percent or greater on an accepted aptitude or academic achievement test in reading comprehension or math.

Practice C

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

District Response: Global Scholars Academy provides multiple ways for screening gifted students in order to identify students from a variety of backgrounds that reflects the GSA demographics. The AIG specialist works with teachers to identify students with characteristics of academic giftedness from all populations. The AIG specialist works closely with the English Second Language and the Exceptional Children's teachers to identify students from populations that are underrepresented. Together we will work to recognize students who are twice exceptional, students that are gifted in an area yet may have a disability in another area. We will look at outstanding growth on EOG and Case 21 Benchmarks as well as WIDA scores for ELL students. For students in grades kindergarten through second, a comprehensive program will be developed to nurture potential for all students, including diverse and underrepresented populations using U-STARS~ PLUS. Specialists teachers may refer students (art, STEM, Mandarin, etc.).

AIG specialists are 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.

Practice D

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

District Response: Global Scholars Academy has a process in place that will ensure reliable and consistent screening, referral, and identification of Academically and intellectually gifted students. This includes:

- The AIG specialist will provide professional development and training of the AIG screening, referral, and identification process to teachers and the community
- Referral and information is available in English and Spanish.
- A handbook with criteria for placement is available with the referral
- A Specified testing window has been set
- Materials will be ordered annually as needed
- Procedures are in place for handling testing materials and testing sessions
- Review of results from testing will be reviewed by the team including the AIG specialist, EC teacher, ELL teacher, testing coordinator, and administrator, and the general education teacher.
- Students may be reevaluated one calendar year from the last testing date.

Practice E

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

District Response: 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 specialist 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 specialist 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.

A clear description of each of the following is embedded within the local AIG plan and will be made available to the public on the Global Scholars Academy website:

- Screening process
- Referral and nomination procedures for the AIG program, including transfer students

- Identification procedures

The AIG plan will be updated yearly as needed to ensure clarity and effective implementation of procedures and services

Practice F

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

District Response: Global Scholars Academy has a set of procedures for identification, referral nomination, and screening process. All documentation pertaining to each child is electronically filed at the Global Scholars Academy. These forms include:

- Consent form for testing
- Summary result of evaluations
- Student information form
- The nomination referral
- Differentiated Education plans (DEP) for every student

Annual meetings are held to review students' documents. Students that are identified will submit exemplary work samples in their area(s) of identification. Quarterly reports are created by the AIG specialist in order for the team to review progress of identified students.

- Ideas for Strengthen the Standard:**
1. A plan for nurturing students in kindergarten through second grades.
 2. A student may be evaluated for qualification up to three times at Global Scholars Academy.
 3. Ensure stakeholders are aware of procedures and processes for screening, referral, and identification of gifted students.
 4. Add privacy policies to ensure the safety of information regarding gifted students.
 5. Compile a list of Frequently Asked Questions and responses (FAQ) for parents/ guardians seeking information regarding the AIG program, and disseminate to stakeholders. Ensure that the FAQ is translated into Spanish as needed.

Sources of Evidence: SOURCES OF EVIDENCE FOR THE STANDARD:

1. AIG/School Websites
2. AIG Program Brochure
3. AIG Program 3-year Plan
4. Agendas for presentations
5. Publicity notes for referral windows
6. Test results
7. FAQs
8. Aggregate data

Sources of Evidence if Stakeholders Audited:

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- End of Grade Assessment
- Quantitative measures administered by the LEA
- Beginning of Grade Assessment (3rd grade)
- Case 21 (3rd -8th grades)
- MCLASS assessment data (2nd-4th grade)
- Student portfolios
- AIG handbook
- Minutes from meetings

Standard 2: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response: The AIG specialist is aware of the multi-faceted needs of gifted and advanced students and aligns programs and services to match those needs.

To be intentional with services for the varying needs of gifted students requires a special balance to ensure the social and emotional needs of students are being met at the same time as their academic and intellectual needs.

There are a variety of models that are used to serve these students well, and using formative and summative data and multiple qualitative and quantitative data points helps staff determine how to meet each student's individual needs.

