

Local AIG Plan Development –Planning Document

NC AIG Program Standard 1: Identification

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

NC AIG Program Practices Standard 1	LEA Response
<p>a) Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.</p>	<p>Global Scholars Academy offers opportunities for students to be identified as academically and intellectually gifted and makes the screening, referral, and identification process clear for teachers, families, students, and other key stakeholders.</p> <p>The AIG Coordinator works with the school's leadership team to establish procedures and develop information regarding the process for identifying students and shares it with the school's community in a variety of ways throughout the academic year. Dissemination of this content includes, but is not limited to: the school's website, open house, parent nights, and quarterly newsletters.</p> <p>The AIG Coordinator will provide professional development for teachers and staff in order to identify characteristics of giftedness and will provide training refreshers at the beginning of each school year.</p> <p>A clear description of each of the following is embedded within the local AIG plan and will be made available to the public on the Global Scholars Academy website:</p> <ul style="list-style-type: none"> ● Screening process ● Referral and nomination procedures for the AIG program, including transfer students ● Identification procedures <p>The AIG plan will be updated yearly as needed to ensure clarity and effective implementation of procedures and services.</p>
<p>b) States and employs multiple criteria for AIG student Identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both qualitative and quantitative data That is based on current theory and research.</p>	<p>GSA will employ multiple criteria for identification of AIG students.</p> <p>Referral of Students to Program:</p> <ul style="list-style-type: none"> ● A teacher, parent/guardian, or person having academic knowledge of the student may refer any student in grades third through eighth for evaluation. ● Students in K-2 should be referred for intervention purposes only and will be served as nurture students. Students in grades 3-8 may be referred/nominated for formal AIG services. ● Information and forms for referral are available throughout the year. ● While students may be referred at any time during the year, Global Scholars Academy will place transfer students that have been qualified from a previous school in the first quarter of the school year. Students referred will be evaluated at the beginning of the second quarter.

- Although referrals may be completed at any point of the year, during set times, the school may encourage parents/guardians, students, teachers, and others having academic knowledge of students to refer students for an upcoming evaluation.

Screening Identification and Service Areas:

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

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

Pathways to Identification:

Academically Gifted in Math (AM):

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

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

Academically Gifted in Reading (AR):

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

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

Academically Gifted (AG):

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

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

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

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

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

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

<p>c) Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice exceptional.</p>	<p>Global Scholars Academy provides multiple ways for screening gifted students in order to identify students from a variety of backgrounds that reflects the GSA demographics. The AIG Coordinator works with teachers to identify students with characteristics of academic giftedness from all populations. The AIG Coordinator works closely with the English Second Language(ESL) and the Exceptional Children's (EC) teachers to identify students from populations that are underrepresented. Together we will work to recognize students who are twice exceptional, students that are gifted in an area yet may have a disability in another area. We will look at outstanding growth on EOG and NC-Check- Ins as well as WIDA scores for ELL students. For students in grades kindergarten through second, a comprehensive program will be developed to nurture potential for all students, including diverse and underrepresented populations using U-STARS~ PLUS. Specialist teachers may refer students (art, STEM, Mandarin, etc.). The portfolio option provides another avenue for identification.</p> <p>AIG Coordinator is responsible for ensuring that the following takes place with all assessments:</p> <ul style="list-style-type: none"> ● In accordance with Programs for Exceptional Children, students with an Individual Education Plan (IEP) will be provided with appropriate accommodations and modifications as directed by the IEP. ● In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, students with a 504 Plan are tested as directed by the 504 Plan with appropriate accommodations and modifications.
<p>d) Implements screening, referral, and identification processes consistently within the LEA.</p>	<p>Global Scholars Academy has a process in place that will ensure reliable and consistent screening, referral, and identification of Academically and intellectually gifted students. This includes:</p> <ul style="list-style-type: none"> ● Provide staff with an annual awareness session that includes: <ul style="list-style-type: none"> - the legal mandate for and definition of giftedness (i.e. Article 9B); - an overview of the GSA AIG Plan - the characteristics and needs of gifted students, including those from traditionally underrepresented populations - a review of Best Search Practices ● Referral and information available in English and Spanish. ● A handbook with criteria for placement available with the referral ● A specified testing window has been set ● Materials will be ordered annually as needed ● Procedures in place for handling testing materials and testing sessions ● Review of results from testing/assessments will be reviewed by the Talent Development Team including the AIG coordinator, EC teacher, ELL teacher, testing coordinator, administrator, and the general education teacher.

	<ul style="list-style-type: none"> ● Students may be reevaluated one calendar year from the last testing date.
<p>e) Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.</p>	<p>Global Scholars Academy has a set of procedures for identification, referral nomination, and screening process. All documentation pertaining to each student is electronically and hard copy filed at Global Scholars Academy. These forms include:</p> <ul style="list-style-type: none"> ● Consent form for testing ● Summary result of evaluations ● Student information form ● The nomination referral ● Differentiated Education plans (DEP) for every student <p>Annual meetings are held to review students' documents. Students that are identified will submit exemplary work samples in their area(s) of identification. Bi-annual reports are created by the AIG coordinator in order for the Talent Development Team to review progress of identified students.</p>

Ideas/ Strategies for Strengthening the Standard:

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

SOURCES OF EVIDENCE FOR THE STANDARD:

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

Sources of Evidence if Stakeholders Audited:

- Pathway identification data
- End of Grade Assessment
- Quantitative measures administered by the LEA
- Beginning of Grade Assessment (3rd grade)
- NC-Check Ins (3rd -8th grades)

