

Overview: Mission/Vision Statement and Funding

Socrates Academy (60J) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Socrates 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 Socrates Academy local AIG plan is as follows:

* Mission and/or Vision Statement(s)

The mission of the Socrates Academy is to work in partnership with parents and community to encourage our students to reach their full potential by developing critical, analytical thinking skills and becoming self-confident in a high achieving, multicultural, disciplined environment. Particular emphasis is placed on developing proficiency in reading, writing, and mathematics both in English and Greek through the use of the Socratic Method. The Academically and Intellectually Gifted program at Socrates Academy

supports this mission by ensuring gifted student growth and achievement through a system of support, programming, and advocacy. Our gifted students will have resources to maximize their potential as appropriate to their educational needs and talents.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 207,919.08	* \$ 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 A/G 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.

Socrates Academy uses both a referral process and a screening process when searching for student nominations, evaluating student data, and starting the identification process.

Referral Process

The referral process is the process in which someone nominates a student for the screening process. Teachers, counselors, administrators, parents, community members, or the student him/herself can nominate a student for screening by completing the AIG Referral Form (via Google Forms). The form is available on the internal Socrates Academy HUB and the AIG website. Forms are submitted to the AIG Coordinator, as he/she handles this process. Socrates Academy will create an enrichment plan for a referred student within ninety business days of an initial referral for gifted identification. All screening will happen at the end of the current school year.

Screening Process

A student is considered screened for gifted services when he or she is evaluated using an instrument approved for gifted identification.

2nd Grade:

Universal aptitude screening using the Cognitive Abilities Test (CogAT) and the Gifted Rating Scale (GRS) will be completed for all 2nd graders at the end of the year.

Parents/guardians receive written notification at the end of the school year when a student is newly qualified for services. Parents/Guardians are invited to the school to discuss gifted services and to sign the student's documentation agreeing to or declining services at the end of the current school year.

Grades 3-11:

When qualifying students for gifted services, Socrates Academy uses aptitude (CogAT) and achievement (EOG) to identify areas of giftedness. A combination of both aptitude and achievement scores is used to determine gifted identification.

Parents/guardians receive written notification at the end of the school year when a student is newly qualified for services. Parents/Guardians are invited to the school to discuss gifted services and to sign the student's documentation agreeing to or declining services at the end of the current school year.

New and legacy 3rd-11th students can be referred for rescreening based on standardized test scores, teacher nominations, parent/guardian nominations, self-nominations, and special nominations. Special nominations occur when the AIG Team circulates a list of all students nominated for screening/rescreening to all teachers. This practice allows classroom and resource teachers to recommend a student for screening if they see a student missing from the list.

Rescreening Criteria:

Socrates Academy will offer one additional aptitude test for a student if the following criteria is met for rescreening during the student's time as a scholar at Socrates Academy.

3rd graders: L5 on Beginning of Grade Test (BOG).

4th - 5th graders: Prior year's EOG L5 in either math or reading, teacher recommendation, parent/guardian nomination, or self-nomination for re-screen at the *end of the school year*.

6th - 11th graders: Teacher recommendation, parent/guardian nomination, or self-nomination for re-screen at the *end of the school year*.

The AIG Team (in conjunction with the EC/ESL team) can decide to use either the CogAT or NNAT as a second test to determine a new aptitude score based on the needs of the student.

Parents/Guardians of these students receive a Consent to Evaluate form and a copy of the Parent Rights - Due Process. Testing does not begin without the expressed consent and signature of the parent/guardian. Once evaluation is completed, parents/guardians receive written notification. If a student qualifies for services, the parent/guardian is invited to the school for a conference to discuss gifted services and to sign the student's documentation agreeing to or declining services at the beginning of the new school year.

Private Testing:

Families have the right to choose private testing at their own expense. Private testing must be administered by a licensed psychologist outside Socrates Academy no later than 15 days from the first day of school. A complete report of the student scores must be sent directly to the AIG Coordinator by the psychologist no later than 15 days from the first day of school in order to be considered for AIG Services for the same school year. Any results received after this time are considered for possible placement in AIG Services for following school year. Results will only be accepted from the licensed psychologist. More detailed information about the private testing process is linked to the AIG Website.

If student data meets the identification criteria, the student is identified as gifted.

Underrepresented Population Screening Considerations:

The AIG Coordinator and the AIG Team search proactively to ensure that students who are culturally/ethnically diverse, have limited resources, and/or are disabled are included in the screening process. The AIG Team will use alternative strategies that include, but are not limited to:

- Sending the Special Nominations List to all school personnel as part of a sweep screen.
- Meeting with classroom teachers to discuss student needs and review student data to make further recommendations such as enrichment services, flexible grouping options, differentiation strategies, extracurricular options, completing a Gifted Rating Scale (GRS), etc.
- Nominating students for an alternative assessment.
- Considering any other documented evidence of gifted characteristics and/or possible high-ability potential.

*** 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.

Socrates Academy uses multiple criteria to identify AIG students for gifted services. These criteria include measures that reveal student aptitude, student achievement, student performance, and/or student potential to achieve in order to develop a comprehensive profile for each student considered through the screening process. The instruments use both qualitative and quantitative measures that are based on current theory and research.

AIG Identification Types:**AI** - Academically and Intellectually Gifted**AG** - Academically Gifted**AM** - Academically Gifted in Math**AR** - Academically Gifted in Reading**IG** - Intellectually Gifted**Academically and Intellectually Gifted (AI) -**

Academically and Intellectually Gifted students perform at substantially high levels of accomplishment in both aptitude and academic achievement when compared with others of their age, experience, or environment. Academically and Intellectually Gifted students exhibit high performance capability in intellectual areas and academic fields. On average, their performance is at the 95%ile on state or nationally normed assessments.

Academically Gifted (AG) -

Academically Gifted students perform at substantially high levels of accomplishment in both aptitude and academic achievement when compared with others of their age, experience, or environment. Academically Gifted students exhibit high performance capability in intellectual areas and both math and reading academic fields. On average their performance is at the 90%ile on state or nationally normed assessments.

Academically Gifted in Math (AM) -

Any student that possesses high aptitude and demonstrates outstanding performance in mathematics over the course of the academic year. On average their performance is at the 90%ile on state or nationally normed assessments.

Academically Gifted in Reading (AR) -

Any student that possesses high aptitude and demonstrates outstanding performance in reading over the course of the academic year. On average their performance is at the 90%ile on state or nationally normed assessments.

Intellectually Gifted (IG)

Any student having ability significantly higher than his/her same age peers as denoted by a score of 95% or higher using the total composite of a nationally normed aptitude test (CogAT).

Grade 2

The following definitions and criteria are used for each area of giftedness:

Criteria for Qualifying as Academically and Intellectually Gifted (AI) -

Qualifying CogAT score + GRS T score of 66 or higher in 3 or more domains, with at least one occurring in Intellectual, Academic, or Creativity.