In 3-5, identified students are served in a variety of ways:

- Pull-out with a licensed AIG Specialist.
- Clustered with other students identified in the same academic area.
- Inclusion (or push -in service) by a licensed AIG specialist within the regular classroom as a part of flexible grouping
- Consultation, Observation, Monitoring.
- Combination of any of the above services.
- In Middle School, students are clustered for services in advanced English Language Arts and/or math classes that allows exploration of affective topics, independent studies on a topic of interest, and or other enrichment and extension units.

Suggested strategies in all classroom environments may include, but not limited to:

- Problem-based learning, learning contracts with self-directed studies for long-term options.
- Choice boards, tiered lessons, thinking skills applications for short-term options.
- Use of 21st century skills in designing projects and presentations

Practice B

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

District Response: •Differentiation -Differentiation means tailoring instruction to meet individual needs. Teachers may differentiate content, process, products, or the learning environment.

•Flexible grouping- Groups that change for a variety of learning experiences. Some may be in a group that needs to learn specific concepts. Those same students may be in another group needing more challenging material for another concept.

•Grouping- Placement of at least five AIG students within a class. This allows the teacher to focus on the needs of AIG students more easily.

•Content acceleration- Material ahead of students' current curriculum grade level is taught. The materials and content follow The NC Standard Course of Study.

•Interest groups- May take the form of literature circles, Socratic Seminars, in which students choose books, self-selected extra-curricular activities, clubs, problem-based learning opportunities, science fair experiments, and other optional teacher or student created investigations

•Specialized projects- students may work on specific problems or research.

•Consultation- Students remain in the regular classroom, but are monitored by AIG specialist/and specialists. Teachers may request curriculum or other resources for these students.

Practice C

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

District Response: The Development of AIG resources, lessons, and units of study are aligned with critical areas in reading and mathematics. Our philosophy meeting the needs of every child encompasses understanding by design, differentiated instruction, Bloom's Taxonomy, and Multiple Intelligences.

Scheduling will be done so that students are grouped according to flexible needs.

Practice D

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

District Response: •Annually creates short professional development for faculty meeting to cover services, regulations, program, and the AIG plan over the course of

the year.

- Distributes printed copies of the AIG plan to Head of School, EC Facilitator, Executive Director, and Board Members.
- Provides links through a teacher portal to all supporting documents on the GSA website.
- Ensure all staff has access to the complete AIG plan and supporting documents.
- Ensure all staff receives ongoing professional development regarding services, identification, program goals and regulations.

Practice E

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

District Response: For All School Personnel:

- AIG student rosters with areas of service are transmitted from schools to any new schools via PowerSchool.
- School personnel will share information with parents/guardians of AIG students.
- More strategies for transition points will be implemented in future revisions of this AIG plan.

Practice F

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

District Response: The AIG specialist facilitates an AIG Leadership Committee, which serves as the monitoring group of advocates for gifted programming. Counselors, other AIG teachers, regular classroom teachers, and other specialists such as EC and/or ESL, can serve on this committee to ensure multiple perspectives are influencing and addressing the strengths and needs of the AIG program.

AIG Department/ AIG Leadership Committee:

- Provide guidance counselors of all AIG students with information regarding AIG students including dual exceptionalities (2e), learning concerns, and other social/emotional needs.
- Recruit appropriate staff to serve on the AIG Leadership Committee (Advisory Board).
- Involve all appropriate staff in creating student DEPs/IDEPs.
- Communicate with parents/guardians regarding special needs.
- Suggest and implement interventions when problems interfere with social and/or emotional health. Parents/guardians are to be

involved early in these intervention strategies.

Guidance Counselors:

- Advocate for student needs K-8.
- Disseminate information regarding AIG students including dual exceptionalities (2e), learning concerns, and other social/emotional needs to appropriate teachers.
- Participate in AIG professional development.

Head of School:

- Allow flexibility in scheduling several times a year to have specialists at multiple PLC meetings.
- Encourage guidance counselors to participate in AIG professional development.
- Advocate for AIG students with special needs.

Practice G

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

District Response: GSA recognizes that gifted learners vary widely in their instructional needs.

