

## Overview and Guidance

### **Voyager Academy (32L) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

#### **Welcome**

Welcome to DPI's Local AIG Plan electronic system! This database system is the official site where your LEA and/or Charter School will submit its Local AIG Plan for 2022-2025, as mandated by Article 9B. We appreciate your efforts to develop high quality (HQ) AIG services and programming and develop an effective plan to support gifted and advanced learners in your LEA and/or Charter School.

#### **Overview of Legislation**

North Carolina has legislation that mandates identification and services of K-12 AIG students. This legislation was passed in 1996 and is entitled Article 9B, Academically or Intellectually Gifted Students (N.C.G.S. § 115C-150.05-.08). Article 9B provides a state definition for Academically or Intellectually Gifted (AIG) students and requires local education agencies (LEA) to develop three-year AIG local plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education and Department of Public Instruction (DPI) for review and comment.

#### **NC State Board of Education Policy (ACIG-000)**

As legislated in Article 9B, the SBE and DPI provide guidelines for LEAs to follow in the development of their local AIG plans. Each year prior to the submission of a new local AIG plan, the standards are revised and approved by the SBE. The NC AIG Program Standards were revised and approved again in June 2021 and continue to serve as a statewide framework for all of NC and guide LEAs to develop, coordinate, and implement thoughtful and comprehensive AIG programs, while still honoring local flexibility.

#### **What is the purpose of this plan update?**

As with the previous plan revision cycles, each LEA or charter school is asked to review progress and make updates to

their local AIG plan. The overall process remains the same as the previous plan submission cycles. The LEA or charter should have clear responses to each of the practices within the standards, making sure efforts are made to honor local context while implementing best practices in gifted education. This framework supports our efforts to move forward into the next stage of developing HQ services and programming with a focus on equity and excellence and ultimately supports LEAs and charters to craft effective local AIG programs that support the optimal growth and development of all gifted learners.

## Overall Writing Information

Develop a plan for utilizing stakeholder feedback and other applicable data regarding your 2019-22 plan as a starting point for your 2022-2025 plan.

Every standard and practice must be addressed in this local AIG plan through your LEA Response.

The self-assessment rating for each standard and practice can be found in the Self-Assessment section. However, this information will not be printed in your final Local AIG Plan document.

As legislated by Article 9B, local Boards of Education approve local AIG plans. Indicate the date of approval and upload evidence of approval in the submission section.

Upload any documents and forms you need or want to include in either the specific the AIG Additional Resources area on each standard page OR in the AIG Related Documents section.

Note that only a list of these documents will print as part of the text in the plan. The actual documents will not print as a part of the local AIG plan.

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In addition, for each standard, the LEA will provide strategies for strengthening the standard and planned sources of evidence for each standard.

You will be able to print your local AIG plan, or a section of the plan, at any time.

Once completed and approved, you will submit your entry to NCDPI.

After submission of the local AIG plan, you are encouraged to download the final document for posting to your district or charter school website, or other locations as appropriate.

### When are the local AIG plans due?

The local AIG plans are due to the SBE/DPI by July 15, 2022 for review and feedback for all LEAs and those charter schools with an existing local AIG plan. All charter schools submitting a local AIG plan for the first time, will submit via the NC CCIP portal by October 15, 2022. As Article 9B legislates, these updated plans should be approved by the LEA's school board prior to submission and must be submitted every three years to SBE/DPI.

### For questions, please contact:

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AIG List of Standards & Practices

**Organization of the AIG Program Standards**

Each standard is formatted as follows:

**Standard:** The standard is a defining statement articulating the State Board of Education expectations for quality, comprehensive, and effective local AIG programs and relates to the categories addressed in Article 9B.

**Practices:** The practices clarify the standard, describe what an LEA must have in place, and guide LEAs for program improvement. These practices will be verified to stakeholders through a variety of sources of evidence.

**Standard 1: Student Identification**

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

**PRACTICES**

- a) Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.
- 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.
- 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 learners, highly gifted, and twice-exceptional.

- d) Monitors the screening, referral, and identification processes for consistent implementation across the LEA.
- e) Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.
- f) Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

## **Standard 2: Comprehensive Programming within a Total School Community**

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

### **PRACTICES**

- a) Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.
- b) Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.
- c) Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.
- d) Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.
- e) Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.
- f) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.
- g) Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit

by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

h) Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

i) Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

### **Standard 3: Differentiated Curriculum and Instruction**

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

#### **PRACTICES**

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.

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.

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

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

e) Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

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

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

h) Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

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/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

#### **Standard 4: Personnel and Professional Development**

*The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.*

##### **PRACTICES**

- a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.
- b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.
- c) Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.
- d) Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.
- e) Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.
- f) Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.
- g) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

#### **Standard 5: Partnerships**

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

## **PRACTICES**

- a) Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:
- academic and intellectual
  - social and emotional
- b) Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.
- c) Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/ guardians, AIG teachers, and other instructional and support staff.
- d) Informs all students, parents/guardians, and the community of the following:
- Local AIG Plan
  - Local AIG program services
  - Policies relating to advanced learning and gifted education
  - Ways to access opportunities available to AIG students

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

## **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 diverse academic, intellectual, social, and emotional needs of gifted learners.*

## **PRACTICES**

- 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.

- 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.
- 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.
- d) Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.
- e) Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.
- f) Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.
- g) Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.
- h) Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.
- i) Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.
- j) Safeguards the rights of all AIG students and their parents/guardians 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.

Overview: Mission/Vision Statement and Funding

**Voyager Academy (32L) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* LEA Superintendent's Name:

Ellie Schollmeyer

\* LEA AIG Contact Name:

Harris, Michele - mharris@voyageracademy.net ▼

Voyager Academy has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Voyager Academy local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

The mission of Voyager Academy is to serve gifted students using an inclusion model which provides high quality differentiated instruction in addition to rich and varied learning opportunities. Voyager strives to nurture the varied interests of the gifted population while enhancing their ability to collaborate, express creativity and curiosity, and

develop task commitment. Voyager is committed to producing life long learners who have developed their talents while attending Voyager Academy.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
* \$ 76,176.06	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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**Standard 1: Student Identification**

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

**\* Practice A**

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

Voyager Academy has developed a screening and referral process that can lead to AIG identification at all grade levels. Voyager ensures that all personnel, families and community members are aware of and understand the screening, referral and identification processes that lead to AIG identification. Opportunities are provided for every student to show their strengths and talents.