CogAT VQN Composite Qualifying Scores

Administration	Grade	Qualifying SAS Score (96%ile)	Addl Info
Group and Individual	2	128	Test level 8

Criteria for Qualifying as Academically gifted in Math (AM) -

Qualifying CogAT score + GRS T score of 60-65 or higher in 3 or more domains, with at least one occurring in Intellectual, Academic, or Creativity.

CogAT QN Composite Qualifying Scores

Administration	Grade	Qualifying SAS Score (96%ile)	Addl Info
Group and Individual	2	128	Test level 8

Criteria for Qualifying as Academically gifted in Reading (AR) -

Qualifying CogAT score + GRS T score of 60-65 or higher in 3 or more domains, with at least one occurring in Intellectual, Academic, or Creativity.

CogAT VN Composite Qualifying Scores

Administration	Grade	Qualifying SAS Score (95%ile)	Addl Info
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Group and Individual	2	127	Test level 8
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Criteria for Qualifying as Intellectually Gifted (IG) -

CogAT score of = 95% total composite

Aptitude is based on CogAT VQN percentile rank.

Grades 3-8

The following definitions and criteria are used for each area of giftedness:

Criteria for Qualifying as Academically and Intellectually Gifted (AI) -

Total Score = 380

Total Score = (Aptitude (doubled) + Achievement (math and reading))

That is an average score of (190 + 95 + 95 = 380)

Aptitude is based on CogAT VQN percentile rank.

Criteria for Qualifying as Academically Gifted (AG) -

Total Score = 360

Total Score = (Aptitude (doubled) + Achievement (math and reading))

That is an average score of (180 + 90 + 90 = 360)

Aptitude is based on CogAT VQN percentile rank.

Criteria for Qualifying as Academically Gifted in Math (AM) or Reading (AR) -

Total Score = 180

Total Score = (Aptitude + Achievement (math OR reading))

That is an average score of (90 + 90 = 180)

Aptitude is based on CogAT subtest composite VN/QN percentile rank.

Criteria for Qualifying as Intellectually Gifted (IG) -

CogAT score of = 95% total composite

Aptitude is based on CogAT VQN percentile rank.

The total points are based on total points earned, not the actual score. It is a sliding scale where more points can be earned in one area and less points in another. It is the total points that determine the area of identification, not a specific grade or percentile score. Percentiles carry an equivalent point value toward the total score.

HS Students

The following criteria will be used to identify students as gifted in the following areas:

AI - A standardized score = 95% in all 3 EOC test: biology, math, and reading AND a weighted GPA of 3.75.

AG - A standardized score of = 95% in 2 of the 3 content EOC test: math, reading, and/or biology AND a weighted GPA of 3.75.

AM - A standardized math score = 95% and a final course grade in Math 1 or Math 3 and an A in the course the student tested.

AR - A standardized reading score on the EOC of = 95% and a final course grade in English 2 of an A.

IG - A total composite score of = 95% on a nationally normed aptitude test.

At any time, and at the parent's expense, additional testing may be done in the private sector using most nationally normed aptitude or achievement tests. Those results may be presented to the AIG Team and used to determine a student's eligibility of gifted services (see 1a).

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	*	*	*	*	*
3-5	*	*	*	*	*
6-8	*	*	*	*	*
9-12	*	*	*	*	*

* **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.

As of the 2021-22 school year, Socrates Academy enrolled approximately 817 students. The ethnic makeup of the student enrollment was as follows:

- White (55.69%)
- African American (12.97%)
- Hispanic (10.77%)
- Asian (14.08%)
- Other (6.49%)
- AIG Students (13.7%)
- EC students (10.77%)

These are the most up-to-date figures available at the time of writing this plan.

To ensure that AIG referral, screening, and identification procedures respond to underrepresented populations of the gifted spectrum, Socrates Academy is adding two additional tools to the universal screening process:

Gifted Rating Scales (GRS): provides a standardized method for identifying children for gifted and talented programs based on teacher observations. The GRS allows for identification of relative strengths and specific areas of giftedness. The six domains include: intellectual, academic, motivation, creativity, leadership and artistic talent.

Naglieri Nonverbal Ability Test (NNAT): assesses school learning ability without requiring a student to read, write, or speak. The NNAT is used to identify gifted students who may not perform well on ability tests with a large number of verbal items, including students with limited English skills or learning difficulties. The NNAT has been used successfully by other districts as a means to identify a culturally/ethnically diverse group of students. Using the NNAT, we can identify ELL, twice exceptional, economically disadvantaged, and highly gifted students.

K-2 Talent Development Pilot:

Socrates Academy recognizes the need to develop and nurture student potential. The goal of our TD program is to find students that demonstrate behaviors that are associated with traits of giftedness and/or with potential to achieve in underrepresented populations, as outlined in the North Carolina Academically or Intellectually Gifted Program Standards.

These students may or may not be performing at the top levels academically. However, through a body of evidence that demonstrates attributes of giftedness, these students warrant opportunities outside of the academic classroom to develop their gifted potential through inquiry based learning that magnifies the social behaviors of giftedness. The goal of this type of service is to draw out and nurture the students' intellectual and/or academic potential so eventually they will meet one of the above gifted criteria.

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

AIG Team:

AIG Coordinator(s) - Co-Chairpersons

AIG Teacher(s)

Parent (when appropriate)

Administrator (recommended)

Responsible for screening and reviewing the process, as well as recommending the appropriate instructional placement for each student in the instructional pool. Ensures that eligibility guidelines are closely followed.

Transfer students who have been previously identified in another system or another state will be reviewed for differentiated services upon entering Socrates Academy.

Steps in the screening and placement process:

Step 1: Referral

Step 2: Screening and Review

Step 3: Decision for Instruction

Step 4: Yearly Review

See AIG ID/Service Flowchart in appendix.

Referral:

Ongoing, year-round effort to identify students to be reviewed for differentiated services via:

1. Standardized test results
2. Teacher nominations based on classroom academic performance data, gifted rating scale, or tests of creativity

3. Parent/guardian, student, or community referral
4. Student has been identified in another school system
5. Special nominations based on sweep screening

Screening/Review

All documentation with the exception of grade/subject acceleration, must be in place within the first 10 days of school in order for students to receive AIG services during the current school year. The most recent achievement (within a year) and aptitude scores will be used to determine eligibility.

Assessment tools will come from the following categories:

1. Achievement measures – an indicator of a student's knowledge. NC End of Grade/Achievement Tests. If EOG scores are not available, then other standardized state or nationally normed achievement scores may be used.
2. Aptitude measures – an indicator of a student's potential for learning. All students will be given CogAT aptitude test in second grade.
3. Gifted Rating Scales - all students will be rated by teachers using GRS in second grade.

Decision for AIG Identification

The AIG Team will make decisions regarding the need for differentiated services based on the information gathered on students and will document its decision on the Differentiated Education Plan (DEP). If the student meets the criteria, the student will receive the related service as outlined in this document.

Completed documentation of student screening and AIG Team recommendations will be handled at the school level and maintained. Identified AIG folders will be housed on a secure shared drive.

Yearly Review

Services will be reevaluated annually and adjusted as needed. If direct service is discontinued by the team, this does not mean the student will no longer be identified as gifted. Students whose services change will still be reevaluated each year to monitor academic performance and educational service needs.