- MCLASS and iReady assessments data (2nd-8th grades)
- Student portfolios
- AIG handbook
- Minutes from meetings

NC AIG PROGRAM STANDARD 2: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-8 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

<p>NC AIG Program Practices</p> <p>Standard 2</p>	<p>LEA Response</p>
<p>a) Adapts the NC Standard Course of Study (SCOS) K-8, 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.</p>	<p>Global Scholars Academy will begin with the NC Standard course of study when planning for instruction. Enrichment will expand from this course. Students will engage in and interact with materials and lessons differently. They will participate in performance tasks as well as project and problem based learning that will allow them to think more critically, problem solve, and apply skills learned across content areas and in real life situations. GSA also recognizes the role of gifted education within a multi-tiered system of supports (MTSS) and uses this framework to inform the services gifted and nurtured students receive and the settings in which those services are provided.</p> <p>Service to identified AIG and nurtured students must be provided in the area (s) of identification a minimum of 45 minutes per week with the AIG coordinator in each area of identification.</p> <p>Service delivery settings can vary depending on student needs, human capacity, scheduling considerations, and other factors; options may include delivery within the general education classroom (also known as "push in" services), within an AIG teacher classroom (also known as "pull out" services), during scheduled periods designated specifically for intervention and/or enrichment as part of an MTSS (e.g. "I/E Time," "FLEX Time," etc) or in a variety of other settings as described below:</p> <p>KINDERGARTEN THROUGH GRADE 2:</p>

Out of considerations for young students' academic, intellectual, and social-emotional development, it is the general practice of the GSA AIG Program not to identify students as gifted prior to third grade. Instead, all students in grades K-2 receive talent development services from an AIG Coordinator through their general education classroom as well as pull-out intervention.

K-2 may be served in settings including (but not limited to)

- Flexible groups
- Heterogeneous groups
- Accelerated subject or grade

These services foster the development of gifted characteristics and allow AIG Coordinator an early opportunity to observe potentially gifted students; however, working with the AIG teacher /Coordinator in grades K-2 does not in and of itself constitute gifted identification.

GRADES 3-5

In addition to service delivery settings described in grades K-2, students in **grades 3-5** may also be served in settings including (but not limited to):

- Classroom interest centers
- Community resource programs
- Cultural arts presentations and programs
- Guest speakers
- Interest-based clubs, art and writing contests, or competitions, Math/Science fairs, Odyssey of the Mind, Battle of The Books, Geography Bee, Robotics, etc.

GRADES 6-8

Students may be served in settings including (but not limited to) those used in grades K-5. In addition to K-5 service delivery options, services for students in grades 6-8 may include (but are not limited to):

- Academic clubs and competitions (e.g. Future City, MathCounts, Middle School Battle of the Books, Mock Trial, Model UN)
- Advanced courses (e.g. Pre-Math I, Math I, Math II)
- Exploratory courses (e.g. School Newspaper, School Yearbook).
- Community service projects
- Elective courses
- Independent studies

AIG Coordinator:

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

	<p>to AIG students and nurture students.</p> <ul style="list-style-type: none"> ● Facilitate students of similar needs and interests working together. <p>Classroom Teachers</p> <ul style="list-style-type: none"> ● Use flexible grouping. ● Use flexible scheduling. ● Work cooperatively with AIG coordinator to create appropriate opportunities for gifted and advanced learners. ● Differentiate and provide enriching activities for gifted students in the classroom <p>Head of School & Assistant Head of School:</p> <ul style="list-style-type: none"> ● Be an active member of the AIG team/Talent Development Team or committee. ● Monitor and observe classroom differentiation implementation. ● Monitor growth of AIG students on EOG assessments. ● Be open to school-wide opportunities supported by AIG.
<p>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.</p>	<p>The AIG coordinator and the classroom teachers use a variety of instructional strategies to reach every student and to respond to their learning needs. The AIG coordinator, EC specialist, administration, Talent Development team work together to plan professional developments regarding instructional practices and differentiation. The AIG coordinator collaborates with classroom teachers to provide assistance with differentiation and enrichment. The AIG coordinator and Talent development Leadership Committee and Curriculum Coach will design/facilitate a curriculum that is enriching and will expand students' learning in the general education classroom and provide services to gifted students utilizing a variety of strategies.</p> <p>Classroom teachers differentiate to support students' academic and social/emotional needs through curriculum compacting, higher order learning, flexible grouping, critical thinking, STEM, U-STARS~PLUS, choice boards, tiered lessons, and technology.</p>
<p>c) Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.</p>	<p>In order to appropriately challenge learners, it is imperative that GSA continues to identify, create, and use a variety of research-based resources to extend, enrich, and supplement the curriculum. The AIG coordinator and classroom teachers of advanced learners are encouraged to attend professional development opportunities and conferences focused on instructional resources that can be shared with other teachers. AIG coordinator and instructional leaders in the school research and identify instructional resources and materials. Resources will be made public on the GSA website. Professional development and training may accompany new resources and strategies to the staff before being utilized in the classroom.</p>
<p>d) Fosters the development of 21st century content and skills at an advanced level.</p>	<p>All teachers integrate 21st century learning skills into daily content taught in the classroom. The skills focus on application of content to new situations, problem solving, creative thinking, and thinking critically. We are Global Scholars Academy and as a part of our vision, we teach our students to be globally aware. Teachers teach and expect collaboration and communication among the students in our school. In AIG, these skills are modeled and</p>