The Curriculum Coordinator and Testing Coordinator conduct a sweep screen at the 3rd grade level which includes two eligibility pathways. The pathways screen for aptitude, achievement, and performance. Students can be referred by parents and/or teachers K-12 for AIG program services.

**\* Practice B**

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

A sweep screen is conducted at the 3rd grade level. Identification is determined using 2 eligibility pathways. Students in third grade who score above the 90th percentile on the Bridges Math Unit Assessments and mid year math assessment or have a composite score of 423 or higher on the DIBELS8 assessment in mClass are included in a secondary aptitude screening. Voyager Academy uses the Otis-Lennon School Ability Test (OLSAT-8).

To be considered eligible for identification students must score above the 93rd percentile on the composite score or above the 90th percentile in Reading or in Math. This information is used along with achievement scores and student work samples to determine eligibility.

Students can be identified as Academically and Intellectually Gifted (AI), Academically Gifted (AG), Academically Gifted Math (AM), Academically Gifted Reading (AR) and Intellectually Gifted (IG).

Students in grades K-12 can be referred for testing by teachers and/or parents. After the referral is made, students are screened by their academic team using an approved behaviors checklist. The AIG Coordinator and Curriculum Coordinator review the results of this assessment. In addition, the AIG Coordinator and Curriculum Coordinator request student work samples. A decision is made by the AIG Coordinator, the Curriculum Coordinator and the academic team whether to test for aptitude. Testing is offered at various times in the school year. The decision to test or re-test is made within 90 days of the inquiry. Students may be nominated or screened only after one full calendar year has passed from initial screener.

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### \* Practice C

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

The Administrative team will gather data on the demographics of students who meet our eligibility criteria. The team will compare it to our K-12 school demographic data. As patterns emerge, the team will work to address inequalities in traditionally under-represented populations.

**\* Practice D**

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

Voyager continues to communicate a common plan and vision for gifted services across the district. The Managing Director, Elementary Principal, Middle School Principal, High School Principal, Curriculum Coordinator, and Testing Coordinator meet regularly with staff to ensure consistency. By having clear processes and guidelines for the screening, referral, and identification, Voyager has made sure that the AIG Plan is fair and equitable. Also, the professional scoring of the OLSAT-8 ensures consistency. 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

An efficient process for documentation of student identification has been established and is implemented by the Curriculum Coordinator and Testing Coordinator. This documentation is shared with school personnel, parents, and students.

After the completion of the sweep screen during grade 3, a parent meeting is scheduled to discuss AIG program services and to develop the first DEP. The AIG Coordinator leads the initial identification meeting to answer any questions related to program services. Individual meetings are also set up throughout the year between parents and teachers to discuss how specific needs are being met in the classroom.

The Differentiated Education Plan (DEP) is reviewed annually by teachers, parents and the AIG Coordinator.

There are written policies that safeguard the rights of AIG students and their families. These policies are explained in the Voyager AIG Program Handbook.

**\* 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.

Voyager 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. The identification process is documented by the Curriculum Coordinator and the K-12 Testing Coordinator. An AIG documents folder is created for each identified student.

**\* Ideas for Strengthening the Standard**

1. Put the updated 2022-2025 AIG Program Handbook on the school website.
2. Put the updated 2022-2025 AIG Plan on the school website.
3. Continue to provide a mid-year and annual update regarding AIG program services for the Board of Directors.
4. Make Booster Shot training a part of Voyager's Improvement Plan
5. Continue to use standardized, summative and formative assessment data to monitor academic growth in students grades K-12.
6. Train faculty to recognize talent and characteristics of giftedness in children through professional development opportunities.
7. Continue to update and maintain information to be placed in students' cumulative folders as needed.
9. Continue to schedule parent conference days in the Spring and Fall of each academic year.
10. Continue to schedule professional development which focuses on differentiation.

**Planned Sources of Evidence**

\* AIG Eligibility Pathway Form [https://docs.google.com/document/d/1kGgcEBE7A-bxa-O6xo-qX5\\_c72N82bycuq5flyacLA0/edit](https://docs.google.com/document/d/1kGgcEBE7A-bxa-O6xo-qX5_c72N82bycuq5flyacLA0/edit)

\* AIG Parent Contact Letter  
<https://docs.google.com/document/d/1i1kcYveXda8RMY8FOkDShvIR9TTyPxnOc6FQsnfMH7w/edit>

\* AIG Placement DNQ  
<https://docs.google.com/document/d/1D45eiWvAHfnoW27R0NhcXQub2O1F4d1GdANzPjWzEaw/edit>

\* Gifted Behaviors Checklist  
<https://docs.google.com/document/d/1NXqCk0aFErXJli5Kpjk0O03H47ZxfJSsTKxG9eQMIMI/edit>

### Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	

## Standard 2: Comprehensive Programming within a Total School Community

### Voyager Academy (32L) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Standard 2: Comprehensive Programming within a Total School Community

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

#### \* Practice A

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

Voyager Academy provides an array of program service options for gifted students in grades K-12. In addition to using an inclusion design model which relies on differentiated curriculum to meet the needs of diverse learners, Voyager levels all math and reading classes in grades 3-8. All teachers respond to the needs of gifted students by providing differentiated content and instruction. Teachers routinely utilize diverse resources and flexible grouping. Formative and summative assessments are used by faculty K-12 to meet the needs of gifted learners.

