

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

**Approved by local Board of Education on:**

**LEA Superintendent's Name:** Mrs. Jennifer Lucas

**LEA AIG Contact Name:** Michele Nease

**Submitted to NC Department of Public Instruction on:**

**Revision Submitted to NC Department of Public Instruction on:**

Voyager 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, Voyager Academy local AIG plan is as follows:***

**Voyager Academy Vision for local AIG program:**

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Table of Contents

<a href="#"><u>Standard 1: Student Identification</u></a>	<a href="#"><u>3</u></a>
<a href="#"><u>Standard 2: Comprehensive Programming within a Total School Community</u></a>	<a href="#"><u>7</u></a>
<a href="#"><u>Standard 3: Differentiated Curriculum and Instruction</u></a>	<a href="#"><u>14</u></a>
<a href="#"><u>Standard 4: Personnel and Professional Development</u></a>	<a href="#"><u>21</u></a>
<a href="#"><u>Standard 5: Partnerships</u></a>	<a href="#"><u>25</u></a>
<a href="#"><u>Standard 6: Program Accountability</u></a>	<a href="#"><u>29</u></a>

DRAFT

## 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:** 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 2019 - 2022 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 a mid-year and annual update regarding AIG program services for PTA & Board meetings.

### Practice B

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

**District Response:** The AIG committee developed an identification matrix that the district uses when identifying gifted learners. The identification process includes a sweep screen in 2nd grade. Students in second grade who score above the 90%ile on the NCDPI math assessment or above an N on the BOY reading assessment are included in a secondary aptitude screening. Voyager Academy uses the Cognitive Abilities Test (CogAt). 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, teacher input regarding functioning in the classroom as measured by grades and overall performance, 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 including areas such as science, social studies and the arts. Students can be identified as AIG learners in Reading, Math, or both subjects. Teachers K-12 are trained to look for certain characteristics found in gifted students starting as early as kindergarten.

### **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:** 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.
2. To use local achievement data (reading K -3 and NCDPI math assessments including NC Check-Ins) 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. Professional 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. Additional professional training sessions are scheduled to assist teachers in talent scouting for those who exhibit characteristics of gifted learners who might not be identified. Following the training sessions, teachers meet with the K - 12 Curriculum Coordinator, the guidance counselor and the building principals to use the data in screening, referral, identification and 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 the CogAT 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**

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

**District Response:** An excellent process for documentation of student identification has been established. The Differentiated Education Plan (DEP) is first developed in the second 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.

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 2nd 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. The AIG coordinator is present at the initial identification meeting to answer any questions related to the program services. Individual meetings are also set up throughout the year between parents and teachers to discuss how an individual's needs are being met specifically within the classroom.

### **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:** Voyager Academy documents the AIG identification process of all students and provides evidence which leads to the identification process. The documentation is reviewed with parents and families and maintained in student records.

AIG information including dates of screening, and pathways for eligibility will be given at the 2nd grade Curriculum night beginning in the 2019-2020 school year and continuing through the summer of 2022.

DEP's will be created before students begin the 3rd grade. Parents will meet with the Elementary principal, the AIG Coordinator and classroom teachers to discuss the initial placement and to document the AIG modifications which will follow.

- Ideas to Strengthen the Standard:**
1. For the math sweep screen, we are switching to the 2nd grade NCDPI math assessment.
  2. AIG information, dates of screening, and pathways for eligibility to be given at the 2nd grade Curriculum Night.
  3. Completing the screening, testing, eligibility, and DEP's earlier in the school year. Meeting with parents mid-year to assess academic performance and social and emotional needs.

**Sources of Evidence:**

DRAFT

## **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:** Voyager Academy provides an array of program service options for our diverse gifted students in grades K-12. 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, the AIG Coordinator, AIG certified and endorsed teachers, and administrators, units and lessons are planned to address the diverse needs of students identified in math 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. An administrator, the K-12 Curriculum Coordinator, the AIG Coordinator, and classroom teachers monitor implementation of DEPs.

### **Practice B**

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

**District Response:** We currently serve students identified in Math and/or Reading. Differentiated instruction services are provided in cluster groups in the regular classroom based on identification at the elementary, middle or high school level.

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, Social Studies, and the arts are tiered and differentiated 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.