	<p>facilitated by the AIG coordinator and CurriculumCoach in some of the instructional practices such as Socratic Seminar. The AIG coordinator will assist classroom teachers to integrate more units incorporating 21st century skills.</p> <p>Technology is a heavily used resource throughout GSA. Every classroom has access to interactive smartboards and every student has access to laptops or tablets.</p>
<p>e) Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.</p>	<p>A variety of summative and formative assessment data is available to teachers and AIG coordinator (classroom assessments, MCLASS, NC-Check-Ins, K-2 Math summative assessment, BOG, and EOG) for review as they monitor the impact of AIG services in the school.</p> <ul style="list-style-type: none"> ● The AIG coordinator and Talent Development Committee will monitor academic progress of AIG students to determine placement and grouping of students. ● The AIG coordinator and teachers will use differentiation strategies such as tiered assignments, interest-based units, and curriculum compacting to meet the needs of gifted learners. ● The teacher will monitor academic progress and differentiate to meet the needs of students who have already mastered new content. ● The teacher will deliver appropriate instruction for students who master content quickly.
<p>f) Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.</p>	<p>The AIG coordinator facilitates an AIG Leadership Committee (Talent Development Team) at GSA, which serves as the monitoring group of advocates for gifted programming. Counselors, other AIG teachers, regular classroom teachers, and other specialists such as EC and or/ESL, can serve on this committee to ensure multiple perspectives are influencing and addressing the strengths and needs of the AIG program.</p> <p>AIG Leadership Committee/Talent Development Team</p> <ul style="list-style-type: none"> ● Recruit appropriate staff to serve on the AIG Leadership Committee as students' needs demand (EC, ESL, Guidance Counselors, etc.). ● The AIG coordinator and counselors will identify and develop curriculum strategies that address the social and emotional needs of gifted students ● The AIG Leadership Committee will create learning opportunities that address the needs of gifted/ nurtured students ● The classroom teacher will utilize resources and information provided from professional development sessions, AIG meetings, and DEPs to support gifted learners nurtured. ● All school staff will understand the behaviors and social/emotional needs of gifted learners as well as how to support them. ● Advocate for student needs ● Participate in professional development regarding AIG students.
<p>g) Cultivate and develop the potential of young (K-5) students through purposeful and intentional</p>	<p>Students in grades K-5 will receive differentiated instruction from their general classroom teachers. Enrichment opportunities will be provided to students who show mastery of new content. The AIG coordinator will work</p>

<p>strategies and differentiated curriculum and instruction.</p>	<p>closely with these teachers to review students' data and create flexible groups for students that show outstanding potential academically, cognitively, socially, and emotionally. The AIG Coordinator will also assist in developing lessons and utilizing strategies and resources to meet the needs of these students. The teacher and the AIG Coordinator will closely monitor the students' needs and progress.</p> <p>Students in grades 3 may be referred to gifted program as they show outstanding potential on formative and summative assessments and other non-traditional assessments such as performance based assessments, portfolios, and observations.</p>
<p>h) Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.</p>	<p>At Global Scholars Academy, Professional Learning Teams meet bi-weekly to discuss students' data, instructional strategies, and curriculum. A counselor, instructional facilitator, a specialist, and a representative from the Exceptional Children's department often attend these vertical-planning meetings. This allows collaboration and clear communication among the staff at our school. The AIG Coordinator will attend PLCs quarterly to present or discuss the needs of our gifted learners as well as work with the teams to identify or develop instructional strategies to adapt services and expectations to provide the best differentiation possible for all groups or individuals.</p>
<p>i) Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.</p>	<p>Extracurricular programs, competitions, and or service activities are designed to further develop academic, social, and emotional skills of AIG students while building critical thinking skills, creativity, perseverance, and collaboration. Utilize outreach programs from regional colleges and universities, museums, and other educational foundations to provide additional opportunities for AIG students to build interest and engage in real-world learning.</p> <p>Extra -curricular options may include, but not limited to:</p> <ul style="list-style-type: none"> ● Advanced Learning Labs- Collaboration between NCDPI and AIG teachers across the state ● Odyssey Of the Mind - (OOM) ● Academic competitions: Battle of the Books, Spelling Bee, Geography Bee ● Science Fair Olympiad ● STEM ● Journalism opportunities (yearbook, newspaper) ● Clubs (academic, arts, service) ● Extra-curricular options vary by grade level and available sponsors.

Ideas/ Strategies for Strengthening the Standard:

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

Sources of Evidence:

1. DEPs
2. Roster of gifted students
3. Classroom roster of students in K-2 that demonstrate outstanding potential
4. Agenda/Minutes for PLT and AIG team meetings
5. AIG Curriculum Unit plan
6. Advanced Learning Labs portfolios of lab problem/project products NCDPI-AIG Collaboration

7. Classroom Differentiated lesson plans
8. Flexible groups
9. Agendas and presentations from professional developments

NC AIG PROGRAM STANDARD 3: Personnel and Professional Development

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

<p>NC AIG Program Practices</p> <p>Standard 3</p>	<p>LEA Response</p>
<p>a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.</p>	<p>The AIG coordinator/facilitator for the school holds a license in the area of Academically and Intellectually Gifted. This person or persons have the responsibility of guiding, planning, developing, implementing, revising, and monitoring the AIG plan and program.</p> <p>All educators at Global Scholars Academy are expected to plan instruction based on the North Carolina Standard Course of Study (SCOS) and differentiate instructional content, process, and products according to student readiness, interests, and learning profiles. Effective differentiation for gifted students is a collaborative process between all educators - AIG</p>