Equitable access is established through consistent application of identification procedures. With input from the Curriculum Coordinator, the AIG Coordinator, AIG certified teachers and administrators, units and lessons are planned to address the diverse needs of students identified in math and reading. A particular emphasis is placed on Project Based learning. Projects are developed which provide students with product choice and leveled tasks which challenge students at all academic levels

The elementary school has implemented the Bridges Math curriculum and the Core Knowledge Language Arts (CKLA) curriculum. Acceleration options are available in both math and reading. The CKLA program is based on Science of Reading research. Groups such as Viking Troopers have been created to foster theatrical talent and

passion for the dramatic arts. Students interested in the dramatic arts at the middle school can participate in two plays each school year.

In grades 9-12, teachers, administrative staff and school counselors work closely with students to design pathways which provide rigor and enrichment to gifted students. Various program offerings including AP, CCP and arts courses.

The high school has created arts groups such as Vocal Affinity, Bull City Lights, and Bull City Sound which support the academic and intellectual needs of gifted students and their social and emotional well being.

Middle school students are recommended yearly for summer intensive STEM leadership programs and Duke Continuing Studies Pre-College programs. High school students are recommended yearly for Governor's School and Duke Continuing Studies Pre-College programs.

Voyager continues to provide appropriate curricular resources and materials to meet the needs of students in each class. All classes are aligned with the North Carolina Standard Course of Study and Essential Standards and are augmented with research-based curricular resources and unit plans. DEPs are developed with grade level (elementary) or subject area (middle & high school) teacher input showing specific curricular offerings that are geared toward the academic and intellectual needs of AIG identified students. Administrators, the K-12 Curriculum Coordinator, the AIG Coordinator, and classroom teachers monitor the implementation of DEPs.

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**\* Practice B**

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

The AIG plan provides for high levels of collaboration among administrators, teachers and support staff. The administrative team at each school (elementary, middle, high) collaborates with the AIG Coordinator, certified teachers, counselors and the social worker to identify and support the social and emotional needs of gifted learners. Dedicated time is allotted for collaboration and planning. Grade level and department teams work closely with principals and support staff to foster more consistent collaborative relationships. Meetings are held monthly with the administrative team, the school counselor, and the Curriculum Coordinator to address these needs.

At the beginning of the school year, the AIG Coordinator and the team leader for each grade level or department review cumulative folders to identify AIG students. The grade level or department team leader communicates these data to teams within the first month of school. All professionals involved in program delivery for the gifted use planning time to review and update goals on the DEP which include social and emotional goals. The team also meets regularly throughout the school year to evaluate the social and emotional needs of the identified child. In addition, the principals dedicate time for the teachers, the Curriculum Coordinator, and school counselor to collaborate and develop support plans which address social and emotional needs. The teachers, parents, counselors and administrators work together to support the social and emotional needs of gifted learners.

Practices like responsive classroom (K-3), morning meeting, advisory time, flexible and cluster grouping, and project based learning are used to foster healthy social, emotional relationships with intellectual and developmental peers. Counselors also provide videos which highlight Voyager's core values: empathy, integrity, curiosity, confidence and reflection. 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.

Elementary teachers schedule and plan for morning meetings throughout the school year which foster healthy peer relationships and caring communities.

Middle school teachers have developed an Innovation Space in the technology lab to be utilized for regular class programming. The space is used for tinkering, and problem based project work. In addition, the Middle school has created "ACT" (Advancing Character Together). ACT groups meet monthly to focus on positive social interactions, relationship building and the development of core values.

High school teachers use advisory periods to foster positive healthy relationships, conflict and time management and college and career planning. Student driven clubs are developed during Advisory periods. Various teachers volunteer to sponsor the clubs.

K-12 teachers have 24 hour access to Booster Shots training modules.

K-12 teachers have attended the 11 Principles of Effective Character Education training.

Various staff members lead professional development strands throughout the school year which addresses the social and emotional needs of students.

Teachers use pre-assessments, classroom observations, summative 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 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 C**

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

Voyager integrates and connects the AIG program and services with the district's priorities and resources through policy and practice. Voyager serves gifted 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 receive differentiated or compacted math and reading instruction that is aligned with their accelerated level or skill(s) and grade level content.

Projects in science, social studies, and the arts are tiered and differentiated to meet the academic and social and emotional needs of gifted students. Middle grade AIG students receive differentiated or compacted reading instruction and differentiated, compacted, or accelerated math instruction that is aligned with their accelerated level or skill(s) and grade level content.

Enrichment clusters are also used to integrate and connect gifted education services and resources.

At the high school level, students are offered differentiated lessons and access to Advanced Placement and Honors classes in a variety of content areas. Students are also offered dual enrollment as a curriculum pathway. High school students also have access to courses offered at NCVPS and NCSSM. In addition to gifted identification status, student choice, teacher recommendation, and graduation requirements are factors that determine participation.

**\* Practice D**

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

Voyager teachers K-12 develop procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. Students K-12 who are identified as gifted are intentionally placed in learning environments which facilitate their achievement and growth. Flexible grouping is used in math, reading, science, social studies and during project work time called core connections.

Flexible grouping practices are used K-12 in all academic areas to ensure that gifted students are placed with like-

mindful peers. Flexible grouping is used for daily lessons, group work and during MTSS when certain students engage in activities designed to enrich or accelerate their learning outcomes. Cluster grouping is also used for remediation or acceleration and enrichment during MTSS.

**\* Practice E**

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

Each school maintains 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 school, 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, parent conferences, weekly online updates, or through the Voyager website, to broaden communication and understanding about programs, services, and regulations surrounding gifted education. The type of information regularly communicated to teachers, administrators and support staff, addresses the delivery of differentiated services and instruction for AIG students and Voyager Academy's AIG program and plan.

**\* Practice F**

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

AIG student records are shared with the middle school and the high school so that transitions are smooth and timely. The guidance counselor, building principal, and/or Curriculum Coordinator ensures that communication and data transfer from elementary to middle school and middle to high school runs smoothly and effectively. Voyager ensures that all records, portfolios, and DEP's are transferred properly. The AIG Coordinator is also available to support staff and to ensure the successful transfer of important AIG student data from one grade level to the next.