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**

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

**District Response:** Policies and practices of Voyager Academy's AIG programs and services are connected to the overall instructional program and philosophy of the district. The principals collaborate with the curriculum coordinator, the AIG 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, the curriculum coordinator and the guidance counselors 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, the AIG coordinator and the classroom teachers to ensure that gifted services are implemented consistently throughout the district.

The principals of each division, the curriculum coordinator, the AIG 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. The type of information communicated to teachers, administrators and support staff regularly also addresses the delivery of differentiated services and instruction for AIG students and Voyager Academy's AIG program and plan.

Professional development is offered to all teachers, administrators and support staff which provides training for the delivery of differentiated instruction. DPI "Boostershots" are one of the resources used in this forum.

### **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:** AIG student records are shared 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.

The AIG Coordinator will also be available to staff to support the transfer of important AIG student data from one grade level to the next.

### **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 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 that collaboration occurs 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, the AIG coordinator and the team leader for each grade level or department will review cumulative folders to

identify 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 time, 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 about our practices for ensuring that all students make progress both socially and emotionally.

The middle school has developed an Innovation Space in the technology lab to be utilized for regular class programming and before and after school time by all students including those identified as AIG. The space is used for tinkering, taking on challenges and addressing community issues by creating proposals for solutions to the problems.

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. Middle school teachers meet monthly for "ACT" time to educate and engage students in collaborative experiences which support the Voyager core values: empathy, integrity, curiosity, confidence, and reflection.

Teachers K-12 have on-going training using DPI "Boostershots", the 11 Principles of Effective Character training and data assessment methods to effectively differentiate in their individual classrooms. The AIG Coordinator and an array of staff members 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, DEP conferences, and project celebrations enable the staff to communicate with parents and the community about the practices used to ensure that all students make progress both socially and emotionally.

### **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:** 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 AIG 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, NC Check-In data, classwork, homework, and overall GPA. A student's math placement for the following year is determined prior to the end of the current year.

Any student receiving a 5 on an end of grade math assessment grades 3 - 8 will be considered for accelerated placement up to two years from their current level.

Each building administrator, curriculum coordinator, and 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**

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

**District Response:** Our 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, the AIG 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, compacting, and student choice are offered to students that are highly gifted.

Teachers K-12 are trained to develop talent and scout for talent beginning in kindergarten. Gifted behavior checklists along with "Boostershot" training will provide ongoing assistance. Teachers will actively scout for talent in under-represented AIG populations.

### **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.

High school social studies students participate in the "History Day" state competition.

Book clubs, gaming clubs, arts programs such as the Viking Singers and various sports teams provide additional opportunities for students to engage in extra-curricular programs.

School sponsored trips are offered annually which encourage 21st century skills, collaboration and discovery.

The EXPO club has been set up for a number of years 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.

**Ideas to Strengthen the Standard:** 1. The ES, MS, and HS Principals, Curriculum Coordinator, ES, MS, and HS Counselors, AIG coordinator, and leadership team members 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 K-12 including administration and support staff to continue to develop an advisory approach to support the social/emotional learning and development of children.

2. AIG folders.

3. DEPs.

4. Gifted Education Support Team minutes.

5. Faculty meeting agendas and minutes.

6. Curriculum meeting minutes.

7. Advisory Board minutes.

8. 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 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:** A process for documentation of student identification and NC Standard Course of Study adaption has been established. The Differentiated Education Plan (DEP) is presented and reviewed at the beginning of the school year. The DEP is used as a guide for teachers to communicate the enrichment, extension and acceleration methods used along with specific differentiation strategies utilized in identified areas. The DEP includes grade level/subject area teacher input and specific curricular offerings geared toward AIG students including but not limited to tiered project work, accelerated math opportunities, advanced reading options, independent study, curriculum compacting, and learning seminars.

Differentiation for all learners will continue to be a strand for staff development at Voyager Academy. Teachers provide extensions and opportunities for enrichment to the gifted learners within the regular classroom environment. Teachers are given dedicated time to evaluate data and plan for differentiated instruction daily during shared planning, on each Monday afternoon and during scheduled professional development sessions.

Teachers share examples of differentiated units and lessons for AIG students during faculty meetings and daily common team planning times. Ability groups are created by teachers based on pre-assessments, achievement scores, behavior checklists, and teacher recommendations.

