

**Voyager Academy
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019**

Approved by local Board of Education on:

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Voyager Academy has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). 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 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Voyager Academy local AIG plan is as follows:

Voyager Academy Vision for local AIG program: Voyager Academy is a diverse, innovative educational community that focuses on community service, character development, ethical inquiry, and civic engagement. Our inclusion classrooms offer many opportunities for AIG students to work with students of like abilities as well as those with whom they differ. Our teachers use a variety of data sources to assess learners and scaffold instruction accordingly allowing each learner to reach their full potential. The vision of this AIG service plan is to function within our existing education plan as we meet the needs of individual learners including those identified as AIG.

Sources of funding for local AIG program (as of 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$.00	\$.00	\$.00	\$.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

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

District Response: Voyager Academy ensures that all personnel, families and community members are aware of and understand the screening, referral and identification processes for AIG services. While the district has taken steps toward accomplishing this goal, there is room for improvement. Our goals are listed below.

1. Put the updated 2016 - 2019 AIG Program Handbook and Parents' Rights online.
2. Ensure that the Board meeting minutes are available through a link from the Voyager home page and highlight information regarding any AIG discussions/decisions.
3. Provide an annual update at the End-of Year PTA & Board meetings.

Practice B

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

District Response: The AIG committee developed an identification matrix that the district uses when identifying gifted learners. The identification process includes a sweep screen in 3rd grade. Students in these grades who score above the 90%ile on the BOY Case 21 math assessment or above a P on the BOY mClass reading assessment and pass the state mandated Beginning of Grade (BOG) Reading assessment with a Level 3 or above are included in a secondary aptitude screening. Voyager Academy uses the online Otis-Lennon School Ability Test Eight Edition (OLSAT-8). To be considered eligible for identification students must score above the 93%ile on the composite score or above the 90%ile in Reading or in Math. This information is used along with student work samples, current functioning in the classroom as measured by grades, and teacher, student, and parent nominations. To be identified as a gifted learner at Voyager Academy, students must show high performance in multiple areas of academic and intellectual giftedness. Students can be identified as AIG learners in Reading, Math, or both subjects.

Practice C

Ensures AIG screening, referral, and identification procedures respond to traditionally 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: The AIG committee has gathered data on the demographics of students who meet our eligibility criteria and are comparing it to our K-12 school demographic data. As patterns and trends have emerged, we are working to address inequalities in traditionally under-represented populations.

Goals:

1. To show Voyager Academy students in the upper quintiles (top 20% in achievement level) of reporting as achieving better than the average school in NC on EVAAS EOG value-added reporting.
2. To use local achievement data (mClass K -3 & Case 21 to differentiate instruction for all students including those identified as AIG.

Voyager Academy faculty is committed to using standardized and formative assessment data to better serve all students. At least two staff development sessions are devoted to formative assessment training and use among our faculty. During these training sessions, teachers are asked to spend time devoted to meeting the needs of gifted learners. Following the training sessions, teachers meet with the K - 12 Testing Coordinator, the K - 12 Curriculum Coordinator, and the Building Principals to use the data in planning appropriate instruction for students identified as AIG.

Practice D

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

District Response: Much progress has been made toward consistency of screening, referral, and identification processes. The Elementary Principal, K - 12 Testing Coordinator, and K - 12 Curriculum Coordinator ensure that the processes are consistent and equitable.

We are sharing a common plan and vision for gifted services across the district. The principals, K - 12 Testing Coordinator and the K - 12 Curriculum Coordinator will continue to meet regularly with the teachers to ensure consistency. By having clear processes and guidelines for the screening, referral, and identification, we have made sure that our AIG Plan is fair and equitable. Also, the professional scoring of all OLSAT testing ensures consistency in test scoring. Clear descriptions of the district-

wide identification and placement options (see AIG Handbook)) also ensure implementation consistency.

Practice E

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

District Response: An excellent process for documentation of student identification has been established. The Differentiated Education Plan (DEP) is first developed in the third grade and is in place with annual reviews by the classroom teacher and parents. There are written policies that safeguard the rights of AIG students and their families. These policies are laid out in Voyager Academy's AIG Program and Parents' Rights Handbook.

We developed written policies that safeguard the rights of AIG students and their families. These policies are laid out in Voyager Academy's AIG Program and Parents' Rights Handbook. Once a student is identified as a gifted learner, the teacher develops a differentiated education plan (DEP) that is signed by the parent, teacher, and the building level principal. In the 3rd grade, a group meeting is scheduled to discuss with all parents the AIG services available to gifted learners at Voyager Academy and to develop the first DEP. Individual meetings are set up between parents and teachers to discuss how an individual's needs are being met specifically within the classroom.

Ideas to Strengthen the Standard:

1. For the math sweep screen, we are switching to the 3rd grade Case 21 math assessment.
2. AIG information, dates of screening, and pathways for eligibility to be given at the 3rd grade Curriculum Night.
3. Completing the screening, testing, eligibility, and DEP's earlier in the school year.