**\* Practice G**

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

Policies and procedures are set in place for a variety of acceleration opportunities. Teachers use formative assessments to determine how to differentiate curriculum. In addition, curriculum compacting is used to connect and combine material for subject acceleration. Policies and procedures for grade acceleration are documented in the parent handbook. High school teachers use Credit by Demonstrated Mastery to provide opportunities for gifted

students to personalize and accelerate their academic experience.

Options for acceleration are available to students and offered on a case by case basis 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 review each 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 when flexible grouping is used to meet the individual needs of a gifted learner.

Based on research for math grade advancement (4th - 12th), the team looks at past EOG math scores, EVASS predicted 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, the 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.

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 also have access to the North Carolina Virtual Public School (NCVPS). Students have access to a variety of course offerings that are not offered at Voyager High School. Through online, blended, and mobile courses from NCVPS, students are able to take classes, such as AP classes which might not be offered at the high school.

#### \* **Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

Administrators, teachers and support staff work to develop mindsets and practices to promote equity and excellence through a variety of intentional efforts at all grade levels. The inclusion instructional model used by Voyager ensures that all students are challenged and provided with lessons and projects which provide opportunities for academic growth. Intentional efforts are made to accelerate and enrich learning experiences during periods like MTSS. In addition, Lego Engineering at the elementary school and the Innovation space at the middle school are available for students to tinker or to take on an academic challenges which are teacher created or student created. Students can also design solutions to community based problems. Booster Shots and other professional development opportunities

are made available to staff to ensure that gifted students receive program services from trained educators which enrich their learning experiences. Parents are encouraged to schedule teacher conferences if they believe that their child is not being challenged by the learning opportunities presented.

Efforts to train teachers to recognize and development talent are ongoing K-12. Voyager teachers participated in DEP training in the early fall of 2021.

### \* **Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

Extra-curricular programming is used to further develop the needs, talents and interests of gifted students at Voyager Academy.

At the elementary level students engage in Math Superstars, Science Olympiad, drama productions (Viking Troopers), singing clubs, Spelling Bee, robotics, Lego clubs, and art shows.

The middle school offers coding and robotics in the Innovation Space, Science Olympiad, Duke Continuing Studies Pre-College programming, Ultimate Frisbee, dramatic performances, set and costume design, choir, art club, student government, community service organizations, Cross Country, Basketball, Baseball, Soccer, Volleyball, Softball, Tennis and Cheerleading.

The high school offers Science Olympiad, Debate Club, summers in China, dramatic performances, choral performance, art contests, student government, community service clubs, Cross Country, Lacrosse, Basketball, Baseball, Soccer, Volleyball, Swimming, Softball, Tennis and Cheerleading. Students taking Chinese 1 and 2 and Chinese 3 and 4 (which are considered Honors classes) take the Hanyu Shuiping Kaoshi (HSK) which is the most internationally recognized Chinese proficiency exam in the world.

Many students have earned North Carolina's Global Language Diploma Endorsement, and several hours worth of college credits. Students at the high school are recognized for community service hours through the Service Laureate program.

### \* **Ideas for Strengthening the Standard**

1. Promote AIG certification at all grade levels.
2. Provide gifted education training modules to elementary staff which are focused on talent scouting and talent development.
3. Make Booster Shot training a part of the School Improvement Plan.
4. Use state funding to support summer enrichment programs in addition to traditional summer school.
5. Use state funding to send Voyager teachers to Confratute each summer for professional development.
6. Continue to expand the use of the Innovation Space to include before and after school hours.
7. Digitize the Innovation Space tool list and create a digital sign up for all staff K-12.
8. Utilize DPI and Duke TIP resources for the gifted during MTSS.

### Planned Sources of Evidence

\* DEP <https://docs.google.com/document/d/1pLLJxbYOeQg--wB-RStrgee5ohTT6MdcErZ7cMrW230/edit>

\* Innovation Space Information [https://docs.google.com/document/d/1dIV04-i1bAArFSwE6L5wuvhA\\_-CyptVIhalW4pxA1Ws/edit](https://docs.google.com/document/d/1dIV04-i1bAArFSwE6L5wuvhA_-CyptVIhalW4pxA1Ws/edit)

\* Enrichment Cluster Planning Guide-Renzulli [file:///C:/Users/mnease/Downloads/scanner\\_20220401\\_065453.pdf](file:///C:/Users/mnease/Downloads/scanner_20220401_065453.pdf)

### Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	

### Standard 3: Differentiated Curriculum and Instruction

## Voyager Academy (32L) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

### Standard 3: Differentiated Curriculum and Instruction

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

#### \* Practice A

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

The NC Standard Course of Study (SCOS) is adapted K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas through the use of differentiation, enrichment and acceleration.

Teachers provide extensions and opportunities for enrichment to gifted learners within the regular classroom environment using ability grouping in the areas of math and reading. 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 which integrate standards from the North Carolina SCOS during faculty meetings, Gifted Education Support Team meetings, and common team planning times. Flexible grouping is used during core classes such as social studies, science and core connections. Diverse resources are used in all classes to meet the needs of gifted students.

Various Advanced Placement (AP) courses are available at the high school including Biology, Chemistry, Environmental Science, Literature, Geography, World History, Calculus AB, Statistics, U.S. Government, and English Language and Composition. In some cases, prerequisite courses are required for enrollment. Honors Chinese 3 and 4 are also offered at the high school.

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.

Credit by Demonstrated Mastery is utilized at the high school to determine if a student is able to accelerate their learning.

#### **\* 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.

Voyager employs diverse and effective instructional practices according to students' identified abilities, readiness, interests and learning profiles. The Differentiated Education Plan (DEP) outlines diverse opportunities for enrichment, extension, and acceleration. The DEP is presented by teachers and reviewed by parents of gifted students at the beginning of the school year. The DEP is used as a guide for teachers to communicate strategies used for enrichment, extension and acceleration. It is also used to outline specific differentiation strategies utilized in identified curriculum 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 literature offerings, independent study, curriculum compacting, and learning seminars. Differentiation for all learners continues to be a strand for staff development at Voyager Academy.