	<p>Coordinator, classroom teachers, and other support staff (e.g. English Learner (ESL or Exceptional Children's teachers, (EC), etc).</p> <p>At all grade levels, the role of classroom teachers in differentiating the curriculum for gifted learners is to provide opportunities within the regular classroom for gifted students to build on content they have already mastered by exploring it in new ways, applying it to new contexts, or moving ahead to new concepts. This can be accomplished using research-based strategies such as flexibly grouping students by similar interest and ability, delivering course content to students through higher-level readings and multimedia resources, and providing rigorous, open-ended, choice-driven options for students to demonstrate knowledge such as tiered assignments or problem and project-based learning.</p> <p>Other responsibilities of the AIG Coordinator includes:</p> <ul style="list-style-type: none"> ● Collaborate with other district leaderships to synergize efforts on behalf of the students. ● Monitor compliance of the plan and ensure those components are implemented. ● Monitor diversity of the program. ● Lead revision of plan every three years ● Provide leadership for the needs of all AIG learners. ● Participate in local/regional meetings, professional development opportunities, and other statewide initiatives to support gifted programs. ● Provide professional development and resources to engage AIG coordinator and educators in continued adult learning regarding high achieving students. ● Advocate for gifted students and gifted education. ● Coordinate all other programming pieces as needed. ● Create all forms. ● Distribute materials ● Develop partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social, and emotional needs of gifted students. ● Encourage extra-curricular programs and events that enhance and further develop the needs and interests of AIG students ● Implement student screening, referral, and identification processes consistent with the AIG plan
<p>b) Ensures that AIG-licensed specialists are engaged in tasks, which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.</p>	<p>The roles of the AIG Coordinator include:</p> <ul style="list-style-type: none"> ● Have AIG licensure or be enrolled in an AIG licensure program with an institute of higher education. ● Oversee the implementation of GSA's AIG plan in the school ● Adapt the NC Standard Course of Study K-8 to address advanced students in language arts and mathematics as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration ● Utilize diverse and effective instructional practices according to students'

	<p>identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.</p> <ul style="list-style-type: none"> ● Select and use a variety of research-based supplemental resources that increase curriculum and instruction. ● Foster the development of 21st century content and skills at an advanced level. ● Use ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices. ● Create effective curricular and instructional practices, which support the social and emotional needs of AIG students. ● Cultivate and develop the potential of young (K-2) students through purposeful and intentional strategies and differentiated curriculum and instruction. ● Develop and document a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-8 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions. ● Develop partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social, and emotional needs of gifted students. ● Encourage extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. ● Implement student screening, referral, and identification processes consistent with the AIG plan. ● Maintain accurate and appropriate records related to gifted education procedures, which include AIG files, documentation for AIG plan, and PowerSchool. ● Create and implement a plan for regular communication in various forms (i.e. active maintained website, newsletter, email, etc.) with parents and families of AIG students.
<p>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.</p>	<p>AIG Department:</p> <ul style="list-style-type: none"> ● Fosters collaboration with all teachers and specialists to create an atmosphere of AIG services for students. ● Provide and share professional development dealing with differentiated content delivery. ● Continued education regarding grouping of students as an effective, efficient strategy for teachers and AIG Coordinator. ● Develops or locates professional development for EC specialists, guidance counselors, school administrators and others regarding: <ul style="list-style-type: none"> ➤ Twice exceptional students ➤ “Typical” and “Atypical” gifted students ➤ Affective needs ➤ Advocating for all gifted students <p>Head of School:</p> <ul style="list-style-type: none"> ● Set aside time in faculty meetings for presentations by the AIG Coordinator. ● Create additional professional development for teachers with groups of AIG students.

	<ul style="list-style-type: none"> ● Monitor other departments’ staff development focus points. ● Monitor participation in AIG professional development by all faculty.
<p>d) Provide general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.</p>	<p>The AIG Coordinator will:</p> <ul style="list-style-type: none"> ● Provide assistance with differentiated curriculum in the regular education classroom. ● Implement professional development to ensure regular education teachers have the necessary skills and abilities to work with gifted learners. ● Collaborate with teachers about alternative methods of delivery to differentiate content. <p>Head of School will:</p> <ul style="list-style-type: none"> ● Provide teachers with AIG groups/students planning time with the AIG Coordinator. ● Encourage various methods of cooperative teaching.
<p>e) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.</p>	<p>AIG Coordinator will :</p> <ul style="list-style-type: none"> ● Offer staff development for other departments. ● Monitor outcomes of professional development. ● Stay aware of and involved in LEA/GSA initiatives. ● Continue research into best practices in gifted education. ● Seek opportunities for cooperative staff development with other departments ● Encourage teachers to attend professional development sessions regarding: <ul style="list-style-type: none"> ➤ AIG curriculum and instruction ➤ Best practices in gifted education ➤ Differentiation ➤ Gifted students’ characteristics ➤ Affective needs. ● Seek opportunities for involvement in the local school such as Leadership Teams, Curriculum Teams, and PLCs. ● Seek opportunities for involvement in GSA leadership and for participation in GSA initiatives related to AIG curriculum. ● Seek professional development to target school demands.
<p>f) Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.</p>	<p>The AIG Coordinator will:</p> <ul style="list-style-type: none"> ● Meet in PLCs and plan with teachers as schedules permit ● Review collaboration strategies and curriculum with co-teachers or teachers utilizing AIG resources. ● Ensure collaboration for planning together between AIG Coordinator and regular education teachers to support program improvement. ● Assist in evaluating professional development impact on student learning, including affective growth <p>Classroom Teachers:</p> <ul style="list-style-type: none"> ● Recognize AIG planning as strategic for AIG students and recognize AIG students need appropriate materials and strategies. <p>Head of School:</p> <ul style="list-style-type: none"> ● Create opportunities for cooperative planning. ● Review implementation of professional development. ● Evaluate professional development impact on student learning.