The goal for reconsideration of services is to ensure students are meeting basic grade level requirements as outlined in the Standard Course of Study and monitored by End of Grade testing.

In the event an AIG student is not maintaining academic excellence and if the school's AIG Team concludes AIG enrichment opportunities are the cause of gaps in a student's academic performance, services may be reconsidered for a period of time so the

student can again adequately demonstrate he/she is performing above that of his peer group. Under no circumstances shall a student lose his/her identification as a gifted learner. Only the services provided are reconsidered. This review will be documented on the Student Info and Student Data Report.

AIG Elementary or Middle School Curriculum Service will be discontinued if either:

- The student's EOG score falls below a Level 4 in either math or reading.
- ES: The student does not demonstrate mastery (standards-based 3 or above) in each of the core subjects¹.
- MS: The student does not maintain a yearly average of 80% in each of the core subjects¹.

* **Practice E**

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

Yearly performance of identified AIG students will be documented on the Student Info and Student Data Report annually. Service mode will be documented on the Differentiated Education Plan (DEP) and maintained in a folder on a shared drive. The student's DEP will match the service options with their identification annually. Annual reviews will be conducted to ensure the appropriate educational setting is being provided to match the student's academic performance.

The AIG Teacher will conference with parents regularly throughout the year. In the event services are being reconsidered, the AIG Teacher will conference with the parent at the end of the current school year to discuss student needs for the following school year. At the beginning of each school year, teachers who teach AIG curriculum will hold sessions for parents and students new to the AIG program. Information regarding the AIG identification process will be found on Socrates Academy's AIG website for review by the public.

* **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.

Once a student has been identified as gifted, all associated paperwork is maintained by the AIG Coordinator(s) and kept on a shared drive. The paperwork includes how the student was identified, what area of giftedness they are identified, and parent/guardian recognition of the student's identification. A review is completed at the end of every school year and services for the following year

are updated. To ensure the proper documentation is being kept and aligns to school guidelines and standards, all students transitioning into grades 6 and 9 have their folders reviewed. Spot checks are also completed for compliance by the AIG Coordinator. In addition, parents are made aware of all paperwork and identification for their child through annual conferencing.

* Ideas for Strengthening the Standard

Grow the number of AIG certified regular education classroom teachers.

Offer parent information sessions.

Provide school level information sessions for teachers through professional development, staff meetings, or grade level/subject level professional learning communities.

Planned Sources of Evidence

- * AIG Website
- * Screening and Identification Process
- * AIG forms
- * AIG Headcount and Watchlist
- * Differentiated Education Plan (DEP)

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

- [Consent to Evaluate](#)
- [Private Testing Resource](#)
- [AIG ID & Service Flowchart](#)
- [SA Differentiated Education Plan \(DEP\)](#)
- [AIG Student Info and Student Data Report](#)
- [Parent Rights - Due Process](#)

Standard 2: Comprehensive Programming within a Total School Community

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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.

At Socrates Academy, gifted services work to ensure that all students are offered educational services that match their needs. It is the responsibility of the school's AIG Team to develop acceleration plans for individual students and other options for highly gifted students. The comprehensive services offered through the AIG Program address the needs of gifted learners across all grade levels and learning environments. These services are aligned to the student's type of identification. The resources used by the AIG Team are research-based and proven effective for gifted learners to provide high quality, specialized instruction to meet the needs of AIG students. The curriculum materials are aligned to the North Carolina Standard Course of Study (NCSCoS).

Program service options include a range of services in grades K-12. Services include, but are not limited to full-time instruction with a replacement curriculum in reading and/or mathematics; acceleration options such as early admission to Kindergarten, subject acceleration, or grade acceleration; and/or the selection of Honors Level coursework, Advanced Placement (AP) courses, and early graduation. These options are described in detail along with the qualifying criteria.

K-2 SERVICE OPTIONS

- * Early admission to Kindergarten (Acceleration Option)
- * Talent Development pilot for grades K-2 (Enrichment Option)

- * Single subject acceleration for grades K-8 (Acceleration Option)
- * Whole grade acceleration for grades K-8 (Acceleration Option)
- * Extracurricular/Enrichment experiences for grades K-12 (Enrichment Option)

GRADES 3-8 SERVICE OPTIONS

- * Single subject acceleration for grades K-8 (Acceleration Option)
- * Whole grade acceleration for grades K-8 (Acceleration Option)
- * Extracurricular/Enrichment experiences for grades K-12 (Enrichment Option)
- * Replacement curriculum in reading and/or mathematics for grades 3-8 (Advanced Subject Grouping)

GRADES 9-12 SERVICE OPTIONS

- * Extracurricular/Enrichment experiences for grades K-12 (Enrichment Option)
- * Honors courses for grades 9-12 (Acceleration Option)
- * Advanced Placement (AP) courses for grades 9-12 (Acceleration Option)
- * Dual Enrollment options for grades 11-12 (Acceleration Option - In Progress for 2023-2024)
- * Early graduation for grades 11-12 (Acceleration Option)
- * Special North Carolina schools (Governor's School)

All teachers, specialists, and guidance counselors will have access to the student's DEP. Socrates Academy now employs a 6-12 AIG Coordinator, who will assist with developing and maintaining an AIG HS program. Working with the HS guidance counselor, the 6-12 AIG Coordinator will track and support AIG students in HS by monitoring course choice, providing parent nights to better inform parents about college and career opportunities, and meeting the social emotional needs of gifted learners.

K-2 SERVICE OPTION: EARLY ADMISSION TO KINDERGARTEN (GRADE-BASED ACCELERATION OPTION)

Early Admission to Kindergarten is a form of acceleration where a student enters a grade at an earlier age than most students. At the elementary level, Socrates Academy will continue to provide information concerning early admission to kindergarten based on NC General Statute (115C-364). Children who will reach their fourth birthday by April 16 may enter kindergarten if they demonstrate an extraordinary level of academic ability and maturity.

Students who are identified for early admission to Kindergarten are placed according to State Board Policy using all of the following criteria:

- * Aptitude Indicator: 98th percentile or higher on an approved aptitude test
- * Achievement Indicator: 98th percentile or higher in reading and mathematics on a standardized test

- * Performance Indicator: Student work samples that demonstrate performance above same aged peers
- * Performance Indicator: Two letters of recommendation
- * Performance Indicator: A social development checklist
- * Performance Indicator: Informal interview with the child and school administrator or designee
- * Performance Indicator: Structured interview with the parent(s)/guardian(s)

K-2 SERVICE OPTION: TALENT DEVELOPMENT (Pilot)

Socrates Academy is piloting the use of Primary Education Thinking Skills (PETS) to target enrichment needs of students from traditionally underrepresented populations in grades K-2. PETS is a systemized enrichment and diagnostic thinking skills program that serves the dual purpose of helping in the identification of academically talented students as well as teaching all students higher level thinking skills. The goal of the pilot is to increase the likelihood of identifying students with advanced learning needs through the universal screener used in second grade.