Advanced Placement (AP) courses are available at the high school. Eighteen AP courses are offered. Entry into advanced courses is open to all students. In some cases, prerequisite courses are required for enrollment.

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 AIG Coordinator may be contacted for additional information. The elementary school principal makes the decision for early admission.

Grade Acceleration is another method of acceleration which may be utilized. Requests to skip a grade are determined on an individual basis. The principal requests evidence and the advice of teachers and the AIG coordinator 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 diverse opportunities for enrichment, extension, and acceleration. Extension and enrichment practices are also used consistently by teachers in their individual classrooms.

Within classes and grade levels, teachers at Voyager Academy use project based learning to meet the diverse and unique needs of gifted learners. Teachers work together to provide opportunities for gifted learners through flexible groupings within the grade level and across grade levels.

Language Arts teachers routinely use higher level reading material for children identified as AIG in Reading. Guided reading groups and literature circles are utilized to meet the individual reading strengths and needs of the AIG identified students. Accelerated readers are offered age-appropriate yet challenging texts in all grades. Students are a part of small, dynamic communities for social construction of knowledge through group collaboration.

Math acceleration is offered up to two years for specific, identified students who are exhibiting exceptional scores on achievement tests and classroom performance. Math is accelerated through a mix of online and traditional course offerings.

At the high school level, Honors and AP courses are offered to meet the needs of the gifted learners. Through Voyager's project based learning model, students are challenged with complex, real-world situations providing an array of problem solving opportunities. Students collaborate in various contexts to analyze and synthesize information which enhances critical thinking, creation and their ability to evaluate content, process and products.

### **Practice C**

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

**District Response:** A variety of evidence-based resources are incorporated which enhance student learning. Various program and curricular models are utilized by teachers to address a wide range of

learning needs. AIG certified teachers are available at each school to support classroom teachers with planning and can provide staff development on instructional methods to be employed with high ability learners.

Voyager Academy uses the new NC Teacher Evaluation Rubric for Evaluating NC 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 to all faculty members. The curriculum director meets with teachers weekly to discuss instruction and the needs of all learners including those identified as AIG. Gifted education resource provided by the Department of Public Instruction are utilized for teacher training at the elementary, middle, and high school. These "Boostershots" are used when needed throughout the school year to support methods in reaching the needs of gifted learners. The Buck Institute will provide a PBL summer workshop for all teachers in June 2019. This professional development will enhance project depth and rigor for all students including our students identified as AIG.

#### **Practice D**

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

**District Response:** The project based learning model is used to foster the development of 21st century content and skills. Teachers are trained by the Buck Institute to create projects which foster the development of 21st century skills. Global awareness, civic and economic literacy, health awareness, applied information and media literacy including concepts, systems, and operations in challenging research contexts are enhanced by the PBL training. Local, regional, and global contexts are used to support life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

The 11 Principles of Character Education is another model which is utilized to support 21st century content and skills.

A variety of additional program and curricular models are available to teachers to support a wide range of individual learning needs. AIG certified and endorsed teachers are available at each grade level 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 is equipped with interactive white boards. 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) have implemented a "bring your own device" initiative since the 2017-2018 school year.

### **Practice E**

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

**District Response:** Voyager Academy teachers use a variety of formative and summative assessments to guide curriculum and instruction and inform flexible grouping practices. At Voyager Academy project based learning is a key component fostering academic growth.

Elementary students participate in mClass Reading 3D assessments to monitor student growth in reading. The elementary school also uses Case 21 math benchmarks to monitor growth in math. The middle school uses NC Check In assessment data to make informed curriculum decisions and to assign 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 facilitator during weekly meetings to ensure our advanced learners' needs are being met.

ILearn and MyOn are programs utilized at the middle school during Multi-Tiered Systems of Support which identify "gap" areas of core content which require re-teaching. These online programs also identify areas of student strength which is enhanced through acceleration practices during MTSS and during the regular classroom hours.

### **Practice F**

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

**District Response:** Classroom teachers use pre and post assessments regularly to identify students who need remediation, enrichment, acceleration and social and emotional support. On-going pre and post assessments in all content areas direct teachers to effective instructional practices which support the social and emotional needs of gifted learners. Teachers use Department of Public Instruction gifted education resources during professional development sessions throughout the year to improve practices which support the social and emotional needs of gifted learners. 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 learning. These diagnostic tools will lend themselves to measurement of growth and learning of students at all levels of achievement.