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Ideas/ Strategies for Strengthening the Standard:

- Create professional development for teachers working with AIG students in classrooms with or without groups of AIG students.
- Specific funding for the AIG program. AIG Coordinator should be utilized in accordance with the expectations of funding from NCDPI and the local Board of Education.
- Increase our ability to provide professional development that impacts student learning by hiring and retaining AIG specialist(s).
- Create consistent patterns for use of AIG Coordinator in K-8.

Sources of Evidence for the Standard:

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

STANDARD 4: Comprehensive Programming within 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.

<p>a) Delivers AIG programs and services, which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.</p>	<p>The AIG Coordinator is aware of the multi-faceted needs of gifted and advanced students and aligns programs and services to match those needs. To be intentional with services for the varying needs of gifted students, requires a special balance to ensure the social and emotional needs of students are being met at the same time as their academic and intellectual needs.</p> <p>There are a variety of models that are used to serve these students well, and using formative and summative data and multiple qualitative and quantitative data points helps staff determine how to meet each student's individual needs.</p> <p>In 3-5, identified students are served in a variety of ways:</p> <ul style="list-style-type: none"> ● Pull-out with a licensed AIG specialist. ● Clustered with other students identified in the same academic areas. ● Inclusion (or push -in service) by a licensed AIG specialist within the regular classroom as a part of flexible grouping ● Consultation, Observation, Monitoring. ● Combination of any of the above services. ● In Middle School, students are clustered for services in advanced English Language Arts and/or math classes that allow exploration of affective topics, independent studies on a topic of interest, and or other enrichment and extension units. <p>Suggested strategies in all classroom environments may include, but not limited to:</p> <ul style="list-style-type: none"> ● Problem and project based learning, learning contracts with self-directed studies for long-term options. ● Choice boards, tiered lessons, thinking skills applications for short-term options. ● Use of 21st century skills in designing projects and presentations
<p>b) Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.</p>	<ul style="list-style-type: none"> ● The AIG Program is aligned with the GSA Strategic Plan. ● Currently GSA focuses on service in English Language Arts and/or math depending on the area of student identification. Several resources incorporate other areas such as science and social studies. Problem solving is a part of both ELA and math instruction.
<p>c) Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.</p>	<ul style="list-style-type: none"> ● Differentiation -Differentiation means tailoring instruction to meet individual needs. Teachers may differentiate content, process, products, or the learning environment.

	<ul style="list-style-type: none"> ● Flexible grouping- Groups that change for a variety of learning experiences. Some may be in a group that needs to learn specific concepts. Those same students may be in another group needing more challenging material for another concept. ● Content acceleration- Material ahead of students' current curriculum grade level is taught. The materials and content follow The NC Standard Course of Study. ● Interest groups- May take the form of literature circles, Socratic Seminars, in which students choose books, self-selected extra-curricular activities, clubs, problem-based learning opportunities, science fair experiments, and other optional teacher or student created investigations ● Specialized projects- students may work on specific problems or research. ● Consultation- Students remain in the regular classroom, but are monitored by AIG specialists and. Teachers may request curriculum or other resources for these students.
<p>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.</p>	<ul style="list-style-type: none"> ● Annually create short professional development for faculty meetings to cover services, regulations, programs, and the AIG plan over the course of the year. ● Distribute printed copies of the AIG plan to the Head of School, EC Facilitator, Executive Director, and Board Members. ● Provide links through a teacher portal to all supporting documents on the GSA website. ● Ensure all staff have access to the complete AIG plan and supporting documents. ● Ensure all staff receives ongoing professional development regarding services, identification, program goals and regulations.
<p>e) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.</p>	<p>For All School Personnel:</p> <ul style="list-style-type: none"> ● AIG student rosters with areas of service are transmitted from schools to any new schools via PowerSchool. ● School personnel will share information with parents/guardians of AIG students. ● More strategies for transition points will be implemented in future revisions of this AIG plan. ● School improvement plan (SIP) will consider the needs of gifted learners based on data. Professional development provided throughout the district will embed differentiation practices as well as best practices for gifted learners.
<p>f) Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.</p>	<p>The AIG coordinator facilitates an AIG Leadership Committee/Talent Development team, which serves as the monitoring group of advocates for gifted programming. Counselors, regular classroom teachers, and other specialists such as EC and/or ESL, can serve on this committee to ensure multiple perspectives are influencing and addressing the strengths and needs of the AIG program.</p> <p>AIG Leadership Committee/Talent Development Team will:</p>