Sources of Evidence:

1. Case 21 Math Assessments and data
2. 3rd Grade Curriculum Night Power Point and adding an AIG slide with information, etc.

Standard 2: 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: A solid process for documentation of student identification has been established.

The

Differentiated Education Plan (DEP) is in place with annual reviews. However, the DEP needs to become more informative to parents about their children's progress. The current document serves more as a quick communication tool for guiding conversation between the teacher.

Differentiation for all learners continues to be a strand for staff development at Voyager Academy. The expectation remains that teachers will provide extensions and opportunities for enrichment to the gifted learners in their classrooms. Teachers are also given dedicated time to evaluate data and plan for differentiated instruction.

With the implementation of this plan, teachers developed DEPs for AIG students. These plans include grade level/subject area (middle school) teacher input and show specific curricular offerings geared toward AIG students including tiered project work, accelerated math curriculum, and advanced leveled reading materials.

DEPs are reviewed annually to update and revise as necessary.

Teachers share examples of differentiated units and lessons for AIG students during faculty meetings and daily common team planning times.

In-class grouping as a result of curriculum compacting: students are pre-assessed and grouped by skill levels for differentiated instruction in the regular classroom.

Advanced Placement (AP) courses: Eighteen AP courses are available for any student who meets the prerequisite requirements. Entry into advanced courses at the high school level is open to all students. In some cases, prerequisite courses are required for enrollment. Students enrolled in AP courses can be identified for Gifted Education, since they are receiving advanced level curriculum and instruction.

- Early Admission to Kindergarten: In accordance with state law, early admission to kindergarten is considered for students who score at the 98th or 99th percentile on both achievement and aptitude tests. Upon confirmation that a student is qualified by local age requirements, state assessment scores and other guidelines, school administrators and other personnel conduct a screening interview with the student and parents to determine the maturity, motivation, and developmental levels of the student. Parents are responsible for obtaining the information regarding testing parameters, finding appropriate test administrators, (licensed psychologists), and for covering the associated costs. The District Coordinator of Gifted Programs may be contacted for additional information. The elementary school principal makes the decision for early admission.

Grade Acceleration: Requests to skip a grade are determined on an individual basis. The principal requests evidence and the advice of teachers and the AIG Team to determine a student's academic, social, emotional, physical, and motivational maturity in making the decision to grade-skip.

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 DEP provides for enrichment, extension, and acceleration. Extension and enrichment practices are used widely and consistently by teachers. Placement options for acceleration are offered in the district, but our use of them is sometimes problematic. Clarification of acceleration practices and procedures is needed along with clear district-wide guidelines for implementing acceleration.

Within classes and grade levels, teachers at Voyager Academy extend and enrich projects in order to meet the special needs of gifted learners. In all grade levels, teachers work together to provide opportunities for gifted learners through flexible groupings within the grade level and across grade levels.

Language arts teachers routinely offer higher level reading material to children with special talents in reading and/ or written language. Guided Reading groups are utilized to meet the individual reading strengths and needs. We strive to continue to offer accelerated readers age-appropriate yet challenging texts in all grades.

Students are a part of small, dynamic communities for social construction of knowledge through group learning and problem-solving.

Through our PBL model, students are faced with complex, real-world situations and problems provide opportunities for students to analyze and bring to the surface underlying understandings that can be applied to new contexts for learning.

We offer math acceleration of up to two years for specific, identified AIG students who are gifted in math through a mix of online and traditional course offerings.

At the high school level, we offer Honors and AP level classes.

Practice C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

District Response: A variety of program and curricular models are available to teachers to address a wide range of learning needs. AIG certified teachers are available in each school to support

classroom teachers in planning and can provide staff development on instruction methods to be employed with high ability learners.

Voyager Academy uses the new NC Teacher Evaluation Rubric for Evaluating NC Teachers when observing all teachers. Standard four particularly addresses how teachers facilitate learning for all students. This documentation, along with information observations and discussions, allows us to ensure that all teachers are differentiating instruction for the students in their classes, including those identified as AIG.

Differentiation workshops are offered for all faculty members. The curriculum director meets with teachers weekly to discuss instruction and the needs of all learners including those identified as AIG.

Practice D

Fosters the development of 21st century content and skills an advanced level.

District Response: Fosters the development of 21st century content and skills by infusing the following at an advanced

level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

A variety of program and curricular models are available to teachers to address a wide range of learning needs. AIG certified teachers are available in each school to support classroom teachers in planning and can provide staff development on instruction methods to be employed with high ability learners.

Voyager Academy has adopted a variety of materials for supplemental use to support the needs of AIG students. At the elementary and middle school levels research based units are used in LA and Math. Technology based resources are implemented across all grade levels. Each classroom has access to interactive white boards and teachers have been trained in how to use the software to develop dynamic and engaging lesson plans.

The High School and Middle School (grades 7-12) will be implementing a "bring your own device" initiative

this school year 2016-2017.