The PETS curriculum will be provided to all students in a grade level and expose students to critical thinking skill building activities that align to the North Carolina Standard Course of Study (NCSCoS). An AIG Coordinator will teach whole class lessons in which the general education teacher will observe and record information about the individual students using the featured thinking skill. The students will be put into small flexible groups for small group instruction by an AIG Coordinator for further enrichment/extension. Each subsequent year, all students are exposed to increasing levels of critical thinking skills with PETS.

K-5 ACCELERATION OPTION: WHOLE GRADE/SUBJECT

Subject acceleration means a student receives instruction at a higher grade level with another group of students while remaining with their peer group for the remaining part of their instructional day. In most cases, a high-achieving student is in need of a differentiated curriculum to best meet their needs, not subject acceleration. Anyone interested in seeking subject or grade acceleration for a student must make the request to the AIG Coordinator by December 1st of the current school year.

Whole grade acceleration involves skipping levels in the normal progression of school. It is only appropriate for highly gifted students.

Accelerating a student should be a very thoughtful process that takes a significant amount of observation, data review, and conversation before any final decision is made. The goal being to place the student in the appropriate learning environment (subject or grade) at the start of the next school year.

Acceleration may be considered for a student who possesses advanced social and emotional maturity, has high achievement where academic performance is two years above the student's current grade level, and the ability to acquire knowledge at a more rapid

pace than the majority of the students in his/her current grade and/or subject area.

Social and emotional maturity is defined as:

Social maturity involves learning to properly relate to acquaintances, family, neighbors, friends, and any relationships in general. It involves understanding how to honor and respect those in authority. Emotional maturity involves how well one is able to respond to situations, control emotions and behave in a mature manner when dealing with others.

All acceleration decisions are at the discretion of the administration, as stated in GS 115C-288 Powers and Duties of Administration.

Students who are identified for **subject acceleration** must meet all of the following criteria:

- * Aptitude Indicator: Full Scale IQ of 125 or higher
- * Achievement Indicator: On grade level standardized assessment score of 95th percentile or higher in subject(s) to be accelerated
- * Achievement Indicator: Two grade levels above standardized assessment score of 75th percentile or higher in subject(s) to be accelerated.
- * Performance Indicator: Teacher/AIG Team recommendation
- * Performance Indicator: Administration recommendation

Students who are identified for **whole grade acceleration** must meet all of the following criteria:

- * Aptitude Indicator: Full Scale IQ of 130 or higher
 - * Achievement Indicator: On grade level standardized assessment score of 95th percentile or higher in math, reading, and language arts.
 - * Achievement Indicator: Two grade levels above standardized assessment score of 75th percentile or higher in math, reading, and language arts.
 - * Performance Indicator: Social development checklist
 - * Performance Indicator: Teacher/AIG Team recommendation
 - * Performance Indicator: Administration recommendation
- In the event that the outcome is not satisfactory to the parent, the parent has the right to file an appeal. The entire process is outlined in **Standard 6j** and is a 3 step process as follows and in the required order:
- Step 1 Appeal to AIG Team

Step 2 Appeal to Program Administration
Step 3 Appeal to Board of Directors

K-12 ENRICHMENT OPTION: EXTRACURRICULAR ENRICHMENT EXPERIENCES

Extracurricular enrichment experiences are opportunities for students to gain information from resources outside their traditional classroom setting. These opportunities for extracurricular enrichment experiences may include, but are not limited to:

- * Academic competitions
- * Duke TIP
- * Field trips
- * Fine arts activities
- * Future Problem Solvers (FPS)
- * Investigations for real problems
- * Mentor program
- * Odyssey of the Mind
- * Seminar within school
- * Special interest clubs
- * Special interest labs
- * Special presentations
- * Summer enrichment programs

The AIG website contains a list of summer enrichment opportunities for gifted students provided by organizations outside of Socrates Academy. This list is updated annually and is available for families as a resource to help support the gifted learner.

GRADES 3-8 SERVICE OPTION: ADVANCED SUBJECT GROUPING

Advanced subject grouping as an acceleration service option is for students in grades 3-8 who have met the identification criteria for gifted services in reading and/or mathematics. Depending on the type of identification, the service options, content modifications, and enrichment opportunities are documented on the students' Differentiated Education Plan (DEP).

In grades 3-8, gifted students are homogeneously grouped for specific subject-based services based on identification type. AIG students identified in a specific subject are advanced-subject grouped in an AIG cluster classroom(s) for a specified amount of time. An advanced learner may be added to the AIG classroom as a talent development student by meeting ancillary placement criteria developed by the school for high school credited classes in middle school, but this is done at the administration's

discretion, with approval from the AIG Coordinator, and if there is space available. An advanced learner shall not replace an identified student in the AIG classroom.

Differentiation is expected even within the AIG classroom to modify the content of the course curricula that is aligned to the North Carolina Standard Course of Study (NCSCoS) to meet the individual needs of each student. These strategies include, but are not limited to:

- * Concept based instruction
- * Curriculum compacting
- * Differentiated units
- * Enrichment and extension of concept development
- * Independent investigations
- * Learning centers
- * Mastery learning units
- * Problem based learning
- * Project based learning
- * Replacement curriculum
- * Socratic/Shared-inquiry based seminars
- * Student contracts
- * Subject acceleration
- * Special interest development
- * Technology-based instruction
- * Thematic units
- * Tiered assignments
- * Virtual school offerings

All teachers of self-contained AIG classes should be licensed AIG Teachers. Non-AIG licensed teachers can obtain licensure in one of two ways: taking the four required classes through an approved college or university or pass the AIG Praxis (see 4b). AIG Coordinator(s) work closely with all staff who teach gifted students.

Instructional activities include the use of curriculum materials designed for high ability learners, extension of the general education curriculum, a replacement curriculum, and a focus on specific skills such as critical and creative thinking, research skills, and inquiry-based investigations. Gifted learner curriculum materials and resources are available through the AIG Team.

GRADES 9-12 SERVICE OPTION: SPECIAL NC SCHOOLS

Any student who wishes to be considered as a candidate for a special NC school must consult the school's administration and guidance counselor. Current requirements and application processes are listed on each institution website.

- * Governor's School
- * NC School of the Arts
- * NC School of Science and Mathematics online courses

GRADES 9-12 SERVICE OPTION: ADVANCED PLACEMENT (AP)

The AP courses consist of a college-level course and examinations for high school students. AP course descriptions are carefully followed and are usually taught by teachers who have received special AP training.

AP recommended criteria:

- * B or above average in honors level prerequisite(s)
- * Parent recommendation
- * Use of AP potential data generated by College Board Concurrent Enrollment

GRADES 11-12 SERVICE OPTION: EARLY GRADUATION

Any student who wishes to be considered as a candidate for early graduation must consult the school's administration and guidance counselor. See current guidelines in the Socrates Academy High School Program of Studies.

GRADES 11-12 SERVICE OPTION: CAREER & COLLEGE PROMISE (DUAL ENROLLMENT - Coming 2023-2024)

Career & College Promise (CCP) is North Carolina's dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school.