	<ul style="list-style-type: none"> ● Provide guidance counselors of all AIG students with information regarding AIG students including dual exceptionalities (2e), learning concerns, and other social/emotional needs. ● Involve all appropriate staff in creating student DEPs/IDEPs. ● Communicate with parents/guardians regarding special needs. ● Suggest and implement interventions when problems interfere with social and/or emotional health. Parents/guardians are to be involved early in these intervention strategies. <p>Guidance Counselors:</p> <ul style="list-style-type: none"> ● Advocate for students’ needs K-8. ● Disseminate information regarding AIG students including dual exceptionalities (2e), learning concerns, and other social/emotional needs to appropriate teachers. ● Participate in AIG professional development. <p>Head of School:</p> <ul style="list-style-type: none"> ● Allow flexibility in scheduling several times a year to have specialists at multiple PLC meetings. ● Encourage guidance counselors to participate in AIG professional development. ● Advocate for AIG students with special needs.
<p>g) Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.</p>	<p>GSA recognizes that gifted learners vary widely in their instructional needs. While enrichment and differentiation is appropriate for some, other students who show strength in a particular subject may be better served through curriculum compacting and/or acceleration. With that in mind, the AIG coordinator, the AIG Leadership Team/Talent Development Team, the school counselors, and administration will work together to develop a process for acceleration and placement options when an appropriate body of evidence indicates that such a practice is warranted for an individual gifted learner.</p> <p>When it becomes evident that an AIG student needs more than differentiation and/or enrichment, the following steps will be followed:</p> <ul style="list-style-type: none"> ● AIG Leadership Team/Talent Development Team will meet to discuss the individual case, review test scores, classroom performance, and teacher recommendations. ● AIG coordinator, guidance counselors and administration will work with the classroom teacher to explore options for compacting the curriculum. ● Follow-up meetings will be held to review all options. Parent(s) and, if appropriate, the student will be involved in the discussion. ● If acceleration is approved, AIG Coordinator and guidance counselors will work with administration to ensure appropriate placement and will provide support to affected teacher(s) and students. Online options will also be investigated such as online courses from North Carolina Virtual Public Schools and The North Carolina School of Science and Math as well as

	<p>support for applications to Duke Talent Identification Program (TIP). Other options are in development.</p> <ul style="list-style-type: none"> • The student's DEP will be changed to an IDEP and updated to reflect changes to his/her services.
<p>h) Implements intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.</p>	<p>GSA will provide professional development on differentiated instruction and instructional strategies</p> <p>Provide educational resources, which will help teachers/AIG specialists/coordinator to recognize gifted intelligent behaviors in underrepresented populations.</p> <p>The AIG coordinator will continuously search for opportunities to share with the AIG students and their parents that offer enrichment or academic advancement. The AIG Coordinator will work with K-5 and middle school teachers to include these opportunities as part of their quarterly newsletters and teacher websites. The enrichment opportunities will be included on the AIG website as a link for parents and students.</p> <p>Some of the programs we are currently, involved in and investigating for student enrichment and advancement are:</p> <ul style="list-style-type: none"> • Advanced Learning Labs (Collaboration between NC Department of Public Instruction and AIG Teachers across the state) • NC Virtual Public School • Math Olympiad • Odyssey of the Mind (OOM) • STEM Camps • Duke Talent Identification Program (TIP) • Using Science, Talents, and Abilities to Recognize Students Promoting Learning for Underrepresented Students (U-STARS~PLUS) • 21st Century Extended Day Program
<p>i) Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.</p>	<p>Extracurricular programs, competitions, and or service learning activities are designed to further develop academic, social, and emotional skills of AIG students while building critical thinking skills, creativity, perseverance, and collaboration. Outreach programs from regional colleges and universities, museums, and other educational foundations provide additional opportunities for AIG students to build interest and engage in real-world learning.</p> <p>Extra-curricular options may include, but are not limited to:</p> <ul style="list-style-type: none"> • Academic competitions (such as: Battle of the Books, National Scripps Spelling Bee, Geography Bee). • Science Fair, Science Olympiad • National Junior Honor Society • Journalism opportunities (yearbook, newspaper). • Competitions such as Math Olympiad and MATHCOUNTS.

	<ul style="list-style-type: none"> ● Duke Talent Identification Program (TIP). ● Clubs (academic, arts, service) ● Duke BOOST Program -Building Opportunities and Overtures in Science and Technology ● Extra-curricular options vary by grade level and available sponsors. ● Parents/guardians and teachers are encouraged to sponsor options.
<p>j) Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.</p>	<p>The Development of AIG resources, lessons, and units of study are aligned with critical areas in reading and mathematics. Our philosophy meeting the needs of every child encompasses understanding by design, differentiated instruction, Bloom's Taxonomy, and Multiple Intelligences.</p> <p>Scheduling will be done so that students are grouped according to flexible needs.</p>

Ideas/ Strategies for Strengthening the Standard:

- Provide professional development opportunities, aligned with AIG goals
- In order to reach culturally and ethnically diverse populations, the CogAT full battery is given in 3rd grade, as this level is more symbol and picture based and has a greater chance of identifying students from underrepresented subgroups.
- The classroom teachers and the AIG coordinator collaborate to help identify students from underrepresented groups at an early age and use Thinking Skills resources (TOPS) in the K-2 classrooms.
- Odyssey of the Mind is a popular program to consider. We will seek to recruit parents and community resources to coach teams.

- Elementary Battle of the Books, Quiz Bowl, Poetry Workshops, and book clubs are other options to consider. Gifted students have the right to collaborate with and be challenged by their intellectual peers.
- It is imperative that all classroom teachers become comfortable with flexible clusters of gifted learners within the classroom.