While enrichment and differentiation is appropriate for some, other students who show strength in a particular subject may be better served through curriculum compacting and/or acceleration. With that in mind, the AIG specialist, the AIG Leadership Team, the school counselor, and administration will work together to develop a process for acceleration and placement options when an appropriate body of evidence indicates that such a practice is warranted for an individual gifted learner.

When it becomes evident that an AIG student needs more than differentiation and/or enrichment, the following steps will be followed:

- AIG Leadership Team will meet to discuss the individual case, reviewing test scores, classroom performance, and teacher recommendations.
- AIG specialist, guidance counselor and administration will work with the classroom teacher to explore options for compacting the curriculum.
- Follow-up meeting will be held to review all options. Parent(s) and, if appropriate, the student will be involved in the discussion.
- If acceleration is approved, AIG specialist and guidance counselor will work with administration to ensure appropriate placement and will provide support to affected teacher(s) and student. Online options will also be investigated such as online courses from North Carolina Virtual Public Schools and The North Carolina School of Science and Math as well as support for applications to Duke Talent Identification Program (TIP). Other options are in development.
- The student's DEP will be changed to an IDEP and updated to reflect changes to his/her services

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Practice H

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

District Response: GSA will provide professional development on differentiated instruction and instructional strategies

Provide educational resources, which will help teachers/AIG specialists to recognize gifted intelligent behaviors in underrepresented populations.

The AIG specialist will continuously search for opportunities to share with the AIG students and their parents that offer enrichment or academic advancement. The AIG Coordinator will work with K-6 and middle school teachers to include these opportunities as part of their quarterly newsletters and teacher websites. The enrichment opportunities will be included on the AIG website as a link for parents and students.

Some of the programs we are currently involved in and investigating for student enrichment and advancement are:

- NC Virtual Public School
- Math Olympiad
- Odyssey of the Mind (OOM)
- STEM Camps
- Duke Talent Identification Program (TIP)
- Using Science, Talents, and Abilities to Recognize Students

Promoting Learning for Underrepresented Students
(U-STARS~PLUS)

Practice I

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

District Response: Extracurricular programs, competitions, and or service learning activities are designed to further develop academic, social, and emotional skills of AIG students while building critical thinking skills, critical thinking skills, creativity, perseverance, and collaboration. Outreach programs from regional colleges and universities, museums, and other educational foundations provide additional opportunities for AIG students to build interest and engage in real-world learning.

Extra-curricular options may include, but are not limited to:

- Academic competitions (such as: Battle of the Books, National Scripps Spelling Bee, Geography Bee).
- Science Fair, Science Olympiad

- National Junior Honor Society
- Journalism opportunities (yearbook, newspaper).
- Competitions such as Math Olympiad and MATHCOUNTS.
- Duke Talent Identification Program (TIP).
- Clubs (academic, arts, service)
- Duke BOOST Program -Building Opportunities and Overtures in Science and Technology
- Extra-curricular options vary by grade level and available sponsors.
- Parents/guardians and teachers are encouraged to sponsor options.

Ideas for Strengthen the Standard: In order to reach culturally and ethnically diverse populations, the CogAT full battery is given in 3rd grade, as this level is more symbol and picture based and has a greater chance of identifying students from underrepresented subgroups.

- The classroom teacher and the AIG Specialist to help identify students from underrepresented groups at an early age will use thinking Skills resources in the K-2 classrooms.
- Odyssey of the Mind is a popular program to consider. We will seek to recruit parents and community resources to coach teams.
- Elementary Battle of the Books, Quiz Bowl, Poetry Workshop, and Book Clubs are other options to consider. Gifted students have the right to collaborate with and be challenged by their intellectual peers.
- It is imperative that all classroom teachers become comfortable with flexible clusters of gifted learners within the classroom.

Sources of Evidence: AIG Program Outline

- Professional Development sign-in
- Professional development agendas
- Meeting agendas and minutes
- PowerSchool
- Attendance roster of meetings
- CogAT Screener for 3rd grade (Level 8)

Standard 3: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: Global Scholars Academy will begin with the NC Standard course of study when planning for instruction. Enrichment will expand from this course. Students will engage in and interact with materials and lessons differently. They will participate in performance tasks as well as project and problem based learning that will allow them to think more critically, problem solve, and apply skills learned across content areas and in real life situations. Service to identified AIG students must be provided in the area (s) of identification a minimum of 45 minutes per week with the AIG specialist in each area of identification.