Practice E

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

District Response: Project Based Learning fosters the development of 21st century skills. Students are challenged at a by practicing critical thinking and problem solving; high-level communication and collaboration; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility. Formative and summative assessments are also used to guide curriculum and instruction. Voyager Academy teachers use a variety of formative and summative assessments to guide curriculum and instruction. Project Based Learning is a key component in their learning. Elementary students participate in mClass Reading 3D assessments to monitor student growth in reading. The elementary school will begin using Case 21 math benchmarks this school year 2016-2017 to monitor growth in math. The middle school uses CASE-21 assessment data to make informed data decisions and appropriate class placements. All students in grades 3-8 also participate in the state mandated EOG testing. Advanced math students and high school students participate in appropriate EOC testing and AP testing for their higher level classes. Benchmarks are also being given at the high school level in all classes including those with NC Final Exams. This data is reviewed with the curriculum facilitators during weekly meetings to ensure our advanced learners' needs are being met.

Practice F

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

District Response: Classroom teachers use pre and post assessments regularly to identify students who need additional enrichment, acceleration or extension via flexible grouping. On-going pre and post assessments in math, reading, writing, benchmark testing, district-mandated assessments as well as formative assessments are used. The impact of differentiated curriculum and instruction on student achievement will be continuously assessed through a variety of means. Throughout the school year, teachers of all students will use formative and summative assessments to assess results of past learning. These diagnostic tools will lend themselves to measurement of growth and learning of students at all levels of achievement. The student portfolios and DEP's provide another measure of learning and will be reviewed periodically by parents, teachers and AIG specialists. The portfolio will provide one measure of growth and progress. In the spring Annual Reviews will be held by the AIG Team to assess student growth and learning. All results will provide information about students' needs and the next phase of instruction.

Practice G

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

District Response: The teachers support the social and emotional needs of gifted learners.

Practices like

morning meetings, cluster grouping and project based learning are used to foster healthy social, emotional relationships with intellectual and developmental peers.

This section does not need to be completed based on the chosen category of the practice.

All classes and grade levels schedule and plan for morning meeting and advisory times throughout the school year. These times are important to build the social skills necessary for all students including gifted learners.

The Elementary and Middle School faculty have read "Teaching Children to Care" by NEFC or "Classroom Discipline" and the high school faculty has read "The Advisory Book" by Origins. The School counselors at each division have attended a week-long Responsive Classroom summer institute. They lead faculty discussion and staff development throughout the school year.

Teachers use classroom observations and school-wide process and content rubrics to set academic and social goals for all children including those identified as AIG. Goals and progress is shared with children and their families during twice yearly conferences and as well as regular, on-going communication.

The school counselors participate in all training addressing advisories and the social emotional needs of gifted learners.

Practice H

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

District Response: In order to have quality instruction for our gifted learners, time for our teachers to plan and collaborate must be provided.

This section does not need to be completed based on the chosen category of the practice.

Voyager Academy is committed to the Professional Learning Committees model. The school schedule is structured so that grade levels have common planning times daily with EC staff. Grade level teams also meet weekly with the principal and the curriculum facilitator who serve on the

AIG committee. This time is used to differentiate curriculum for all learners including advanced learners. Voyager Academy also sets aside two hours every Monday for continued professional development on differentiation. This time is also used for time to collaborate with other service personnel including exceptional children's teachers, counselors, and specials teachers.

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: Voyager Academy will continue to use the Differentiated Educational Plan (DEP) to fulfill

this practice. The DEP's and the AIG files are included in any record transfers as AIG students transition to middle and high school.

Each grade level will note currently identified AIG students during their regular review of cumulative records before students arrive for the new school year.

In collaboration with the curriculum specialist, teachers will develop strategies for meeting student strengths, weaknesses, and goals for each AIG child. Goals will be accompanied by curriculum modifications as outlined in the student's DEP. Teachers meet annually with parents to update student education plans and outline for parents how their students' needs are being met.

Ideas to Strengthen the Standard:

1. The additional resources such as Mathletics K-12 and mClass Reading 3D should be an asset to strengthen our program.
2. Our "Bring Your Own Device" initiative will be implemented this year and computers will be provided for those students that qualify.
3. DEP meetings for grades 4-8 will be held during the first parent/teacher conference to ensure consistency.
4. We will continue to offer staff development throughout the school year.

Sources of Evidence:

1. EVAAS value added reports
2. EOG and EOC testdata
3. CASE 21 results and data
4. Teacher observations and lesson plans
4. DEPs
5. Teacher lesson plans and project plan forms
6. Curriculum guides and plans
7. Grade accelerated math rosters in middle school

8. High School Course Book

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Standard 3: 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 educator's expertise is available for all teachers to support the differentiation of the Common Core Standards. Using the assessment data and the individual DEP's, the teachers can adapt a variety of curricula materials and instructional practices to meet the needs of our gifted learners. AIG committee members meet throughout the year with the guidance counselor and the curriculum director to develop and implement goals for AIG children at each grade level. These are documented in student's DEP plans and updated annually. Grade levels have identified curriculum extensions and modifications throughout all areas of the curriculum to meet the specific needs of AIG children at that grade level. Inclusion of gifted services in the regular classroom provides overall philosophy for the practice of differentiating the curriculum and instruction in the regular classroom.