Sources of Evidence:

- AIG Program Outline
- Professional Development sign-in
- Professional development agendas
- Meeting agendas and minutes
- PowerSchool
- Attendance roster of meetings
- CogAT Screener for third grade (Level 9)

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.

<p>NC AIG Program Practices</p> <p>Standard 5</p>	<p>LEA Response</p>
<p>a) Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:</p> <ul style="list-style-type: none"> ● Academic and intellectual ● Social and emotional 	<p>AIG Department and Other Stakeholders: Identify business and community agencies that will partner with the AIG Program.</p> <p>Goals for these groups are:</p> <ul style="list-style-type: none"> ● Support special events for gifted students. ● Support special events for gifted programs that reach the entire community. ● Be aware of gifted services. <p>Plan and cultivate community support for special opportunities:</p> <ul style="list-style-type: none"> ● Ask stakeholders, especially parents/guardians and students, for input regarding special opportunities we can collaboratively offer. ● Meet with parents annually to evaluate services as outlined in the DEP/IDEP and make any necessary changes to achieve the optimal student/service match ● Ask for support from all stakeholders including parents/guardians and students. ● Publicize opportunity plans. ● Support Career Day and other events that establish partnerships. ● Encourage LEA/GSA to include the AIG program as part of our School Improvement Plans
<p>b) Share with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.</p>	<p>Information regarding the local AIG plan, program, and policies is shared in multiple ways to reach all stakeholders. Such forms of communicating with stakeholders include the following practices:</p> <ul style="list-style-type: none"> ● GSA AIG Plan and the NC Academically or Intellectually Gifted Program Standards are posted on the AIG WebPages embedded in the Global Scholars Academy website. A briefer form of the AIG Plan will be available at that site. ● All forms, letters, and parent materials are available in both English and Spanish. ● Annually, the AIG coordinator holds a parent information session for the parent stakeholders at an open house to update

	<p>information, listen to concerns, and answer questions concerning the AIG Program and plan.</p> <ul style="list-style-type: none"> ● A school newsletter is distributed on a quarterly basis, which includes AIG information ● Parents/guardians, teachers, administrators, and community representatives serve on the AIG Leadership Team/Talent Development Team ● Activities, competitions, awards involving AIG students are shared as press releases on the GSA website and social media
<p>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 composed of community members, AIG parents and families, AIG teachers, and other instructional and support staff.</p>	<p>School based AIG Leadership Team/Talent Development Team collaborates to discuss, review, and refine the AIG program and plan. It provides opportunities for development, implementation, and monitoring of the AIG program and plan with AIG partnerships.</p> <ul style="list-style-type: none"> ● The AIG Leadership Team/Talent Development Team is intentionally recruited from multiple stakeholder groups, such as parents, EC, ESL, counseling, teachers, and administrators, with attention given to including diverse ethnic groups. ● The AIG Leadership Team meets to monitor the AIG program. ● The AIG Leadership Team meetings are facilitated by the AIG coordinator with an agenda set involving stakeholders who share the common goal of advocating for the needs of gifted students.
<p>d) Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.</p>	<ul style="list-style-type: none"> ● AIG coordinator will include information about opportunities in AG newsletters. ● Submit information on the GSA website about upcoming activities or events for gifted students and the participation of AIG students in activities and events ● During AIG Department of Public Instruction (DPI) meetings, AIG coordinator can discuss opportunities with, and get ideas from one another. These can be shared at school level with administration, parents and students. ● As needed and as possible, a translator will be present at meetings and sessions for parents/guardians.
<p>e) Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.</p>	<p>Global Scholars Academy is fortunate to be located in an area surrounded by a broad base of businesses, and institutes of higher education that support AIG programming and services. Enhanced student learning through mentorships, outreach programs, interest clubs, enrichment camps, and field- based experiences provide opportunities outside of school programming.</p> <p>Local businesses provide a wide range of much needed resources to support AIG programs. Within Durham's rich downtown area, organizations such as the Arts Council, Museum of Life and Science provide enrichment to students throughout the year. The goal of Global Scholars Academy is to ensure that students' needs are met academically, socially and emotionally; to achieve that end requires partnerships.</p>

	<p>Partner programs include (but are not limited to):</p> <ul style="list-style-type: none"> ● NC School of Math and Science ● Field trips (e.g. college visits) ● STEAM/STEM opportunities ● Online book study module ● Mentorships with local business ● Duke Building Opportunities and Overtures in Science and Technology (BOOST)
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Ideas/ Strategies for Strengthening the Standard:

- Get input from stakeholders regarding special opportunities we can collaboratively offer.
- Develop a database of partners who have particular expertise and can share it with students.
- Expand distribution of AIG information to business to establish partnerships.

Sources of Evidence:

- Start up of new ventures for AIG students
- Database of partners
- Schedule of presentations
- Events planned for students

STANDARD 6: Program Accountability

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

NC AIG Program Practices Standard 6	LEA Response
<p>a) Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. 115C-150.5-.8 {Article 9B}), which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.</p>	<ul style="list-style-type: none"> ● AIG plan outlines identification and placement and provides differentiated curriculum and instruction to ensure program accountability as outlined in standards 1 through 5. ● Global Scholars Academy has formed an AIG Leadership Team Team/Talent Development that consists of AIG coordinator, Head of School, counselor, elementary and middle school teacher representatives from multiple grade levels, and specialists (art, STEM, EC). The committee meets once a quarter to review current GSA practices and ensure compliance with the stated school policies. The AIG Leadership Team/Talent Development Team maintains meeting notes and minutes available to the public upon request. Additionally, memos and letters are sent home to parents and teachers concerning the identification process for students. This information can also be found in the AIG Program Handbook and Parents' Rights along with the GSA website. With the help of the AIG Leadership Team, and Head of School, we will provide a