Socrates Academy's Career & College Promise program will offer students the option to choose from two pathways:

College Transfer — Designed for students planning to continue their educational career beyond high school to eventually achieve an Associate's or Bachelor's degree at a community college or university.

Career & Technical Education — Allows students to begin a certification or diploma program in a particular technical field or career area.

Career & College Promise will offer Socrates Academy high school students options to pursue educational and career goals of their choice using a rigorous yet supportive structure designed to help them become successful. These courses will be tuition-free for the student unless there are local fees.

Who Can Participate in CCP?

Currently enrolled Socrates Academy high school students who meet the eligibility criteria for their chosen pathway will be eligible to participate in CCP College Transfer and CTE pathways. Students who have already graduated from high school will not be eligible.

  Click here to remove the table and use only the narrative field.

Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	*	*	*	*
3-5	*	*	*	*
6-8	*	*	*	*
9-12	*	*	*	*

*** 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.

Socrates Academy will provide a gifted curriculum for use by guidance counselors that focuses on the social and emotional needs of gifted learners. Topics include, but are not limited to, bullying, brain development, adolescence, stress management, perfectionism, growth mindset, and goal setting.

In addition to the SEL curriculum, AIG Teachers will conference regularly with the students. This helps to ensure that students feel supported emotionally, not just academically, when they are provided an opportunity to talk to the AIG Teacher about their successes and struggles, and to reflect about how things are going overall.

Outside of the school day, special interest clubs are offered as opportunities for AIG students to interact with their peers in a more social environment.

The 6-12 AIG Coordinator will help focus on high school gifted learners. The AIG Coordinator will meet with high school students periodically to have "check in" sessions to monitor how each student is performing, as well as check their level of rigor in course selection.

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

AIG Services are a part of the total instructional program of Socrates Academy.

The AIG Program at Socrates Academy is linked with many other school system initiatives. Listed below is a summary of how other programs at Socrates Academy coordinate with our gifted program.

SCHOOL ACCREDITATION

Socrates Academy has a School Improvement Plan which is reviewed annually based on the Ready School Framework and the AdvancED criteria. Within the Ready Schools Framework, schools focus on ensuring that all public school students first master the basic skills of reading, writing, and mathematics. The same curriculum areas are emphasized in our gifted education plan.

PROFESSIONAL DEVELOPMENT (PD)

Results from the most recent survey of the gifted program indicate a need to provide professional development about the AIG plan and evidence-based best practices for gifted learners to administrators, counselors, parents, and general education teachers across all grade levels. The AIG Team will create a professional development framework to address the individual needs of each stakeholder group. PD will be provided to help support the academic and social-emotional needs of gifted learners in all grade levels. Staff development funds may be used to instruct educators in techniques and learning strategies that will be necessary in the implementation of the AIG plan. The PD needs for Socrates Academy are assessed yearly to plan for the development of PD to address the needs of our individual stakeholders. Specialized training in curriculum programs implemented solely for AIG students is

provided for AIG teachers in small group faculty meetings.

CURRICULUM AND INSTRUCTION

Our ongoing curriculum committee assists in making decisions related to the selection and modification of AIG curriculum as needed to insure rigor and vertical alignment. Group problem-solving, Socratic and inquiry-based questioning, curriculum compacting, technology-assisted instruction, and instruction based on learning and readiness have placed an emphasis on higher order thinking skills. In grades K-8, programs such as Primary Education Thinking Skills (PETS), Junior Great Books, William & Mary units, and Singapore Math are a few programs implemented under this plan specifically to address the needs of gifted learners. In grades 9-12, the counseling department, AIG Coordinator, and other school personnel work together to provide a variety of acceleration options for high school gifted learners.

RECRUITMENT AND TRAINING

One factor that has a great impact on student performance is qualified and caring teachers. Socrates Academy actively recruits such educators via job fairs around our area. As a resource to general education teachers, K-12 staff have access to licensed AIG teachers.

TECHNOLOGY

Technology is promoted for students at all levels and is integrated throughout the curriculum. Computer-assisted instruction affords students the opportunity to work at an individual level and pace. Use of instructional software individualizes instruction and accelerates learning. AIG teachers participate in technology initiatives such as 1:1 laptops for students and professional development (PD) concerning technology options for instruction. The AIG Team maintains a section on the Socrates Academy website as part of an ongoing effort to increase community awareness of the AIG Program and provide communication and support to parents and students seeking resources.

SCHEDULING

Socrates Academy exerts great effort to provide for schedules which allow for AIG services to be provided in the most efficient and effective manner. This cooperation leads to many opportunities for innovative instructional activities such as enrichment blocks and provides for accelerated options as well.

STUDENT ASSESSMENT

Assessments are conducted in grades K-12, including varied state and school assessments in grades K-2, and the North Carolina testing program (grades 3-12) which includes End of Grade (EOG), End of Course (EOC), North Carolina Final Exams (NCFE), common exams, open-ended assessments, and nationally-normed standardized tests. These assessments are used to help identify gifted students, and specific measurable objectives are used to evaluate student progress and growth.

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

Data analysis in K-12 grade level or content professional learning communities (PLC) at Socrates Academy drives decisions about grouping for advanced learners to promote growth of all students. PLC teams utilize benchmark data and common formative assessment data to plan for effective instructional strategies for students that have demonstrated mastery at key points. Cluster grouping of AIG identified students and other advanced students is recommended as a best practice in all grade levels.

Reading:

K-2: In the TD program, teachers target small groups to work with throughout the year. These groups are flexible and fluid based on the students who demonstrated high ability in a particular thinking skill.

3-5: Self-contained cluster grouping in AIG class taught by gifted education licensed teacher

6-8: Cluster grouping in reading instruction - Honors ELA 6, Honors ELA 7, English 1 class placement

Decisions for reading grouping are based on in-class and school-wide assessments (MAP, EOG, Diebels, etc.).

Math:

K-2: In the TD program, teachers target small groups to work with throughout the year. These groups are flexible and fluid based on the students who demonstrated high ability in a particular thinking skill.

3-5: Self-contained cluster grouping in AIG class taught by a gifted education licensed teacher

6-8: Cluster grouping in math instruction - 6/7 Compacted, 7/8 Compacted, Math 1, Math 2

The accelerated groups are determined annually based on school- and state-wide assessments. The goal for the students in the accelerated groups is to be in Math 1 by 8th grade at the latest.

In compliance with House Bill 986, Students with a Level 5 on the math EOG will automatically have the opportunity to participate in math acceleration. Students that reach this data point in later years of middle school can be on-ramped into advanced math courses by completing local coursework that covers missed content and objectives from the previous prerequisite course(s) to which the student was not exposed. This support and practice helps ensure the best chance of success for a student added to a pathway of compacted math curriculum at a later point in middle school.

Students who score a Level 5 on the End of Grade Test of Reading can be enrolled in the middle school honors ELA courses at any point during the middle school years when this data point is reached.

Students who have demonstrated AIG potential based on one or a combination of the following will be added to the watch list:

- * Scoring an 80% or higher on standardized achievement testing in math and/or reading
- * MAP projections of Level 5 in math and/or reading
- * CogAT percentiles of 90%ile or higher in QN, VN, or VQN
- * GRS T-Scores of 60 or higher in either intellectual, academic, or creativity

These students are documented via the internal AIG Watch List form and may receive academic enrichment services based on demonstrated content mastery.