Practice B

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

District Response: For our teachers to provide quality instruction, our teachers must have time to collaborate and plan together.

Daily co-planning time ensures that AIG committee representatives can discuss the needs of the AIG children at their grade level. They will work together to address the specific academic, intellectual, social, and emotional needs of gifted learners. Teachers will keep current goals and progress notes for each child identified as AIG in their class. The committee meets as a whole four times each year with the principal, guidance counselor and the curriculum director to discuss progress and needs and plan for future progress and growth.

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: Our AIG Students need to receive instruction from high quality educators that understand

the academic and social/emotional needs of a gifted learner. This means that on-going and high quality professional development must be provided.

AIG committee will set the district standards for teachers who will teach AIG cluster groups.

AIG committee will continue to work to establish the LEA's professional development requirements and needs for teachers who will lead AIG student clusters.

AIG students and gifted learners are clustered with like students within the regular education classroom. Teachers participate in weekly professional development with an emphasis on differentiation for all learners and how to meet the needs of gifted learners.

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

District Response: In order to meet the needs of our gifted learners, our teachers must receive quality and

on-going staff development. Gifted licensure is recommended and encouraged for teachers of gifted cluster groups. We will seek outside funding sources to support teachers who wish to pursue on-line or on-site college/university courses toward AIG Licensure. We will seek partnerships with other local and distance learning licensure programs.

AIG committee will continue to work to establish the LEA's professional development requirements and needs for teachers who will lead AIG student clusters.

AIG committee will assist the curriculum director and principal with implementing and facilitating high quality and on-going professional development.

We will seek partnerships with other local and distance learning licensure programs.

We will seek outside funding sources to support teachers who wish to pursue on-line or on-site college/university courses toward AIG Licensure.

Description: Our education plan calls for an inclusion model of service for all exceptional children, including those identified as AIG. We have at least one AIG teacher on most grade level teams who serves children in their subject area and consults with other grade level peers in order to help modify and adapt curriculum.

Practice E

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

District Response: In order to meet the needs of our gifted learners, our professional development must align with our curriculum, our mission and philosophy, and differentiated instruction. Professional development in the 2016-2019 Plan is aligned with AIG program goals and district initiatives. We will maintain alignment as we move forward.

This section does not need to be completed based on the chosen category of the practice. Every Monday is an early dismissal so that teachers can attend high quality and ongoing professional development that is aligned with our district initiatives, differentiated instruction, project based learning, and AIG program goals.

Practice F

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

District Response: Professional development has been aligned with the NC Essential Standards and the national Common Core Standards. Alignment will be maintained as we move forward.

Goals: This section does not need to be completed based on the chosen category of the practice. Description: Every Monday is an early dismissal so that teachers can attend high quality and ongoing professional development that is aligned with our district initiatives, differentiated instruction, project based learning, and AIG program goals. The Curriculum Director and the Principal meet weekly with each grade level team to discuss curriculum alignment, curriculum enrichments and extensions, curriculum modifications and strategies, and project based learning goals.

Ideas to Strengthen the Standard: 1. Curriculum Coordinator will meet with each principal from elementary, middle and high school to plan professional development that meets the needs of their staff and students.

2. Reach out to other Charters in the area to bring together resources and professional development.

3. Use our professional development purchase of Edivate (online professional development) and create online catalogs of professional development geared towards our AIG program.

- Sources of Evidence:**
1. AIG committee agendas and notes
 2. Grade level meeting agendas and notes
 3. Revised lesson plans including formative assessment and differentiated options
 4. Examples of resources produced through collaboration
 5. Curriculum Meeting Minutes
 6. CEU development logs
 7. Project Planning forms

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Standard 4: 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 AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.

District Response: Voyager Academy provides an array of program service options for gifted students in grades K-12 with a range of unique needs. The differentiation of instruction in the regular classroom is the overriding philosophy for inclusion of gifted services in every classroom. All teachers respond to gifted students' needs by providing differentiated content, instruction, resources, grouping, and assessments. Equitable access is established through consistent application of identification procedures.

With input from the K - 12 Curriculum Coordinator, teachers, and administrators, units and lessons will be planned with the differentiated needs of students identified in math, project work, and reading. Voyager will continue to provide appropriate curricular resources and materials to meet the needs of students in each class. All classes are aligned with the Common Core Course of Study and are augmented with research-based curricular resources and unit plans.

The creation of the DEPs are developed with grade level (elementary) or subject area (middle & high school) teacher input showing specific curricular offerings that are geared toward AIG identified students. The administrator and the curriculum coordinator monitor implementation of DEPs.