AIG Specialist

- Assist in creating curriculum to serve students.
- Provide training on differentiation and enrichment for gifted students in the classroom
- Pull students from their general education class in order to work with them in a small group setting.
- Provide resources and opportunities for enrichment and extension to AIG students and Nurture students.
- Facilitate students of similar needs and interests working together.

Classroom Teachers

- Use flexible grouping.
- Use flexible scheduling.
- Work cooperatively with AIG specialist to create appropriate opportunities for gifted and advanced learners.
- Differentiate and provide enriching activities for gifted students in the classroom

Head of School

- Be an active member of the AIG team or committee.
- Monitor and observe classroom differentiation implementation.
- Monitor growth of AIG students on EOG assessments.
- Be open to school-wide opportunities supported by AIG.

Practice B

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

District Response: The AIG specialist and the classroom teachers use a variety of instructional strategies to reach every student and to respond to their learning needs. The AIG specialist, EC specialist, and administration teamwork together to plan professional developments regarding instructional practices and differentiation. The AIG specialist collaborates with classroom teachers to provide assistance with differentiation and enrichment. The AIG specialist and AIG Leadership Committee design curriculum that is enriching and will expand students learning in the AIG classroom and 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, U-STARS~PLUS, choice boards, tiered lessons, and technology.

Practice C

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

District Response: 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 specialist 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 specialists and instructional leaders in the school research and identify instructional resources and materials. Resources will be made public on the GSA website. Workshops and trainings may accompany new resources and strategies to the staff before being utilized in the classroom.

Practice D

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

District Response: All teachers integrate 21st century learning skills into daily content taught in the classroom. The skills focus in 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 specialist in some of the instructional practices such as Socratic Seminar. The AIG specialists will assist classroom teachers to integrate more units incorporating 21st century skills and skills. Technology is a heavily used resource throughout GSA. Every classroom has access to interactive whiteboards and every student has access to laptops or tablets.

Practice E

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

District Response: A variety of summative and formative assessment data is available to teachers and AIG specialists (Classroom assessments, MCLASS, Case 21, K-2 Math summative assessment, BOG, and EOG) for review as they monitor the impact of AIG services in the school.

- The AIG specialist and committee will monitor academic progress of AIG students to determine placement and grouping of students.
- The AIG specialist and teachers will use differentiation strategies such as tiered assignments, interest-based units, and curriculum compacting to meet the needs of gifted learners.
- The teacher will monitor academic progress and differentiate to meet the needs of students who have already mastered new content.
- The teacher will deliver appropriate instruction for students who master content quickly.

Practice F

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

District Response: The AIG specialist facilitates an AIG Leadership Committee at GSA, which serves as the monitoring group of advocates for gifted programming. Counselors, other AIG teachers, regular classroom teachers, and other specialists such as EC and/or ESL, can serve on this committee to ensure multiple perspectives are influencing and addressing the strengths and needs of the AIG program.

AIG Leadership Committee

- Recruit appropriate staff to serve on the AIG Leadership Committee as students' needs demand (EC, ESL, Guidance Counselors, etc.).
- The AIG specialist and counselors will identify and develop curriculum strategies that address the social and emotional needs of gifted students
- The AIG Leadership Committee will create learning opportunities

that address the needs of gifted students

- The classroom teacher will utilize resources and information provided from professional development sessions, AIG meetings, and DEPS to support gifted learners.
- All school staff will understand the behaviors and social/emotional needs of gifted learners as well as how to support them.
- Advocate for student needs
- Participate in professional development regarding AIG students

Practice G

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

District Response: 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 specialist 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 specialist will also assist in developing lessons and utilizing strategies and resources to meet the needs of these students. The teacher and the AIG specialist will closely monitor student's needs and progress.

Students in grades 2-3 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, portfolios, and observations.