High School

All gifted learners are encouraged to challenge themselves academically through advanced courses, such as honors and AP, and Challenge and Career Promise. The HS counselor and 6-12 AIG Coordinator will monitor AIG students and what courses they are taking to ensure students are challenging themselves.

*** 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.

General identification and service information is accessible in a variety of formats.

Examples may include:

Socrates Academy Dojo & AIG Quarterly Newsletters

Socrates Academy AIG Website

Email Communication

Staff/PLC/Board/Curriculum Committee Meetings

Curriculum nights and school open-houses (Parents of AIG students)

Staff Development

Each school year an annual AIG Program overview is shared with school personnel that includes information about AIG services, referral and identification process, and best practices for differentiation in the classroom.

ACCESS TO AIG RECORDS

Confidential AIG records contain the Differentiated Education Plan (DEP) for formally identified students. Administrators and general education teachers have the right to view AIG records of a student that they serve. Parents of an AIG student have the rights to view their child's AIG records if a request has been made. Requests can be made with the AIG Teacher(s).

AIG Coordinators will inform regular education teachers, administration, and support staff of AIG identified students and their matching service needs, as well as "watch list" students. These school personnel will have access to student DEPs, AIG program and plan, and other legislation and regulations related to gifted education. All of this information is held by the AIG Coordinators and maintained in the student's protected shared drive folder. This information can be requested for review by stakeholders that have a need to know this documentation.

Classroom teachers and AIG specialists collaborate to develop the Differentiation Education Plan for each AIG identified student annually. This DEP holds teachers accountable for meeting the differentiation needs of AIG identified students in the regular classroom in each child's area of identification.

AIG WEBSITE

Updated regularly, the AIG website provides general program information and important announcements regarding the AIG program. The AIG Website also contains links to the Socrates Academy Board of Directors approved AIG Plan, the Department of Public Instruction (DPI) AIG program standards, gifted education legislation, Frequently Asked Questions (FAQs) for parents, private testing information, annual school-wide screening process information, and enrollment information.

The AIG Team plans to continue development of this website for parents, administrators, general education teachers, and AIG teachers. The focus of the development will be to make the website more parent-centric.

***Practice F**

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

The AIG Coordinators will communicate with teachers, counselors, and parents to ensure effective continuation of K-12 services, especially during key transition points. AIG Coordinators will send yearly notification of identification and services to classroom

teachers. The headcount spreadsheet is monitored throughout the year.

AIG teachers have more direct involvement with AIG students at key transition points. From the elementary school to middle school transition, AIG teachers will work with administration and parents/guardians to help students select the appropriate level math and ELA placement.

From the middle school to high school transition, the AIG Coordinator will work with the high school counselor by providing the list of AIG students and their identifications. The AIG Coordinator will also help ensure students select the appropriate courses in high school during registration with the aid of the counselor. The AIG Coordinator and counselor will discuss with AIG students and parents the appropriate courses for the corresponding college pathways.

STUDENT TRANSFERS TO/FROM SOCRATES ACADEMY

The following paperwork will be transferred for the AIG student:

- AIG Student Records & DEP

*** 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.

Acceleration criteria in detail in 2a.

EARLY ADMISSION TO KINDERGARTEN PROCESS

All testing of the child must be administered after April 16th that follows the child's fourth birthday. The psychologist should send the completed battery of test results to the administration of the school. Neither the AIG Team nor the administration will accept test results from parents/guardians.

A parent/guardian wishing to submit his/her child for consideration for early admission to Kindergarten will present the administration with the required information within the first thirty (30) calendar days of the school year with the NC Early Entry to Kindergarten form found on the AIG Website.

Within three (3) weeks of receiving the information, the administration shall make a determination as to whether or not the child is accepted.

If the child is admitted early to Kindergarten and is not adjusting well to the school setting, the administration can rescind approval of early admission based on substantial evidence documenting issues before the end of the first ninety (90) calendar days of the child's being enrolled. If the decision is made to remove the child from school, parents are notified in writing and given at least ten (10) days notice to arrange childcare, if needed.

Note: Early admission to Kindergarten does not guarantee placement in the AIG Program.

WHOLE GRADE/SUBJECT ACCELERATION PROCESS (K-5)

A student can be nominated by a parent or a classroom teacher. If a parent/guardian wants to nominate a student for subject/whole grade acceleration, they must contact the AIG Coordinator. If a classroom teacher is nominating a student, they will need to contact the parents/guardians and the AIG Coordinator. The AIG Coordinator will speak with the classroom teacher to address parent/teacher concerns of curriculum rigor and make suggestions for differentiation.

Prior to the first meeting, the classroom teacher and the AIG Coordinator should talk with the student to determine his/her feelings about possible subject/grade acceleration.

When considering a student for subject/grade acceleration, the administration must be present at all AIG Team meetings. Document subject acceleration procedures on Subject Acceleration Procedure form.

When considering a student for grade acceleration, it is highly recommended the school psychologist participate in meetings when available. Document grade acceleration procedures on Grade Acceleration Procedure form.
Parents/Guardians must be provided a copy of the Parent Rights - Due Process at the start of the meeting/process.

Step 1:

The AIG Team, including the administration, meets with the parent/guardian to evaluate the need for subject/grade acceleration. The classroom teacher must provide documented evidence to show that the student is working two years above grade level in the subject/grade being considered. If the evidence does not demonstrate that the student is working two years above the current grade, the subject/grade acceleration process should stop. The AIG Team should discuss ways the classroom teacher is differentiating for this student and offer suggestions as appropriate.

Step 2:

If the initial criteria provided in Step 1 is met, the AIG Team should discuss differentiated strategies the current teacher can use to meet the advanced needs of the students.

- During the next 4 weeks, the current teacher should implement those strategies into the learning environment with the help of the AIG Coordinator.
- A second meeting should be scheduled to evaluate how the student is responding to these strategies. If the student is responding to these strategies and the student's needs are being met, the process may stop.

In cases where the student appears to need more support, the AIG Team should move forward in considering subject/grade acceleration and begin to collect more evidence.

- If the strategies are not meeting the student's needs or it is unreasonable for the teacher to effectively implement those strategies, the acceleration process should continue to Step 3.
- The student should be placed in the subject/grade they are being considered for acceleration.

Step 3:

The AIG Team should reconvene in 4 weeks to discuss how the student is performing in the subject/grade accelerated learning environment.

If the student is not making progress with subject/grade acceleration intervention, the acceleration process should be stopped and the AIG team should recommend the appropriate strategies and support for the student in their current grade.

If the student is making significant progress to the new subject/grade acceleration learning environment the AIG Team should move to Step 4.

NOTE: The student should remain in the current subject/grade acceleration learning environment while the referral for a normative based achievement and intelligence assessments are being made as indicated in Step 4.

The AIG Coordinator should coordinate the completion of these assessments with the appropriate staff members.