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

District Response: We currently serve students identified in Math and/or Reading. Differentiated instruction services will be provided in cluster groups in the regular classroom based on identification at the elementary and middle school levels.

Elementary AIG students will receive differentiated or compacted math and reading instruction that is aligned with their accelerated level of skill and grade level content. Projects in Science and Social

Studies can be extended to challenge gifted students.

Middle grade AIG students will receive differentiated or compacted reading instruction and differentiated, compacted, or accelerated math instruction that is aligned with their accelerated level of skill and grade level content. Projects in Science and Social Studies can be extended to challenge gifted students.

At the high school level, students are offered Advanced Placement and Honors classes in a variety of content areas. In addition to identification, student choice, teacher recommendation, and graduation requirement status are factors that determine participation.

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

District Response: Policies and practices of Voyager Academy's AIG programs and services are connected with the overall instructional program and philosophy of the district. The principals collaborate with the curriculum coordinator and the testing coordinator to integrate district initiatives with the curricular and instructional "best practices" that are currently recognized in other fields of education and in the field of gifted education.

The Administrators from each school meet weekly with the Managing Director and other coordinators to collaborate and discuss district initiatives and curricular practices. The principals and the curriculum coordinator also meet bi-monthly with each grade level (K-8) or department (9 - 12) to discuss curriculum initiatives, changes, and best practices.

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: Each school will maintain ongoing communication between school principals, the curriculum coordinator and the teachers to ensure that gifted services are implemented consistently throughout the district.

The principals of each division, the curriculum coordinator, and the team leaders from each grade level or department, help prepare presentation materials for all stakeholders. This information is delivered via faculty or curriculum meetings to broaden communication and understanding about

programs, services, and regulations surrounding gifted education. In this way information is to communicated all teachers, administrators and support staff about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and Voyager Academy's AIG program and plan.

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: It is important to share AIG students' records with the middle school and the high school so that transitions are smooth and timely. Annual reviews are completed before the last day of school. The guidance counselor, building principal, and/or curriculum coordinator will ensure that communication and data transfer from elementary to middle school and middle to high school runs smoothly and effectively. We will ensure that all records, portfolios, and DEP's are transferred properly.

Practice F

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

District Response: The plan provides for high levels of collaboration among many different staff members, but ultimately it is dependent upon school culture and administration to facilitate and enforce the AIG Plan. The principal must ensure that this collaboration occurs among school personnel. Principals can support and "ensure" collaboration by seeing that dedicated time is allotted and preserved. The EC Director, EC Teachers, and counselors should be included in these efforts especially for families that are more likely to be overlooked via traditional communication means. Grade Level and Department teams work closely with principals during this plan cycle to foster more consistent collaborative relationships in providing differentiated programming and services.

At the beginning of the school year, the guidance counselor, the curriculum coordinator, and the team leader for each grade level or department will review cumulative folders to note AIG students. The grade level or department team leader will share areas of identification and general goals with the team within the first month of school. All professionals involved in the education of the child will use planning time to review and update goals at least two more times during the school year. The principals dedicate time for the administration, teachers, the curriculum coordinator, the testing coordinator to collaborate and plan.

The teachers, counselors, parents, and administrators support the social and emotional needs of gifted learners. Practices like morning meetings, advisory, flexible and cluster grouping, and project based learning are used to foster healthy social, emotional relationships with intellectual and developmental peers. Project Celebrations and Curriculum Nights enable the staff to communicate with parents and the community our practices for ensuring that all students make progress both socially and emotionally.

K - 5 teachers and the HS teachers schedule and plan for morning meeting and advisory times throughout the school year. These times are important to build the social skills necessary for all students including gifted learners.

The elementary school faculty have read "Teaching Children to Care" by Ruth Sidney Charney and "The First Six Weeks of School" by Paula Denton and Roxann Kriete. Some of the high school faculty have read "The Advisory Book" by Origins. The elementary principal, testing coordinator, curriculum coordinator, and an elementary classroom teacher have attended two week-long Responsive Classroom summer institutes to be trained in Responsive Classroom Levels I and II. The elementary school counselor is attending a week-long Responsive Classroom summer institute this summer. The elementary school counselor and an elementary classroom teacher attended an Ashoka Changemaker week-long summit this past year to promote and improve our elementary empathy initiative. These key people lead faculty discussions and staff development throughout the school year.

Teachers use classroom observations, formal and informal assessments, and project rubrics to set academic and social goals for all children including those identified as AIG. Goals and progress are shared with children and their families on report cards and during a required fall conference, and as well as regular, on-going communication.

Open House Nights, Curriculum Nights, Project Celebrations, and conferences enable the staff to communicate with parents and the community our practices for ensuring that all students make progress both socially and emotionally.