Extension and enrichment practices are used consistently by teachers in core classes and during MTSS. Within classes and at all grade levels, teachers use project based learning to meet the diverse and unique needs of gifted learners. Teachers use tuning protocols to ensure project plans utilize effective instructional practices for gifted students.

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 often a part of small and dynamic communities which rely on collaboration to explore content, contribute to a product, or reflect on process.

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, CCP, NCVPS and NCSSM courses are offered to meet the needs of 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.

A variety of evidence-based resources are incorporated which enhance student learning. Additionally, various program and curricular models are utilized by teachers to address a wide range of learning needs.

Elementary teachers K-3 use Bridges Math and Core Knowledge Language Arts which is based on the Science of Reading research. Students at the middle school use IXL Math and Reading resources to remediate and enrich student learning outcomes. In addition, Flocabulary, PearDeck, Discovery Education and MobyMax are used at the middle school to enrich curriculum standards

Voyager Academy uses the project based learning model to address a wide range of learning needs. The curriculum director meets with teachers monthly to discuss instruction and the needs of all learners including those identified as

AIG. Gifted education resources provided by the Department of Public Instruction are utilized during teacher training at the elementary, middle, and high school. PBL Works provided a PBL summer workshop for all teachers in June of 2019.

Gifted resources which were created by NCAGT, DPI and Duke gifted education experts are utilized by teachers to enhance student learning.

**\* Practice D**

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

The project based learning model (PBL) is used to foster the development of 21st century content and skills. Teachers are trained by experts at PBL Works to create projects which foster the development of 21st century skills: global awareness, civic and economic literacy, health awareness, applied information and media literacy. Ongoing projects also incorporate concepts, systems, and operations in challenging research contexts. 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.

While planning PBL projects, teachers use tuning protocols to support better, more challenging experiences which meet the SCOS and Essential Standards.

The PBL framework supports future ready skills. Each project is based on a challenging problem or concept which requires sustained inquiry, authenticity, integration, application of learning, student voice and choice, and a public product. The process of completing each project is managed by a teacher facilitator. Facilitators guide a process which involves critique, reflection and regular editing.

Future ready skills are embedded into project presentations which highlight inquiry, critical thinking, collaboration, creativity and leadership communicated through a special event.

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

Voyager Academy has adopted a variety of materials for supplemental use to support the needs of AIG students such as the NCAGT materials titled "Exciting, Enriching and Exceptional Resources for the Curious, the Advanced, and the Gifted Child" have been utilized by K-12 staff. In addition, staff has utilized "Advanced Learning Labs" provided by DPI and Duke gifted education experts.

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 6-12) have implemented a "bring your own device" initiative since the 2017-2018 school year.

**\* Practice E**

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

Voyager Academy teachers use a variety of formative and summative assessments to guide curriculum and instruction and inform flexible grouping practices.

Elementary students participate in mClass Reading 3D assessments to monitor academic growth. The elementary school uses the Bridges Math curriculum to monitor continuous growth in mathematics.

The middle school uses NC Check Ins, IXL and "No Red Ink" to monitor academic progress. Assessment data is used daily 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 given at the high school level in all classes including those with NC final exams. This data is reviewed by teachers with the building administrator and curriculum director during monthly meetings to ensure that the needs of advanced learners are being met.

Formative and summative assessments occur daily and often during MTSS. These assessments often identify "gap" areas of core content which require reteaching. The online programs like IXL also identify areas of student strength which is enhanced through acceleration practices during MTSS and during the regular classroom hours.

Formative assessments used by teachers include journal writing and reflection, reading and analyzing leveled texts, creating non-linguistic representations of vocabulary, tiered assignment completion, constructing summaries, the use of exit cards, informal group presentations, seminar feedback and questioning, concept development and the student's ability to make connections. Students are also assessed on their ability to follow the established process on any given assignment or lesson.

**\* Practice F**

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

Classroom teachers and support staff address the social and emotional needs of AIG students through affective curricular and instructional practices. Administrative teams at each building work directly with teachers to design effective instructional practices which supports the social and emotional needs of gifted learners.

At the middle school, the guidance counselor provides students with support videos during MTSS which integrate core values into daily academic lessons. The school social worker provides professional development sessions for teachers K-12 which strengthens the integration of teacher behaviors and instructional strategies that supports the social and emotional needs of gifted students.

Teachers K-12 continue to use Booster Shots during professional development sessions throughout the year to improve practices which support the social and emotional needs of gifted learners.

The creation of ACT (Advancing Character Together) and the use of small interest groups facilitated by the building counselor also address the social and emotional needs of AIG students. Social worker referrals, morning meetings, counseling videos, small group sessions with prioritized target areas. These K-12 initiatives employ empathy, confidence, reflection, curiosity, and reflection into learning practices and socializing.

**\* Practice G**

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

Voyager K-3 teachers cultivate and develop the potential of young students with early intervention through purposeful and intentional curriculum and instruction. These strategies include the use of morning meetings, cluster grouping, flexible 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 throughout the school year. Elementary 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 staff has 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 which addresses early intervention and talent development opportunities. Teachers use classroom observations and school-wide process and content rubrics to set academic and goals for gifted students. Goals and progress are shared with children and their families during twice yearly conferences and as well as regular, on-going communication. The school counselor and school social worker participate in most training sessions addressing the social emotional needs of gifted learners.

#### \* **Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

In order to have quality instruction for our gifted learners, time is provided for teachers to plan and collaborate. 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 monthly with the building principal and the Curriculum Coordinator 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, collaboration, instructional strategies, classroom management and rigor. This time is also used for teachers to collaborate with other service personnel including counselors, and specialists.