Step 4:

Nationally normed achievement tests are administered. This identifies the student's current grade level of academic performance

and the predicted performance in the grade being considered. Aptitude/ability testing is administered. This is the student's Intellectual Quotient (IQ) score. Tests should be administered by a trained certified professional.

Each level of testing is dependent on meeting the score criteria prior to taking the next assessment. (See 2a)

The first test administered is an on-grade level achievement test, followed by two-grade levels above achievement test, and lastly, the administration of an IQ test by a licensed psychologist.

If a student does not meet the score requirement for an assessment, the acceleration review process stops.

Step 5:

The AIG Team and parent/guardian will meet following the completion of testing. Once testing is completed and the student meets all the criteria, the AIG Team meets to review the data. The administration meets with the parents to discuss options. A final placement decision is made by the administration, provided that all criteria were met, and consideration was given to social-emotional needs of the student.

If the decision is made to subject accelerate, the following steps should be taken:

- The student should be identified as AM or AR (depending on which area (math or reading) is accelerated). Required paperwork should be placed in AIG shared drive, and the student should be added to the school's AIG Headcount in PowerSchool and to the AIG Headcount Spreadsheet.
- A Differentiated Education Plan (DEP) is written for the student and updated annually. A plan for implementation and follow up is developed by the team and documented in the DEP. All Subject Acceleration Documentation and the DEP will be filed in the student's AIG folder on the shared drive.

SUBJECT ACCELERATION PROCESS (6-8)

Students are considered for subject acceleration via honors courses by scoring in the 95%ile or above on the prior grade EOG.

Math Acceleration:

Rising 6th Grade

- * If student has 97% or higher on 5th Math EOG enters Compacted Math 7/8
- * If student has 96% on 5th Math EOG enters Compacted Math 6/7
- * If student has 85-95% on 5th Math EOG, they will be evaluated via the Math Honors Rubric for entry to Compacted Math 6/7

Rising 7th Grade

- * If student has completed Compacted Math 6/7, enters Compacted Math 7/8
- * If student has completed Compacted Math 6/7, scores 98% or higher on 6th Math EOG, and enters Math 1
- * If student has completed 6th General Math, and scores 96-99% or higher on 6th Math EOG, enters Compacted Math 7/8
- * If student has completed 6th General Math, and scores 85-95% on 6th Math EOG, they will be evaluated via the Math Honors Rubric for entry to Compacted Math 7/8

Rising 8th Grade

- * If student has completed Math 1 with a passing score of a L3 or above on the Math 1 EOC, enters Math 2
- * If student has completed Compacted Math 7/8, enters Math 1
- * If student has completed 7th General Math, scores 98% or higher on 7th Math EOG, and passing score on 8th grade placement test, enters Math 1
- * If student has completed 7th General Math, scores 97% on 7th Math EOG, and passing score on 8th grade placement test, they will be evaluated via the Math Honors Rubric for entry to Math 1

English Language Arts Acceleration:

All students identified as gifted will be placed in honors level ELA courses in 6th and 7th grades, and English 1 in 8th grade.

EARLY GRADUATION PROCESS

Early entrance to college can be accomplished in a variety of ways. The first way is that a student graduates early from high school, usually in three-and-a-half years or less. Generally, this is accomplished by increasing the amount of high school coursework undertaken each year in middle school and in high school. This may also be accomplished through dual enrollment, distance learning coursework, or extracurricular activities.

Any student who wishes to be considered as a candidate for early graduation must consult the school's administration and guidance counselor.

ADVANCED PLACEMENT PROCESS

The AP program offers college-level coursework for students in high school. AP exams allow students to earn university credit and/or advanced university standing based on the examination area. Interested students should speak to their counselor for more information about AP courses and check into the reciprocity of these courses at desired colleges or universities.

GRADES 9-12 SERVICE OPTION: CAREER & COLLEGE PROMISE (Dual Enrollment)

Career & College Promise (CCP) is North Carolina's dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school.

The purpose of CCP is to offer structured opportunities for qualified Socrates Academy high school students to dually enroll in community college courses that lead to a certificate, diploma, or degree, as well as provide entry-level jobs skills.

This program is currently in progress, and is expected to be available to eligible students in the 2023-24 school year.

*** 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.

The AIG Team is committed to identifying and supporting underrepresented subgroups by partnering with other departments, providing training for Socrates Academy employees, and adhering to gifted education best practices such as universal screening.

K-12 ACCESS

The AIG Team will include webinars/presentations discussing the diversity of gifted education within the gifted spectrum specifically targeting underrepresented populations such as highly gifted, culturally/ethnically diverse, have limited resources, English language learners (ELL), highly gifted, and twice-exceptional within our yearly professional development plan.

K-2 TALENT DEVELOPMENT (TD) PILOT

Socrates Academy is piloting the use of Primary Education Thinking Skills (PETTS) to target enrichment needs of students from traditionally underrepresented populations in grades K-2. PETTS is a systematized enrichment and diagnostic thinking skills program that serves the dual purpose of helping in the identification of academically talented students as well as teaching all students higher level thinking skills. The goal of the pilot is to increase the likelihood of identifying students with advanced learning needs through the universal screener used in second grade.

*** Practice I**

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

Socrates Academy currently provides extra-curricular programming in the form of drama productions, elementary/middle/high school athletics, and afterschool Greek language classes for students/parents. We are actively surveying our parents/guardians of gifted students to create a repository of resources for additional programming that might include chess club, Science Olympiad, MATH COUNTS, Future Problem Solvers, and First Lego League. Our AIG enrichment program will be coordinated by our AIG Advisory Council parent members in cooperation with AIG Coordinators and school administration.

* Ideas for Strengthening the Standard

AIG teachers receive training on various components of SEL including class meetings, Zone of Regulation, and bibliotherapy.

Improving K-2 Enrichment Services

Collaboration with AIG Personnel and Stakeholders

Professional Development for general education teachers, counselors, and administrators

Continued Website Refinement (AIG Website, AIG/Talent Development Page for teachers on the HUB)

Refinement of AIG Services Enrichment Plan

Local Endorsement Certificates and CEU documentation

Planned Sources of Evidence

- * AIG Service Flowchart
- * AIG Website
- * AIG Identification Records
- * AIG Meeting Agendas
- * Enrollment Data (AIG Headcount, AP Enrollment)

* Student DEP			
Type	Documents	Document Template	Document/Link

- [NC Early Entry to Kindergarten Application and Process](#)
- [Subject Acceleration Procedure](#)
- [Grade Acceleration Procedure](#)
- [AIG FAQ's](#)

Standard 3: Differentiated Curriculum and Instruction

Socrates Academy (60J) 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.

At Socrates Academy students are placed in the most appropriate educational environment based on intellectual abilities.

Differentiated curricula which are greater in depth and complexity than the Common Core State Standards are developed and implemented according to the level of service. The differentiated curricula align with the AIG DEP. Subject and grade acceleration are options for students that need extensive differentiation.