Practice G

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response: Acceleration programming is an area where our process and the guidelines could be better developed to ensure that teachers, parents, and administrators all understand. However, at this time, acceleration has been available to students case by case when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

A committee consisting of the building administrator, the teacher, the curriculum coordinator, the

testing coordinator, and the parent will review the student's testing data, classroom performance and assessments, report cards, and social/emotional development. In many cases, a student may be advanced academically, but is not ready socially/emotionally to advance to a higher grade level. This is where implementing flexible grouping can be key to meeting the individual needs of a gifted learner.

Based on research for math grade advancement (4th - 12th), the team looks at past EOG math scores, EVAAS predicted scores, Case 21 math scores, classwork, homework, and overall GPA. A student's math placement for the following year is determined prior to the end of the current year.

Each building administrator, curriculum coordinator, building leadership teams meet to determine staffing and resource needs. Next, the building administrators and curriculum coordinator meet with the Managing Director to express those needs and budget planning for the next year.

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

Through North Carolina Virtual Public School (NCVPS), students have access to a variety of course offerings that may not be offered at our high school. Through online, blended, and mobile courses from NCVPS, students are able to take classes, such as AP classes or courses for the Occupational Course of Study.

Practice H

Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: Our under-represented populations are served through flexible grouping, collaboration, and whole class inclusion activities. We work with our ESL specialist, the EC teachers, and classroom teachers to extend services to high performing students regardless of an AIG identification. We want to ensure that we serve our students appropriately in a manner that will nurture their high potential and ability.

The building administrators, the curriculum coordinator, the testing coordinator, and the building guidance counselors will collaborate with the school ESL specialist, EC Director and EC teachers, as necessary, to meet the needs of AIG students that may have dual -identification and are twice exceptional. Units of instruction featuring higher level thinking skills, academic choice, and enrichment are available to all students, regardless of identification. Projects that feature extensions

and academic choice are offered to students that are highly gifted.

Practice I

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

District Response: The school encourages student participation in extra-curricular programs and will inform parents of these opportunities. The Before/After School Director also coordinates different after school enrichment opportunities for all students. Some of the activities are Lego Robotics, karate, cake decorating, horseback riding, basketball, soccer, Mandarin Chinese, guitar, and many more.

We currently offer Science Olympiad to students 1st - 12. Science Olympiad is coordinated and run by a parent volunteer with the help of other parents and some teachers.

We also offer Geography Bee competitions and Spelling Bee competitions.

Last year, a parent organization was begun (EXPO) for parents of students that are either identified AIG or as Exceptional Children. However, any parent is welcome to attend. This group meets monthly to discuss information and issues that pertain to these students. They often invite guest speakers.

Practice J

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

District Response: In Kindergarten - Third Grade, flexible grouping in reading and math are implemented across a grade levels and school-wide. Common times for teaching reading and math in K/1st and 2nd/3rd, are scheduled so that gifted students may either go to another teacher and group at that grade level or go to another grade level and group to ensure that their individual needs are met.

For Fourth - Eighth Grade Students, cluster grouping by skill level is utilized to ensure that gifted students receive appropriate, differentiated, and accelerated instruction.

Ideas to Strengthen the Standard: 1. The middle school (6 - 8) will adopt an Advisory approach to meet the social/emotional needs of all students, 6 - 8.

2. The ES, MS, and HS Counselors and/or Principals, along with the Curriculum Coordinator and Grade Level or Department Team Leaders will review AIG documentation/folders at the beginning of each school year and will ensure that classroom teachers have the student's DEP, important information, etc.

3. The ES, MS, and HS Principals, Curriculum Coordinator, ES, MS, and HS Counselors, and teacher representatives from the ES, MS, and HS will develop and set acceleration guidelines and processes to ensure that teachers, parents, and administrators all understand and that the guidelines are fair and equitable to all.

Sources of Evidence: 1. Professional Development and/or Book Study with 6th - 8th grade teachers/staff and MS Counselor to learn and develop an Advisory Approach to support the social/emotional learning and development of all middle school children, 6th - 8th grade.

2. AIG folders

3. DEPs

4. Grade Level/Department Curriculum meeting agendas and minutes

5. Faculty meeting agendas and minutes

6. Forming an Acceleration Committee and meeting agenda and notes with the end result determining acceleration guidelines and processes to ensure that teachers, parents, and administrators all understand and that the guidelines are fair and equitable to all.

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 and the community that are intentional and meaningful to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

District Response: Voyager Academy communicates with the community through various sources, such as parent volunteers, the school website, and teacher websites. Voyager students also perform volunteer work within the Triangle community at the Durham Rescue Mission, Habitat for Humanity, and the Food Bank to just name a few. We have developed partnerships with various community organizations for service learning opportunities K - 12.

The High School students have an opportunity to earn a certain number of service/volunteer hours for a Service Laureate designation at graduation and on their diploma.

Parents want specific communication about their children's academic and social development and progress. They want ongoing communication from teachers and the school that includes information about differentiated instruction. Kindergarten - Third Grade, portfolios are available for parents to see at conferences, etc.

The Administration team will ensure that the Technology Director is given important information regarding our AIG program, processes, etc. so that the school website is updated with important information in a timely manner.