Practice H

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

District Response: At Global Scholars Academy Professional Learning Teams meet bi-weekly to discuss students' data, instructional strategies, and curriculum. A counselor, instructional facilitator, a specialist, and a representative from the Exceptional Children's department often attend these vertical-planning meetings. This allows collaboration and clear communication among the staff at our school. The AIG specialist will attend PLCs quarterly to present or discuss the needs of our gifted learners as well as work with the teams to identify or develop instructional strategies to adapt services and expectations to provide the best differentiation possible for all groups or individuals

Practice I

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

District Response: Extracurricular programs, competitions, and or service activities are designed to further develop academic, social, and emotional skills of AIG students while building critical thinking skills, creativity, perseverance, and collaboration. Utilize outreach programs from regional colleges and universities, museums, and other educational foundations to provide additional opportunities for AIG students to build interest and engage in real-world learning.

Extra -curricular options may include, but not limited to:

- Odyssey Of the Mind - (OOM)
- Academic competitions: Battle of the Books, Spelling Bee, Geography Bee
- Science Fair Olympiad
- STEM
- Journalism opportunities (yearbook, newspaper)
- Clubs (academic, arts, service)
- Extra-curricular options vary by grade level and available sponsors.

- Ideas for Strengthen the Standard:**
1. Expand extra-curricular opportunities
 2. Utilize more problem base-based learning and curriculum compacting with self-directed studies, therefore incorporating more student-driven learning opportunities.
 3. Ensure that students are receiving equitable service in their areas(s).
 4. Increase school counselor involvement with AIG students.
 5. Provide more professional development for a variety of needs within the AIG population.
 6. Provide more flexible and student-centered scheduling at all grades levels.
 7. Provide more transition information at transition points: elementary school- middle school, middle school-high school.
 8. Include nurturing program for K-1.

- Sources of Evidence:**
1. DEPs
 2. Roster of gifted students
 3. Classroom roster of students in K-2 that demonstrate outstanding potential
 4. Agenda/Minutes for PLT and AIG team meetings
 5. AIG Curriculum Unit plan
 6. Classroom Differentiated lesson plans
 7. Flexible groups
 8. Agendas and presentations from professional developments

Standard 4: Personnel and Professional Development

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

Practice A

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

District Response: The AIG coordinator/facilitator for the school holds a license in the area of Academically and Intellectually Gifted. This person or persons have the responsibility of guiding, planning, developing, implementing, revising, and monitoring the AIG plan and program.

Other responsibilities of the AIG coordinator includes:

- Collaborates with other district leaderships to synergize efforts on behalf of the students.
- Monitors compliance of the plan and those components are implemented.
- Monitors diversity of the program.
- Leads revision of plan every three years
- Provide leadership for the needs of all AIG learners.
- Participate in local/regional meetings, professional development opportunities, and other statewide initiatives to support gifted programs.
- Provide professional development and resources to engage AIG specialists and educators in continued adult learning regarding high achieving students.
- Advocates for gifted students and gifted education.
- Coordinates all other programming pieces as needed.
- Creates all forms.
- Distributes materials
- Develop partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social, and emotional needs of gifted students.
- Encourage extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.
- Implement student screening, referral, and identification processes consistent with the AIG plan.

Practice B

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social,

and emotional needs of gifted learners.

District Response: The roles of the AIG Specialist include:

- Have AIG licensure or be enrolled in an AIG licensure program with an institute of higher education.
- Oversee the implementation of the district's AIG plan in the school.
- Adapt the NC Standard Course of Study K-8 to address advanced students in language arts and mathematics as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.
- Utilize diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.
- Select and use a variety of research-based supplemental resources that increases curriculum and instruction.
- Foster the development of 21st century content and skills at an advanced level.
- Use ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.
- Create affective curricular and instructional practices, which support the social and emotional needs of AIG students.
- Cultivate and develop the potential of young (K-2) students through purposeful and intentional strategies and differentiated curriculum and instruction.
- Develop and document a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-8 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.
- Develop partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social, and emotional needs of gifted students.
- Encourage extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.
- Implement student screening, referral, and identification processes consistent with the AIG plan.
- Maintain accurate and appropriate records related to gifted education procedures, which include AIG files, documentation for AIG plan, and PowerSchool.
- Create and implement a plan for regular communication in various forms (i.e. active maintained website, newsletter, email, etc.) with parents and families of AIG students.