#### \* **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/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Voyager teachers develop and document DEPs which articulates the differentiated curriculum and instruction services which match the identified needs of the K-12 AIG students. Th document is reviewed annually with parents at the beginning of the year and during mid year conferences to ensure effective programming, provide a continuum of services and support school transitions. Parents can be contacted by phone, zoom call or can schedule an in person

meeting to meet with the team who is developing the DEP. Parents are also instructed to contact the team at anytime during the academic year to inquire about practices related to the delivery of instruction. The DEP's and the AIG files are included in any record transfers as AIG students transition from elementary to middle and from middle to high school.

Each grade level reviews 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 develop strategies for meeting student strengths, weaknesses, and goals for each of their identified students. Goals are accompanied by curriculum modifications as outlined in the student's DEP. Teachers meet annually with parents to update student education plans and provide outlines for parents regarding how the needs of the student will be met.

### \* Ideas for Strengthening the Standard

1. Continue to prioritize social and emotional attributes within project planning.
2. Bring in experts in differentiation to lead professional development K-12.
3. Continue to prioritize conference meeting days to support the development of DEPs which address the unique needs of identified students.
4. Promote AIG certification at all grade levels.
5. Continue to use MTSS time for enrichment and acceleration in addition to remediation.
6. Continue to use tuning protocols when planning PBL projects to ensure that projects are differentiated, allow for student choice, align with the NC SCOS and utilize diverse resources.

### Planned Sources of Evidence

\* Core Value Ideas for ACT (Advancing Character Together)  
<https://docs.google.com/spreadsheets/d/126p9Zjr8ezZKQmTaSx-35K9thCvQ1h0YuZGgawrP86E/edit#gid=484968682>

\* PBL Planning document/lesson <https://docs.google.com/document/d/1KLqz-wGBbV2x38elUegljzVxTaGtrUeL/edit>

\* Project Planning Guide/Full Project  
<https://docs.google.com/document/d/1wBaG0WCYXSqdOfu2VV5M9pvOiEE120BM9zVGzkJcsbo/template/preview>

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development

**Voyager Academy (32L) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 4: Personnel and Professional Development**

*The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.*

**\* Practice A**

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

Voyager employs Michele Harris as the AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. Michele received her K-12 Gifted Education Certification from Duke University in 2007 and her Master of Education in Adult and Community Education from North Carolina State University in 2021. The AIG Coordinator is primarily employed to teach 8th grade Social Studies.

The AIG Coordinator supports professional development which enhances and strengthens the use of differentiated instruction. Using assessment data and the individual DEP's, teachers work with the AIG Coordinator to adapt a variety of curricula materials and instructional practices to meet the needs of gifted learners.

The Gifted Education Support Team meets at the middle school throughout the year to develop differentiated lessons and to implement goals for AIG children at each grade level. Meeting minutes are provided by the AIG Coordinator and presented to the administration for review. Teachers work to identify possible extensions and modifications throughout all areas of the curriculum to meet the specific needs of AIG identified students. 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 K-12 gifted learners.

AIG- licensed specialists and support staff such as guidance counselors and a social worker are available at the elementary, middle and high school level to provide guidance to staff about the development of quality instruction for 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 keep current goals and progress notes for each child identified as AIG in their class. The Gifted Education Support Team meets several times each semester at the middle school to discuss program progress and needs. The AIG support team which consists of the AIG Coordinator, the Curriculum Coordinator and the Testing Coordinator also meets regularly to plan for future progress and growth.

The elementary school has implemented zones of development and responsive classroom training to address the academic, social and emotional needs of gifted learners. The elementary school also uses flexible grouping and relies on school counselors to support classroom initiatives.

**\* Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

AIG certified teachers work with their teams and with the AIG Coordinator to support the diverse needs of gifted learners. Professional development for all staff K-12 is provided by the AIG coordinator at various times during the calendar year. This professional development is specific for those faculty members who are involved in AIG programs and services. The training modules focus on processes and strategies which support the diverse needs of the gifted population.

The Gifted Education Support Team continues to monitor program needs and works to establish professional development opportunities for teachers who serve identified students. The AIG support team continues to monitor needs and works to establish professional development which trains teachers in the methods which support gifted learners. Teachers participate in weekly professional development on Monday afternoons which also provides resources and training to meet the needs of identified students. Resources provided by NCAGT, Duke gifted education experts, and DPI are utilized by classroom teachers, instructional specialists, student services personnel and school administrators.

Voyager will work to continue to establish specific and appropriate professional development requirements for all personnel involved in AIG programs and services.

**\* Practice D**

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

Voyager provides general education services by personnel who have earned AIG add-on licensure. Voyager continues to recommend and encourage this licensure for staff who teach identified students. Voyager will continue to support efforts to prepare for the PRAXIS in addition to supporting involvement in recognized training programs at area universities.

**\* Practice E**

Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

In order to meet the needs of our gifted learners, professional development must align with the state curriculum and our charter's philosophy which is rooted in the inclusive differentiated instruction model. Voyager will maintain alignment as we move forward.

Mondays are early release days which allow teachers to engage in professional development. Voyager will continue to develop strategies for the recruitment and retention of AIG-licensed professionals.

**\* Practice F**

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

Professional development is aligned with the NC SCOS. Professional development which is created specifically for teachers of the gifted at Voyager is designed to promote equity and excellence. It is also designed to change mindsets, policies and procedures. Training objectives include "acknowledge the importance and value of meeting the unique needs of Voyager's gifted population".

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 monthly with each grade level team to discuss curriculum alignment, curriculum enrichment and extensions, curriculum modifications and strategies, and project based learning goals.

**\* Practice G**

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

Voyager aligns professional development opportunities with local AIG program goals, district initiatives and best practices in gifted education. Teachers are offered opportunities to refine applications of professional learning during specified planning time and on each Monday afternoon.