The building administrators or their designee from the ES, MS, and HS will make certain that the school website is updated with current project work. The building administrators will make sure that the teacher or grade level/department websites are updated.

We will continue to foster relationships for service learning opportunities with: First in Families of Durham, The Durham Rescue Mission, Habitat for Humanity, The Food Bank of Central and Eastern NC, etc. and we will also develop relationships with new businesses and volunteer organizations.

Also, through our project based learning focus, there are opportunities to highlight our project work and for service learning. The elementary (K - 3) was inspired by an article written by Michael Zakaras

with Ashoka about Kim Jordan, the Co-founder of New Belgium Brewing Company. She stated in the article that "everyone was expected to contribute twenty minutes a day to making the school community go. We cleaned classrooms and bathrooms, did filing for teachers, and there was also a farm component – for a while my job was to feed the horses. The notion was that it takes everyone pulling together to build and maintain a community. That's important for kids – if you do it for them, they never really internalize that." As a staff, we discussed the benefits of building empathy and service in elementary students and decided to be purposeful next year and devote 15 min. each day to some type of service within our school community. This is reflected on the K - 3 schedules. If you would like to read the article, the link is listed below:

<http://www.forbes.com/sites/ashoka/2016/03/25/new-belgium-brewings-kim-jordan-on-how-to-get-your-team-to-own-it/#2e3afad614a9>

We have developed and are developing new relationships with various charities to support this work K - 12 to benefit all of our students, including our AIG students.

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 is communicated via parent meetings at each school, Open Houses, Curriculum Nights, the school website, newsletters, phone and email communication, conferences on request, and written correspondence with parents. Communications will continue through current and other methods as we move forward.

We have created an AIG Handbook, documents, letters, and brochures that informs families of our program services as well as the rights of families and their students. The documents are available in paper and electronic formats. Parent surveys have been conducted to get feedback to ensure information regarding the AIG program is shared and understood. Parent information sessions are held in conjunction with Curriculum Nights.

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: We have conducted parent surveys and have also asked the parents involved in EXPO for feedback and information regarding our AIG services. We will continue to involve parents in the continuous monitoring of our AIG program and plan.

Parent representation in EXPO and our School Improvement Team is reflective of the diversity of our current AIG parents and families.

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: As the building administrators and Managing Director are made aware of community opportunities available to our gifted learners, they are included in our weekly school newsletter that goes out to all K - 12 families and staff.

Practice E

Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

District Response: We are continuing to work on increasing our partnerships with the community, universities, and local businesses.

Through our project based learning work and opportunities, we have made many connections for our field experiences and guest experts, such as Duke Gardens, The Regulator Bookshop, and the EPA. The use of video and Web 2.0 tools in the classroom to create transparency and highlight differentiated instruction in the classroom has been utilized. We partnered with the Friday Institute for Educational Innovation to provide this high quality, on-going staff development. Through our Project Celebrations and Curriculum Nights, parents are informed about differentiated instruction and the social and emotional needs of different populations of learners. We have increased communication on differentiated practices in classrooms beneficial to gifted learners and on the specific emotional, intellectual, and social needs of gifted learners. The middle school counselor continues to provide families with information on outside services and programs available to gifted students such as Duke TIP.

Teachers utilize You Tube video postings on the Voyager You Tube Channel and other various ways via technology to share student work. We provide a calendar on our website listing project celebration dates and curriculum nights and also send home important dates in our K - 12 weekly

newsletter.

Ideas to Strengthen the Standard: Communication of outside opportunities is an area that we could improve. One possibility is having an AIG/Enrichment section on the web site with a list of outside options and links, such as Durham PAGE, etc. We would want to ensure that our Spanish speakers could also access this information either through a translated document or someone to interpret.

Sources of Evidence: An AIG section on the school website in English and Spanish that includes AIG/Enrichment links and outside opportunities.

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 LEA's school board and sent to SBE/DPI for review and comment.

District Response: Voyager Academy has formed an AIG committee that consists of the Elementary, Middle

School, and High School principals, teacher representatives from multiple grade levels, and curriculum specialists. The committee meets once a quarter to review current Voyager practices and ensure compliance with the stated school policies. The AIG committee 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. With the help of the AIG committee, the building principals provide a yearly update to our Board of Directors. Every three years, we will revise the plan and submit to DPI for approval.

Description: We will monitor the 2016-2019 Plan and will focus on success in these areas:

1. Student growth for identified students
2. Clear communication of identification and placement processes in all AIG documents on the school website
3. Development and implementation of policies and procedures for servicing identifying and serving twice exceptional and other under-represented populations
4. Consistency and deepening of implementation of differentiated curriculum and instruction in regular classrooms for identified gifted learners
5. Clear communication of identification and placement processes with parents and the community
6. Identifying key AIG leaders/teachers on each grade level
7. Setting district standards and requirements for teachers who teacher the AIG cluster groups
8. Parent involvement on the AIG Committee

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: Monitoring and guiding implementation of the plan has been the the primary role of the Elementary Principal, Middle School Principal, and the High School Principal The AIG Committee has helped with the implementation and the development of the AIG Program and Parents' Rights Handbook.