The student DEPs provide another measure of learning and will be reviewed throughout the year by parents, teachers and the AIG coordinator. In the spring, Annual Reviews will be conducted by the grade level AIG specialists 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 differentiated curriculum and instruction.

**District Response:** K-3 teachers cultivate and develop the potential of students while supporting their social and emotional needs using diverse instructional strategies. These strategies include: morning meetings, cluster grouping and project based learning. These programs help to foster healthy relationships with developmentally and intellectually like-minded peers.

All classes 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. All teachers have been trained in the 11 Principles of Character Education which supports the academic, social and emotional development of all students. The elementary school counselors have attended a week-long Responsive Classroom summer institute and all staff has completed summer reading which supports the purposeful and intentional use of differentiated curriculum to meet the needs of diverse learners. Various staff members 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 are shared with

children and their families during twice yearly conferences and as well as regular, on-going communication.

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

### **Practice H**

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

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

Voyager Academy is committed to the Professional Learning Communities 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 director to develop differentiated curriculum and instruction. Voyager Academy also sets aside two hours every Monday for continued professional development which includes development related to differentiation and collaboration. This time is also used for teachers to collaborate with other service personnel including 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 review files of currently identified AIG students during their regular review of cumulative records before students arrive for the new school year. In collaboration with the AIG coordinator, teachers will develop strategies for meeting student strengths, weaknesses, and goals for each of their identified students. Goals will be accompanied by curriculum modifications as outlined in the student's DEP. Teachers will meet annually with parents to update student education plans and provide outlines for parents regarding how their students' needs will be 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.
  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 test data
  3. CASE 21 results and data
  4. Teacher observations and lesson plans
  4. DEPs
  5. Teacher project plan forms
  6. Curriculum guides and plans
  7. Grade accelerated math rosters in middle school
  8. High School Course Book
  9. NC Check-In data.

## **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 is employed for all teachers K-12 to guide, support, develop, implement, revise and monitor the AIG program and plan. The coordinator also supports professional development which supports the differentiation of the Common Core Standards. Using assessment data and the individual DEP's, teachers can adapt a variety of curricula materials and instructional practices to meet the needs of the gifted learners. The Gifted Education support team meets throughout the year with the guidance counselor, social worker, principals and the curriculum director to develop and implement goals for AIG children at each grade level. These plans are documented in the students' DEP 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 the overall philosophy for the practice of differentiating the curriculum and instruction in the regular classroom.

### **Practice B**

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

**District Response:** AIG certified and endorsed teachers and support staff such as guidance counselors and social workers are available at each grade level to provide quality instruction to our gifted learners. Daily co-planning time ensures that teachers, including AIG support team representatives can discuss the needs of the AIG children in their grade level. Teachers 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 AIG support team meets monthly with the principal, guidance counselor and the curriculum director to discuss progress and needs. They also 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:** AIG certified and endorsed teachers work with their teams and the AIG Coordinator to support the diverse needs of the gifted learners. Professional development for all staff K-12 is provided regularly which focuses on methods to support the diverse needs of our gifted population. The Gifted Education support team will set the district standards for teachers who will teach AIG cluster groups. The Gifted Education support team will continue to work to establish the LEA's professional development requirements and needs for teachers who will lead AIG student clusters.

The AIG students are ability clustered within the regular education classroom. Teachers participate in weekly professional development on Monday afternoon which supports differentiation methods for all learners including how to meet the needs of gifted learners. Resources provided by DPI are utilized by classroom teachers, special education teachers, counselors and school administrators.

### **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:** 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. Voyager Academy will continue to seek outside funding sources to support teachers who wish to pursue on-line or on-site college/university courses toward AIG Licensure. Voyager Academy will seek partnerships with other local and distance learning licensure programs.

The Gifted Education support team will continue to work to establish the LEA's professional development requirements and needs for teachers who will lead AIG student clusters. The Gifted Education Support team will assist the curriculum director and principal with implementing and facilitating high quality and on-going professional development.

Our education plan (Charter) calls for an inclusion model of service for all exceptional children, including those identified as AIG. We have at least one AIG teacher on each grade level team 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 the state curriculum and our charter and philosophy which is rooted in the inclusive differentiated instruction model. Professional development in the 2019-2022 Plan is aligned with AIG program goals and district initiatives. We will maintain alignment as we move forward.