	<p>yearly update to our Board of Directors. Every three years, we will revise the plan and submit it to DPI for approval.</p> <ul style="list-style-type: none"> ● DPI documents and supports were utilized in developing this plan. ● The plan is submitted to the GSA School Board for review and approval, and will be sent to the NC State Board of Education/Department of Public Instruction, no later than October 3, 2022.
<p>b) Monitors the implementation of the local AIG program and plans in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.</p>	<ul style="list-style-type: none"> ● The AIG Leadership Team, Head of School and GSA School Board reviews all program documentation for accuracy, completeness and consistency. ● The AIG Plan is formally reviewed and revised every three years. ● The AIG Leadership Team/Talent Development Team will meet as scheduled to discuss implementation/evaluation of the plan: ● Plan fidelity will be discussed with targeted reflections of the current year's AIG program will be made. <p>Planning assistance for the coming year will be offered including:</p> <ul style="list-style-type: none"> ➤ Needed improvements as seen by the Head of School ➤ Use of personnel ➤ Curriculum enhancements
<p>c) Uses and monitors state funds allotted for the local AIG program according to state policy.</p>	<p>As Global Scholars Academy undertakes the development of its AIG program, funding sources will be identified and allocated appropriately to support the program. An AIG budget will be developed to provide essential services to students served by the AIG program.</p>
<p>d) Maintains, analyzes, and shares student achievement, student growth, and annual dropout data for AIG students.</p>	<p>AIG Leadership Team/Talent Development Team develops intervention plans to assist AIG students who may need support in challenging classes, or who are not working at an expected level aligned with their identification. Classroom teachers, the student, and his/ her parents /guardians are part of the collaboration as intervention plans are developed.</p> <ul style="list-style-type: none"> ● EOG and EOC test data will be analyzed for AIG identified students' performance growth. ● Education Value Added Assessment System (EVAS) data for AIG-identified students will be analyzed.
<p>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</p>	<p>Global Scholars Academy will monitor its AIG population to ensure that underrepresented populations are being served. A method to monitor the representation of under-represented populations in the AIG program will be developed. The goal will be to create a database that identifies AIG students who are:</p>

<p>language learners, highly gifted, and twice-exceptional.</p>	<ul style="list-style-type: none"> • Culturally/ethnically diverse, • Economically disadvantaged, • English language learners, • Highly gifted, and twice exceptional. <p>Through the use of PowerSchool data and collaboration with EC and the ELL teacher, the guidance counselor, and other professional personnel in the school, the AIG coordinator/specialist will collect and organize data to determine the representation of student populations listed above. This information will be reviewed to ensure that these students are represented in the AIG program and that numbers align with GSA's demographic data and devise strategies to increase representation and growth.</p>
<p>f) Maintains current data regarding the credentials of personnel serving AIG students.</p>	<p>School administration maintains data regarding teacher credentials and licensure information.</p> <ul style="list-style-type: none"> • Conduct AIG PLC for teachers s to receive professional development and provide direct support for gifted students
<p>g) Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.</p>	<p>The AIG program will seek feedback from students, parents, teachers, and administrators regarding the quality and effectiveness of the AIG program in order to ensure that the program is meeting the needs of its students. At the completion of an academic year, the AIG coordinator will distribute a survey to AIG students, parents, and teachers. Feedback will also be sought during annual DEP/IDEP meetings and conferences. Results will be compiled and reviewed to determine what is working well and what needs improvement.</p>

<p>h) Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.</p>	<p>In order for programs to grow and be successful, data must be used to gauge effectiveness. Because multiple stakeholder groups have insightful perspectives that complement testing data, the AIG program will be reviewed and revised based on multiple sources of data for continuous program improvement. Global Scholars Academy will seek input from various sources to continuously review and revise our AIG program. In reviewing the plan and practices, it will be important to gauge the effectiveness of policies and procedures and the impact of these on students. This plan serves as the basis of all that is done and will be done by the AIG coordinator, and for it to be effective it must be reviewed on a regular basis. The AIG plan will be reviewed frequently and will be revised annually, based on feedback from the following sources:</p> <ul style="list-style-type: none"> • Survey information from AIG students, teachers, and parents (see practice G) • Student performance data (see practice D)
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	<ul style="list-style-type: none"> • AIG Leadership Team/TalentDevelopment Team meetings/discussions
<p>i) Disseminates all data from evaluation of the local AIG program to the public.</p>	<p>The AIG plan and any data associated with the evaluation of the program will be made available to the public via the school website. This availability allows for questions to be answered and program criteria to be understood by stakeholders. Once the AIG plan has been approved, it will be posted on the school website for public access. Hard copies will also be available in the office or through the AIG coordinator. Evaluative data will be reviewed by the Head of School and will be housed in the school and will be available to any interested stakeholders. Frequent updates on the program will also be made via newsletters, emails and GSA website.</p>
<p>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.</p>	<p>Global Scholars Academy values and protects the rights of AIG students and parents through established policies, procedures, and practices. The AIG plan has a written policy that safeguards the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures to resolve disagreements (see Standard 1, practice E).</p>

Ideas/ Strategies for Strengthening the Standard:

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

Sources of Evidence: Approved AIG Plan

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