1. AIG committee minutes and notes
2. AIG Program and Parents' Rights Handbook
3. Create opportunities for classroom observations by AIG certified personnel, the guidance counselor, and school administrators.
4. The principal, curriculum director, and AIG committee will review this plan annually.

Practice C

Uses and monitors state funds allotted for the local AIG program according to state policy.

District Response: Voyager Academy does not receive state funds to serve our AIG students. However, state and local funds have been used and monitored appropriately to ensure that all students receive quality instruction.

Voyager Academy does not receive state funds to serve our AIG students. However, state and local funds have been used and monitored appropriately to ensure that all students receive quality instruction.

Practice D

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

District Response: Student performance growth data is available yearly. The gifted growth data could be shared on the school website. We will could also extract and report annual drop-out data for AIG students.

Collect EOG and Case 21 Benchmark data for AIG students

Analyze data for trends and possible program improvements

Extract and report any data regarding annual drop-out data for AIG students (At this time, I do not think we have any students that have dropped out)

EOG and Case Benchmark data will be analyzed for growth and possible program

improvements by the guidance counselor, curriculum director, and building principals. Extract and report any data regarding annual drop-out data for AIG students, However, at this time, I do not think we have any students that have dropped out.

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: We will find sources available for monitoring the representation and retention of under-represented populations compared with our AIG Headcount generated each April. We will more carefully extract and monitor our twice-exceptional student count. Throughout the 2016-2019 Plan Cycle, we will continue to closely monitor change in our representative cohorts and the effectiveness of our programming response. Carefully monitor representation of under-represented populations and the effectiveness planned services and programs. We will more carefully extract and monitor our twice-exceptional student count. Throughout the 2016-20169Plan Cycle, we will continue to closely monitor change in our representative cohorts and the effectiveness of our programming response.

Practice F

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

District Response: We will continue to monitor licensure. If there is not an AIG certified teacher at a grade level, then we will encourage at least one teacher to obtain their AIG certification.

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 Committee asked parents for feedback and information regarding our AIG

services. However, we need to involve parents in the continuous monitoring of our AIG program and plan.

Ask for parent representation that reflects the diversity of our current AIG parents and families to serve on our AIG Committee.

The AIG Committee will have parent representation to ensure that their voice is heard regarding the AIG program and plan.

Practice H

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

District Response: The AIG Committee asked parents for feedback and information regarding our AIG

services. However, we need to involve parents in the continuous monitoring of our AIG program and plan.

Survey students, parents/families, teachers and other stakeholders.

Collect and analyze survey information.

Ask for parent representation that reflects the diversity of our current AIG parents and families to serve on our AIG Committee.

Practice I

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

District Response: Voyager Academy has formed an AIG committee that consists of the Elementary, Middle

School, and High School principals, teacher representatives from multiple grade levels, and curriculum specialists. The committee meets once a quarter to review current Voyager practices and ensure compliance with the stated school policies. The AIG committee 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. With the help of the AIG committee, the building principals provide a yearly update to our Board of Directors. Every three years, we will revise Local AIG Plan and submit to DPI for approval.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The process for completion of the 2016 - 2019 Plan included extensive input from stakeholders. As we implement the plan we will review processes on an ongoing basis. We will revise the plan once a year based on any board reports and actions requiring a change in the content of the document.

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: Our AIG Plan, documents, and any reported data will be published on the school website.

Printed copies of public record documents will be made available as needed.

Our AIG Plan, documents, and any reported data will be published on the school website. On the school website, we will have an AIG link with outside opportunities and links.

Our AIG Plan, documents, and any reported data will be published on the school website. Printed copies of public record documents will be made available as needed.

Ideas to Strengthen the Standard: 1. During our data team talks, the teams need to have focus on AIG data and how to serve them better.

2. Elicit regular feedback from parents about the effectiveness of our program.

Sources of Evidence: 1. AIG plan

2. AIG plan approval from the board of directors

3. DPI comments and/or suggestions

4. AIG committee meeting minutes and notes.

5. Walkthrough observation data.

6. NC Teacher Evaluation

7. EOG, EOC, and NC Final Exam Data

8. Case 21 Benchmark Data

9. April Headcount

10. Parent Meetings

11. Teacher Meetings

12. Meetings with ESL and EC Personnel to discuss AIG students

13. Exit Meetings with parents that choose to leave Voyager

14. AIG Program and Parent Rights handbook

Glossary (optional):

Appendix (optional):

2016-2017VAHSCourseCatalog (1).pdf (*Appendix - Standard 4*)

ES Daily Schedule 16-17 (1).docx (*Appendix - Standard 4*)

MS Bell Schedule 16-17 (1).pdf (*Appendix - Standard 4*)

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