**\* Ideas for Strengthening the Standard**

1. Continue to create professional development training modules which support AIG program delivery.
2. Use funding to send teachers to Confratute every other summer for gifted education training.
3. Look for potential hires who also have Gifted Education certification.
4. Offer ongoing PD for AIG certified teachers each quarter or semester.
5. Provide more opportunities for the AIG Coordinator and Curriculum Coordinator to meet with teacher teams to monitor trends emerging in the gifted population.

**Planned Sources of Evidence**

\* AIG PD Training Module 1: 2021 <https://drive.google.com/drive/u/0/folders/0ADbSTRbKVNTjUk9PVA>

\* State of AIG Document for Board Update (Mid Year Talking Points)  
[https://docs.google.com/document/d/1g178xe2d9B0pfS-MM\\_kNhzv0UUUYDE7t1-T10iHWj5gA/edit](https://docs.google.com/document/d/1g178xe2d9B0pfS-MM_kNhzv0UUUYDE7t1-T10iHWj5gA/edit)

\* Gifted Ed Support Team/Minutes  
[https://docs.google.com/document/d/1Odl3QpeeUGqwSgyCS24Po4JzrwfmvFwYFtnLo\\_IXw4/edit](https://docs.google.com/document/d/1Odl3QpeeUGqwSgyCS24Po4JzrwfmvFwYFtnLo_IXw4/edit)

**Documents**

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	

## Standard 5: Partnerships

### Voyager Academy (32L) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### **Standard 5: Partnerships**

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

#### **\* Practice A**

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

Voyager Academy develops intentional two-way partnerships with parents and families to support the academic, intellectual, social and emotional needs of 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 the Managing Director and school principals. Voyager encourages parent volunteering K-12. The administrative staff and the PTO regularly provide opportunities for parents to volunteer during the school day and after school hours at events like "Fall Festival" and "Spring Fling".

Parents receive specific communication about their children's academic and social development throughout the school year. Ongoing communication from teachers and the school includes information about differentiated instruction, acceleration, remediation and social and emotional support programs. The Exceptional Children Parent Organization (EXPO) meets regularly to discuss ongoing programs and concerns regarding exceptional children.

In grades K-12, Voyager's project based learning focus allows teachers, students and parents to gather for project celebrations. These celebrations highlight project work completion at all grade levels. Through project celebrations referred to as presentation of learning (POL) 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.

In grades K-3, student work portfolios are shared with parents at scheduled conference times. In grades K-12, Voyager's project based learning focus allows teachers, students and parents to gather for project celebrations. These celebrations highlight project work completion at all grade levels.

**\* Practice B**

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

Voyager partners with diverse community stakeholders to enhance and support the local AIG program and services. Partnerships have been established with the Durham Rescue Mission, the American Red Cross, the Veterans of Foreign Wars, City of Durham, Habitat for Humanity, Durham ASPCA, Leukemia and Lymphoma Society of NC, Food Bank of Central and Eastern North Carolina and First in Families in Durham. Voyager has also partnered with area universities and secondary schools like UNC-Chapel Hill and Orange Middle School to support the creation of the Innovation space.

Voyager Academy is continuing to develop partnerships in 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. Voyager students have volunteered 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. Guest speakers have been selected from area universities like Duke to support project based learning. Voyager has also partnered with the Friday Institute for Educational Innovation to provide high quality, ongoing staff development.

School counselors at each building continue to provide families with information regarding outside services available to gifted students such as Duke Continuing Studies Pre-College programs. The AIG Coordinator provides students and families with information regarding Governors 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 will continue to foster relationships in the community for service learning opportunities. Teachers will continue to use various digital platforms like Google Sites to highlight and present student work to audiences beyond the institution. Voyager shares curriculum night information, project celebrations and student work samples through the weekly newsletter.

**\* Practice C**

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

Voyager establishes and utilizes an advisory group to develop, implement, monitor and revise the AIG program and plan. The advisory group includes administrators, parents, and teachers. Voyager will continue to involve parents in the continuous monitoring of our AIG program and plan. Parent representation in EXPO and our AIG advisory board is reflective of the diversity of our current AIG parents and families. The AIG Coordinator advises EXPO about the development, implementation, monitoring and revision of the AIG program and plan. Parent surveys will be used to communicate with AIG parents moving forward.

**\* Practice D**

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

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

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

Information related to academic, intellectual, social and emotional needs is communicated via EXPO night, the AIG advisory board, the Gifted Education Support team, and parent meetings. Open Houses, Curriculum Nights, the school website, newsletters, phone and email communication, conferences on request, and written correspondence with parents is also utilized. The Voyager AIG Parent Handbook informs families about program services as well as the rights of families and their students. AIG program documents are available in paper and electronic formats.

**\* Ideas for Strengthening the Standard**

1. Recruit additional parents, teachers and students to be a part of EXPO.
2. Continue to look for additional partnerships in the community which support the social and emotional well being of gifted students.
3. Create a special section on the School Website for Gifted Education announcements and celebrations.
4. Continue to seek support for the Innovation Space through community partnerships.
5. Create a way for parents to volunteer in the Innovation Space before and after school.

**Planned Sources of Evidence**

- \* Advisory Board Plan Shared Doc/Edit Suggestions 2021-2022 <https://docs.google.com/document/d/1-s9yE-ZDpDandX0LeQeUqnr6uARYE9Nf7tyjFQH71YE/edit>
- \* EXPO Agenda [https://docs.google.com/document/d/1wsSe5-nmEm6ufSNTA\\_8hrOH-gBOvIEEyclXyW1YIPZo/edit](https://docs.google.com/document/d/1wsSe5-nmEm6ufSNTA_8hrOH-gBOvIEEyclXyW1YIPZo/edit)
- \* Gifted Ed Support Team Minutes <https://docs.google.com/document/d/1yuWmOHHZtXXThOr1qAgZccy2jtDZdD-LHPmVM14XiY4/edit>

**Documents**

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

## Standard 6: Program Accountability

### Voyager Academy (32L) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### 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 diverse 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.