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.

A team of 5 teachers representing Voyager K-12 will be attending a gifted education training conference at the University of Connecticut this year in order to better serve the needs of the gifted population K-12. Voyager Academy hopes to send a new team each year to support staff with differentiation and best methods to meet the academic, social and emotional needs of our identified learners.

### **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.

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 enrichment and extensions, curriculum modifications and strategies, and project based learning goals.

**Ideas to Strengthen the Standard:** 1. The AIG 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. The AIG Coordinator will reach out to other Charters in the area to bring together resources and professional development.
3. Use our professional development purchase of Front Line Education (online professional development) and create online catalogs of professional development geared towards our AIG program.
4. Continue to send Voyager staff to Confratute at the University of Connecticut for gifted education training.
5. Continue to use DPI sponsored professional development tools to train teachers in best methods for meeting the diverse needs of our gifted population.
6. Support the process for AIG certification through local program options including support sessions for the PRAXIS exam.

- 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

## 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:** Voyager Academy develops partnerships with parents and families that are intentional and meaningful to support the academic, intellectual, social and emotional needs of the gifted learners. Voyager communicates with parents, families and the community at large through various sources such as the school website, teacher websites, and weekly newsletter updates from our managing director and school principals. Our charter also encourages parent volunteering K-12. Voyager students are encouraged to 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.

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 receive specific communication about their children's academic and social development and progress throughout the school year. Ongoing communication from teachers and the school that includes information about differentiated instruction are regularly shared between stakeholders and staff. In K- 3 portfolios are available for parents to view at scheduled conferences.

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, and The Food Bank of Central and Eastern NC. Voyager will also develop relationships with new businesses and volunteer organizations.

Through our project based learning focus and Innovation Space at the middle school there are additional opportunities to highlight our project work and service learning projects.

The K-12 staff has been trained in the 11 Principles of Character Education. Core values at each building are identified and supported through morning meetings, meet-ups and after school events. Schedules at each building reflect the time spent focusing on the social and emotional needs of our gifted learners.

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 EXPO night, the AIG advisory board, the Gifted Education Support team, 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.

Voyager has 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 have involved parents and community members in our AIG advisory board and our monthly Gifted Education Support Team meetings. We will continue to involve parents in the continuous monitoring of our AIG program and

plan.

Parent representation in EXPO, our AIG advisory board and our gifted education support 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 newsletter that goes out to all K - 12 families and staff. We will collaborate with an interpretation service to translate information or interpret information to parents and families as needed.

#### **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:** Voyager Academy is continuing to work on increasing our partnerships with the community including universities and local businesses to create real-world learning experiences for our gifted learners.

Through our project based learning work, Voyager Academy has created a variety of local partnerships and connections for field experiences and guest experts. Along with the local universities, Voyager students partner and volunteer within the Triangle community at The Regulator Book Store, One World Market, EPA, Roxboro Rd. Chick-fil-A, Emerge Orthopedics and the Brookdale Assisted Living Center to name a few. Through our Project Celebrations, Presentation of Learning (POL), Expedition Nights and Curriculum Nights, parents and families are informed and kept up to date regarding differentiated instruction in the classroom. Social and emotional needs of the AIG learners are also addressed during these special events.

School counselors at each building continue to provide families with information regarding outside services and programs available to gifted students such as Duke TIP and NC Governor's School.

High School students have the option of taking courses at Durham Technical Community College. The CCP pathways help students prepare for college, both academically and socially. High school students also have an opportunity to earn 275 service/volunteer hours for a Service Laureate designation at graduation and on their diploma.

Voyager Academy will continue to foster relations for service learning opportunities with our current and future partnerships. We will also ensure that our ESL students can access the information from a translated document or interpreter.

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 have partnered with the Friday Institute for Educational Innovation to provide high quality, on-going staff development.

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 as a school. One possibility is having an AIG enrichment section on the website with a list of outside partnership options and links such as DURHAM PAGE. We would ensure that our ESL students could access the information either through a translated document or interpreter.

**Sources of Evidence:**

## **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:** An AIG advisory board committee of administrators, support staff, teachers and parents reviewed and revised the current AIG plan. The AIG advisory board met many times over the fall, winter and spring during the year to focus on each of the standards and used the LEA Self-Assessment tool to evaluate the current AIG plan. The AIG advisory board provided feedback used to revise the current plan. Once approved by the Voyager Academy Board, it will be submitted to DPI for review and additional feedback.