Practice C

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

District Response: AIG Department

- Fosters collaboration with all teachers and specialists to create an atmosphere of AIG service for students.
- Provide and share professional development dealing with differentiated content delivery.
- Continued education regarding grouping of students as an effective, efficient strategy for teachers and AIG specialists.
- Develops or locates professional development for EC specialists, guidance counselors, school administrators and others regarding:
 - ✓Twice exceptional students.
 - ✓"Typical" and "Atypical" gifted students.
 - ✓Affective needs.
 - ✓Advocating for all gifted students.

Head of School:

- Set aside time in faculty meetings for presentations by the AIG specialist.
- Create additional professional development for teachers with groups of AIG students.
- Monitor participation in AIG professional development by all faculty

Practice D

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

District Response: The AIG Specialist will:

- Provide assistance with differentiated curriculum in the regular education classroom.
- Implement professional development to ensure regular education teachers have the necessary skills and abilities to work with gifted learners.
- Collaborate with teachers about alternative methods of delivery to differentiate content.

Head of School will:

- Group AIG students for effective use of specialists and teachers.
- Provide teachers with AIG groups planning time with the AIG specialist.
- Encourage various methods of cooperative teaching.

Practice E

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

District Response: AIG Specialist:

- Monitors other departments' staff development focus points.
- Offers staff development for other departments.
- Monitors outcomes of professional development.
- Stays aware of and involved in LEA initiatives.
- Continues research into best practices in gifted education.
- Seeks opportunities for cooperative staff development with other departments
- Encourages teachers to attend professional development sessions regarding:
 - ✓ AIG curriculum and instruction
 - ✓ Best practices in gifted education
 - ✓ Differentiation
 - ✓ Gifted students' characteristics
 - ✓ Affective needs.
- Seek opportunities for involvement in the local school such as Leadership Teams, Curriculum Teams, and PLCs.
- Seek opportunities for involvement in district leadership and for participation in district initiatives related to AIG curriculum.
- Seek professional development to target school demands.

Practice F

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

District Response: The AIG Specialist:

- Meet in PLCs and plan with teachers as schedules permit
- Review collaboration strategies and curriculum with co-teachers or teachers utilizing AIG resources.
- Ensure collaboration for planning together between AIG specialists and regular education teachers to support program improvement.
- Assist in evaluating professional development impact on student learning, including affective growth

Classroom Teachers:

- Recognize AIG planning as strategic for AIG students and recognize AIG students need appropriate materials and strategies.

Head of School:

- Create opportunities for cooperative planning.
- Review implementation of professional development.
- Evaluate professional development impact on student learning.

Ideas for Strengthen the Standard: ● Create professional development for teachers working with AIG students in classrooms with or without groups of AIG students.

- Specific funding for the AIG program. AIG specialist should be utilized in accordance with the expectations of funding from NCDPI and the local Board of Education.
- Increase our ability to provide professional development that impacts student learning by hiring and retaining AIG specialist(s).
- Create consistent patterns for use of AIG specialist(s) in K-8.

Sources of Evidence: ● Schedules

- Documents outlining utilization of specialists.
- Review and planning documents from annual meetings with Head of School.
- Professional development agendas
- Cooperative lesson plans

Standard 5: Partnerships

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

Practice A

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

- * academic and intellectual
- * social and emotional

District Response: AIG Department and Other Stakeholders:
Identify business and community agencies that will partner with the AIG Program.

Goals for these groups are:

- Support special events for gifted students.
- Support special events for gifted programs that reach the entire community.
- Be aware of gifted services.

Plan and cultivate community support for special opportunities:

- Ask stakeholders, especially parents/guardians and students, for input regarding special opportunities we can collaboratively offer.
- Ask for support from all stakeholders including parents/guardians and students.
- Publicize opportunity plans.
- Support Career Day and other events that establish partnerships.