The AIG Advisory Board reviews and revises the Voyager AIG plan. The AIG advisory board meets several times each semester to discuss suggestions regarding the revisions of each of the standards. Once approved by the Voyager Academy Board, the 2022-2025 AIG Plan is submitted to DPI for review and additional feedback. Important documents which help to monitor this practice are the current AIG plan, training provided by DPI, the Advisory Board meeting notes and the AIG program self assessment tool. Important information about Voyager's Plan can be found in the AIG Program Handbook. The handbook can be found on Voyager's website.

Every three years, Voyager revises the plan and submits the plan to DPI. Voyager will conduct ongoing monitoring of the 2022-2025 AIG Plan and will focus on these key areas:

1. Student growth for identified students
2. Clear communication of identification and placement processes with parents and the community
3. Consistent deepening of implementation of differentiated curriculum
4. Professional development which supports gifted education
5. Clear district standards and requirements for teachers who teach identified students
6. 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.

Voyager monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation of all AIG program components. The AIG Coordinator, Curriculum Coordinator, Testing Coordinator, Managing Director, building principals, teachers, support staff, AIG Advisory Board members and Gifted Education Support Team members meet regularly to discuss the needs of Voyager's gifted population.

AIG Advisory Board feedback is used to inform policies and ensure implementation of program goals.

In the beginning of each school year, documents are sent home to parents of third grade students concerning the gifted identification sweep screen process.

The updated AIG Program Handbook is located on the school website.

The AIG Advisory Board and Gifted Education Support Team continue to review the AIG plan and program goals at scheduled meeting times to ensure fidelity of implementation for all AIG program components.

**\* 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.

Voyager will continue to develop and monitor a budget to address the needs of the gifted population.

**\* Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

The Administrative team maintains and analyzes multiple sources of achievement and growth data as well as annual dropout data. Voyager will continue to identify patterns and trends which inform mindsets, policies and practices for equity and excellence.

**\* Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including

other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

The Curriculum Coordinator and the Testing Coordinator conduct a sweep screen at the third grade level which includes two eligibility pathways. The pathways screen for aptitude, achievement, and performance. These pathways ensure that racial, ethnic, economic or other demographic factors do not reduce the likelihood of access to and participation in gifted education. Students can also be referred for AIG services by parents and/or teachers K-12.

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**\* Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

Voyager continues to monitor and support AIG licensure. Building administrators and support staff collect data regarding certifications related to gifted education at each building. Voyager will continue to monitor data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the AIG plan.

**\* Practice G**

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

Voyager Academy elicits regular feedback from students, parents, families, teachers and other stakeholders regarding the implementation and effectiveness of the local AIG program. Voyager will continue to elicit feedback from students, parents, families, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

Voyager will continue to seek parent representation that reflects the diversity of our current AIG parents and families. An additional parent group representing parents of exceptional children (EXPO) has been formed. This group is another valued resource beyond the Advisory Board and Gifted Ed Support Team for important feedback regarding our AIG program and services.

Surveys are routinely used to monitor the effectiveness of Voyager's programs.

**\* Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

Voyager facilitates a comprehensive evaluation of the AIG program using multiple sources of data to revise the AIG plan every three years. These data sources include the plan itself, the NCDPI local AIG plan review, Advisory Board input, and formative and summative grade level data.

**\* Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

Voyager local AIG program evaluation data is shared with school and district personnel, students, parents and other community stakeholders at regular EXPO meetings, Board meetings, Advisory Board meetings, Gifted Education Support Team meetings, parent meetings and through project presentations.

**\* Practice J**

Safeguards the rights of all AIG students and their parents/guardians 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.

Voyager safeguards the rights of AIG students and their parents 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.

Students in grades K-12 can be reassessed through teacher or parent referral and AIG team recommendation. After the referral is made, the student is screened by their academic team using an approved behaviors checklist. The AIG Coordinator and Curriculum Director review the results of this assessment. In addition, the AIG Coordinator and Curriculum Coordinator request student work samples. A decision will be made by the AIG Coordinator, the Curriculum Coordinator and the academic team whether to test for aptitude. Testing will be offered at various times in the school year. The decision to test or re-test is made within 90 days of the inquiry. Students may be nominated or screened only after one full calendar year has passed from initial screener.

Transfer students who have been identified at other schools are accepted into Voyager's gifted program without further testing.

Procedures for resolving disagreements are identified in the AIG Parent Handbook.

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### \* Ideas for Strengthening the Standard

1. Offer summer enrichment in addition to traditional summer school.
2. Monitor practices during MTSS which support academic, intellectual, social and emotional enrichment for identified students.
3. Create opportunities for classroom observations by AIG certified personnel to support implementation of program goals

### Planned Sources of Evidence

- \* AIG Placement Letter  
[https://docs.google.com/document/d/0B1f2Uyk5d\\_LmUUJHVXpUeHRHa1pGUml3S3ZBZ0ZaVkhCbDdN/edit?resourcekey=0-LfNGICuXFRie3fE-XEYCLQ](https://docs.google.com/document/d/0B1f2Uyk5d_LmUUJHVXpUeHRHa1pGUml3S3ZBZ0ZaVkhCbDdN/edit?resourcekey=0-LfNGICuXFRie3fE-XEYCLQ)
- \* Voyager AIG Pathways [https://docs.google.com/document/d/1IWWFSPM1ZIDShMRodz30vnFStmk\\_SJGv/edit](https://docs.google.com/document/d/1IWWFSPM1ZIDShMRodz30vnFStmk_SJGv/edit)
- \* AIG Screening Parent Letter <https://docs.google.com/document/d/1IGRSEjK9hc5gyJYmawlK9QxUq9mq0vKp/edit>
- \* Consent for Evaluation DEC-2  
[https://docs.google.com/document/d/1bYmYwuoaFqNR3TC7Sfh0k4f7xBcpuVwiiPQUZbaoV\\_Q/edit](https://docs.google.com/document/d/1bYmYwuoaFqNR3TC7Sfh0k4f7xBcpuVwiiPQUZbaoV_Q/edit)

### Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	