Important documents to monitor progress of this practice are this AIG plan, the Advisory Board meeting notes and the AIG program self assessment tool.

Important information about our plan can also be found in the AIG Program Handbook and Parents' Rights. With the help of the AIG coordinator, 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.

We will monitor the 2019-2022 Plan and will focus on success in these areas:

1. Student growth for identified students
2. Clear communication of identification and placement processes
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 teach the AIG cluster groups
8. Parent involvement on the AIG Advisory Board

### **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:** Voyager Academy has an AIG Advisory Board and a Gifted Education Support team which meets monthly to discuss the diverse needs of gifted learners.

AIG Advisory Board notes will be monitored to ensure implementation of Plan goals.

Opportunities will be created for classroom observations by AIG certified personnel to support implementation of Plan goals.

Memos and letters will be sent home to parents of 2nd grade students concerning the identification process for students.

An AIG Program Handbook has been created for parents and is available on the school website.

The AIG Advisory Board and Gifted Education Support Team will review this plan annually.

### **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:** 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:** Classroom teachers will continue to use formative and summative assessments to monitor the academic performance growth on a daily basis. Student performance growth data from EOG scores is reviewed yearly by classroom teachers and administrative personnel. An additional report for the annual DEP paperwork presented to parents also records all data related to academic and social and emotional growth.

Drop out data for AIG students can be extracted, but since Voyager does not offer a pull-out program, there is not a specific class to drop.

Data can be examined for AIG students who choose to leave Voyager Academy and pursue their studies at another school.

### **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. Voyager Academy will extract and monitor our twice-exceptional student count. Throughout the 2019-2022 Plan cycle, we will continue to closely monitor change in our representative cohorts and the effectiveness of our programming response.

Voyager will continue to use DEP data and cumulative file data to support teachers who teach our identified AIG students.

The student performance growth data for under-represented populations will be closely monitored for data trends.

We will also continue to monitor our twice-exceptional students using the DEP conferences and teacher input.

### **Practice F**

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

**District Response:** We will continue to monitor and support AIG 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 Coordinator asked parents for feedback and information regarding our AIG Plan via the creation of the AIG Advisory Board. However, we need to involve parents in the continuous monitoring of our AIG program and plan.

We will continue to seek parent representation that reflects the diversity of our current AIG parents and families to serve on our AIG Advisory Board.

An additional parent group representing parents of exceptional children (EXPO) has been formed. This group is also another valued resource for important feedback regarding our AIG program and services.

Additionally, surveys will be sent annually to parents of gifted children to assess the effectiveness of the AIG program.

Survey results will be shared through Voyager newsletters, Advisory Board meetings and during the Gifted Education Support Team meetings.

#### **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 Advisory Board will gather effectiveness data over multiple years to evaluate program design and implementation of program goals.

#### **Practice I**

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

**District Response:** Voyager Academy will continue to improve communication with stakeholders throughout the 2019-2022 school years. Clear communication during the initial identification process

concerning the process and implementation of the AIG plan will increase awareness among teachers and parents. We will continue to encourage and increase membership in the AIG Advisory Board with representation from the elementary, middle and high schools.

DEP initial conferences and subsequent check-ins will continue to support the dissemination of data about our AIG program to the public.

Using the DEP and notes from yearly conferences concerning academic and social and emotional growth will support student progress from year to year. This is yet another tool to evaluate the effectiveness of our program.

### **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:** Voyager will post this AIG plan and the AIG Parent Handbook on the school website. Printed copies will be made available per request. Additionally there is a link on the school website for EXPO ( a support program for parents of exceptional children) that provides upcoming meeting topics and resources for gifted students and parents.

The AIG Parent Handbook includes placement and reassessment procedures, transfer procedures and procedures for resolving disagreements.

### **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 Advisory Board meeting notes
5. Walkthrough observation data.
6. NC Teacher Evaluations
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
15. NC Check-In data

DRAFT

**Glossary (optional):**

**Appendix (optional):**

Behavior Management and Responsive Classroom.pdf (*Appendix*)

DEPVoyagerAcademy.docx.pdf (*Appendix*)

ProjectWorkPlanningandReflectionForm-Blank.pdf (*Appendix*)

DRAFT