Practice B

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

District Response: Information regarding the local AIG plan, program, and policies is shared in multiple ways to reach all stakeholders. Such forms of communicating with stakeholders include the following practices:

- GSA AIG Plan and the NC Academically or Intellectually Gifted Program Standards are posted on the AIG WebPages embedded in the Global Scholars Academy website. A briefer form of the AIG Plan is available at that site.
- All forms, letters, and parent materials are available in both English and Spanish.
- Annually, the AIG specialist holds a parent information session for the parent stakeholders at Open House.

- A school newsletter is distributed on a weekly basis, which includes AIG information.
- Parents/guardians, teachers, administrators, and community representatives serve on the AIG Leadership Team.
- Activities, competitions, awards involving AIG students are shared as press releases on the GSA website and social media.

Practice C

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

District Response: School based AIG Leadership Team collaborates to discuss, review, and refine the local AIG program and plan. It provides opportunities for development, implementation, and monitoring of the local AIG program and plan with AIG partnerships.

- The AIG Leadership Team is intentionally recruited from multiple stakeholder groups, such as parents, EC, ESL, counseling, teachers, and administrators, with attention given to including diverse ethnic groups.
- The AIG Leadership Team meets to monitor the AIG program.
- The AIG Leadership Team meetings are facilitated by the AIG lead teacher with an agenda set involving stakeholders who share the common goal of advocating for the needs of gifted students.

Practice D

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

District Response: ● AIG specialist will include information about opportunities in AG newsletters.

- Submit information on the GSA website about upcoming activities or events for gifted students and the participation of AIG students in activities and events.
- At AIG Department of Public Instruction (DPI) meetings, specialists can discuss opportunities with and get ideas from one another. These can be shared at school level with administration, parents and students.
- As needed and as possible, a translator will be present at meetings and sessions for parents/guardians.

Practice E

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

District Response: Global Scholars Academy is fortunate to be located in an area surrounded by a broad base of businesses, and institutes of higher education that support AIG programming and services. Enhanced student learning through mentorships outreach programs, interest clubs, enrichment camps, and field- based experiences provide opportunities outside of school programming.

Local business provides a wide range of much needed resources to support AIG programs. Within Durham's rich downtown area, organizations such as the Arts Council, Museum of Life and Science provide enrichment to students throughout the year. The goal of Global Scholars Academy is to ensure that students' needs are met academically, socially and emotionally; to achieve that end requires partnerships.

Ideas for Strengthen 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.

Sources of Evidence: ● Start up of new ventures for AIG students

- Database of partners
- Schedule of presentations
- Events planned for students

Standard 6: Program Accountability

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

Practice A

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

District Response: • AIG plan outlines identification and placement and provides differentiated curriculum and instruction to ensure program accountability as outlined in standards 1 through 5.

- Global Scholars Academy has formed an AIG Leadership Team that consists of AIG Specialist, Head of School, counselor, elementary and middle school teacher representatives from multiple grade levels, and specialists (art, STEM, EC). The committee meets once a quarter to review current GSA practices and ensure compliance with the stated school policies. The AIG Leadership Team maintains meeting notes and minutes available to the public upon request. Additionally, memos and letters are sent home to parents and teachers concerning the identification process for students. This information can also be found in the AIG Program Handbook and Parents' Rights along with the GSA website. With the help of the AIG Leadership Team, and Head of School, we will provide a yearly update to our Board of Directors. Every three years, we will revise the plan and submit to DPI for approval.
- DPI documents and supports were utilized in developing this plan.
- The plan is submitted to the GSA School Board for review and approval, and will be sent to the NC State Board of Education/Department of Public Instruction, no later than August of 2019.

Practice B

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

District Response: • The AIG Leadership Team, Head of School and GSA School Board reviews all program documentation for accuracy, completeness and consistency.

- The AIG Plan is formally reviewed and revised every three years.
- The AIG Leadership Team will meet as scheduled to discuss

implementation/evaluation of the plan:

- Plan fidelity will be discussed with targeted reflections of the current year's AIG program will be made.
- Planning assistance for the coming year will be offered including:
 - Needed improvements as seen by the Head of School
 - Use of person
 - Curriculum enhancements

Practice C

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

District Response: As Global Scholars Academy undertakes the development of its AIG program, funding sources will be identified and allocated appropriately to support the program. An AIG budget will be developed to provide essential services to students served by the AIG program.

Practice D

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

District Response: AIG Leadership Team develop intervention plans to assist AIG students who may need support in challenging classes, or who are not working at an expected level aligned as aligned with their identification. Classroom teachers, the student, and his/ her parents /guardians are part of the collaboration as intervention plans are developed.

- EOG and EOC test data will be analyzed for AIG identified students' performance growth.
- Education Value Added Assessment System (EVAS) data for AIG-identified students will be analyzed

Practice E

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

District Response:

Global Scholars Academy will monitor its AIG population to ensure that underrepresented populations are being served. A method to monitor the representation of under-represented populations in the AIG program will be developed. The goal will be to create a database that identifies AIG

students who are:

- Culturally/ethnically diverse,
- Economically disadvantaged,
- English language learners,
- Highly gifted, and twice exceptional.

Through the use of PowerSchool data and collaboration with EC and the ELL teacher, the guidance counselor, and other professional personnel in the school, the AIG coordinator/specialist will collect and organize data to determine the representation of student populations listed above. This information will be reviewed to ensure that these students are represented in the AIG program and that numbers align with GSA's demographic data and devise strategies to increase representation and growth.

Practice F

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

District Response: School administration maintains data regarding teacher credentials and licensure information. Each teacher who serves AIG students should be highly qualified in the area of gifted education or taking course work leading to AIG certification. Personnel files maintained by the school administration reflect that both AIG specialists have appropriate certification to teach AIG students

Practice G

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

District Response: 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 specialist 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

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

District Response: In order for programs to grow and be successful, data must be used to gauge effectiveness. Because multiple stakeholder groups have insightful perspectives that complement testing data, the AIG program will be reviewed and revised based on multiple sources of data for continuous program improvement. Global Scholars Academy will seek input from various sources to continuously review and revise our AIG program. In reviewing the plan and practices, it will be important to gauge the effectiveness of policies and procedures and the impact of these on students. This plan serves as the basis of all that is done by the AIG specialist(s), and for it to be effective it must be reviewed on a regular basis. The AIG plan will be reviewed frequently and will be revised annually, based on feedback from the following sources:

- Survey information from AIG students, teachers, and parents (see practice G)
- Student performance data (see practice D)
- AIG Leadership Team meetings/discussions

Practice I

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

District Response: The AIG plan and any data associated with the evaluation of the program will be made available to the public via the school website. This availability allows for questions to be answered and program criteria to be understood by stakeholders. Once the AIG plan has been approved, it will be posted on the school website for public access. Hard copies will also be available in the office or through the AIG specialist. Evaluative data will be reviewed by the Head of School and will be housed in the school and will be available to any interested stakeholders. Frequent updates on the program will also be made via newsletters, emails and GSA website.

Practice J

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

District Response: Global Scholars Academy values and protects the rights of AIG students and parents through established policies, procedures, and practices. The AIG plan has a written policy that safeguards the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures to resolve disagreements (see Standard 1, practice E).

Ideas for Strengthen the Standard: In order to strengthen this standard, we will need to go through our first round of testing and then assess how it went, how many students qualified, and how well we feel this represents our school's demographics. We are working to develop all the forms necessary to gather consent for testing as well as placement. We are working on presentations for staff to help them understand and implement the screening, referral, and identification process. Finally, we are working on adding information to our website about the program, as well as developing a brochure. We will meet with the AIG Leadership Team in the spring to review how this first year went and will make revisions to the plan if necessary

Sources of Evidence: Approved AIG Plan

- Annual report of the AIG program
- Parent/teacher/student surveys
- Purchase orders and/or receipts
- AIG inventories of materials
- AIG budget
- Test data
- Student folders
- Annual student data (PowerSchool)
- Survey results
- Personnel records
- DEP meeting notes
- Data collection
- Minutes from AIG Leadership Team meetings
- GSA website
- Student AIG folders including signed permission to evaluate and signed DEPs/IDEPs

Glossary (optional):

Appendix (optional):

Aig final plan.pdf (*Appendix - Standard 1:2:3:4:5:6*)

AIG Document Letter2019.pdf (*Local Board Approval Document*)