EXTENSION AND ENRICHMENT OPPORTUNITIES: K-2

All students in K-2 receive enrichment to cultivate potential in the regular classroom via the PETS program (See 2a). AIG teachers partner with classroom teachers, and any other instructional staff, to provide opportunities for students to demonstrate gifted thinking skills during these PETS lessons. AIG Coordinators provide classroom teachers with resources and lesson ideas to integrate the thinking skills from PETS into the NCSCOS.

EXTENSION AND ENRICHMENT OPPORTUNITIES: 3-5

Elementary classroom teachers utilize a variety of resources through the AIG Program to differentiate accordingly in the classroom for advanced learners. Teachers can borrow from a wide variety of evidence-based resources housed in each AIG Coordinator's office to help facilitate differentiated learning opportunities such as enrichment stations/centers, independent learning projects, and small group learning projects. These include well known publications for gifted learners by companies such as Prufrock Press, Pieces of Learning, Great Books Foundation, William & Mary, etc.

ACCELERATION OPPORTUNITIES: 6-8

At the middle school level the ELA and Math curricula are differentiated to meet the unique needs of AIG learners through a variety of acceleration opportunities.

The Honors ELA courses in middle school utilize the NCSCoS ELA objectives while accelerating students through the use of more advanced, rigorous text. Honors ELA classroom teachers supplement their instructional frameworks with lessons for gifted and advanced learners from The National Association for Gifted Children (NAGC) Curriculum Studies Network. These are concept based lessons that are aligned to the Common Core Standards, but are accelerated beyond the typical level. Honors ELA students are on track to participate in English 1 in 8th grade for high school credit.

The Honors math courses compact the 6th, 7th, and 8th grade NCSCoS math curriculum, allowing students to participate in Math 1 in 8th grade for high school credit. Exceptionally advanced math students have the chance to double-accelerate their math courses, allowing them to take Math 1 in 7th grade and Math 2 in 8th grade.

Socrates Academy middle school students have the opportunity to receive high school credit in Spanish and Greek languages.

ACCELERATION OPPORTUNITIES: 9-12

At the high school level teachers follow the Honors Blueprint and AP Common Core and Essential Standards. Honors level courses extend the regular curriculum to expose students to the AP or college level objectives for the course. Students wishing to accelerate beyond Socrates-offered courses have the option to enroll in NCVPS, NCSSM, or dual enrollment courses (see 2a).

*** 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.

Socrates Academy utilizes diverse and effective instructional practices for gifted learners, and the opportunities are different at each level within the school.

K-5

Both classroom teachers and the AIG Coordinator make use of a variety of instructional practices for gifted learners including the following:

- Project based learning
- Choice boards and menus
- Problem based learning

- Workshop model instruction
- Group work
- Small group instruction
- Higher level questioning
- Socratic Seminar
- Thinking maps/graphic organizers

Cluster grouping of gifted learners in 3rd-5th grades allows classroom teachers to differentiate for advanced learning needs based on data from school-wide assessments and learning profiles.

The instruction provided through the AIG program is designed to accommodate a wide variety of learning styles, interests, and areas of ability by providing choice, allowing for creativity, and integrating a variety of academic content areas.

The K-2 talent development pilot program will allow teachers to make observations of students with particular strengths in a wide variety of thinking skills, and target those students in small group settings to build on those skills. These small groups are fluid and flexible based on the identified abilities observed throughout the year in whole class PETS lessons.

6-8

At the middle school level the ELA and math curricula are differentiated to meet the unique needs of AIG learners through acceleration and enrichment within the school's honors coursework. Students are identified for these advanced level courses based on their area of gifted identification and learning profile. Exceptionally advanced math students have the opportunity to double-accelerate their math courses, allowing them to take Math 1 in 7th grade and Math 2 in 8th grade.

Middle school students have the opportunity to take Spanish I, Greek 1, Greek 2, and Greek 3 for high school credit.

Classroom teachers make use of a variety of instructional practices for gifted learners including the following:

- Project based learning
- Choice boards and menus
- Problem based learning
- Workshop model instruction
- Group work
- Small group instruction
- Higher level questioning
- Socratic Seminar

- Thinking maps/graphic organizers
- Flipped classroom experience

HS

At the high school level teachers follow the Honors Blueprint and AP Common Core Standards and Essential Standards. AIG students are offered multiple opportunities for advanced curriculum through Honors and AP courses. Students in high school self-select courses.

Classroom teachers make use of a variety of instructional practices for gifted learners including the following:

- Project based learning
- Choice boards and menus
- Problem based learning
- Group work
- Socratic Seminar
- Thinking maps/graphic organizers
- Debate
- Small group instruction
- Flipped classroom experience

Students with particular interests or readiness levels have the option to enroll in online coursework through NCVPS and NC School of Science and Math, or participate in dual enrollment courses with local community colleges.

*** Practice C**

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

The following list represents some examples of the research-based supplemental resources used by the AIG resource classroom and by the regular education classroom teachers in order to differentiate for gifted learners:

- Gifted Local Endorsement for Educators course curriculum and textbooks
- Mastery Connect
- Primary Education Thinking Skills (PETS)
- Junior Achievement Curriculum
- LEGO Robotics curriculum and materials

- Math Olympiad
- Junior Great Books
- William & Mary Units
- Jacob's Ladder and Navigator Novel Studies
- Singapore Math
- Project USTARS PLUS
- Wordly Wise
- ELA Curriculum Enrichment Units from Vanderbilt University
- CommonLit

Most of these resources are purchased for each individual grade level to use with their AIG learners, but some resources may be housed in the AIG Coordinator's office for teachers to check out and use when needed.

*** Practice D**

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

The AIG Team supports the Socrates Academy globalization effort by providing culturally diverse studies of literature, art, and global issues through the curriculum activities, projects, and research presentations developed by the students. Critical thinking, communication skills, collaboration skills, creativity of thought, leadership skills, problem-finding skills, problem-solving skills, and decision-making skills, are the foundation of gifted education pedagogy and are evident in all lessons and assessments. Students are provided opportunities and resources to work in flexible groups to collaborate, communicate, and negotiate with one another to produce products that demonstrate real-world learning. These experiences are shaped through a variety of ways.

These include but are not limited to:

- Culturally-responsive teaching strategies
- Debate
- Differentiated assessment
- Differentiated instruction
- Extended field trips
- Flexible grouping

- Global communication/collaboration activities (ie. e-pals, sister schools, Skype, distance-learning, and other technology-based communication options)
- Google-based learning applications
- Problem-based learning
- Service-learning initiatives
- Shared-inquiry activities
- Socratic Seminars

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

AIG teachers share their ongoing assessment strategies during general education professional development meetings and PLCs. These strategies, along with others that are recommended, will comprise a set of tools that the AIG Teacher can rely on to properly identify individual students' strengths and areas of need.

Local assessments (i.e. benchmark testing, reading records, etc.) are used to help assess the AIG students' skills in both reading and math. Pre-assessments, when appropriate, can be used to help teachers determine which content can be compacted for some and provided through direct instruction for others. Data from ongoing assessment, both formative and summative, is used to aid in flexible grouping practices.

AIG teachers work with the curriculum framework, pacing recommendations, and resource guides to help inform instructional practices when differentiating the curriculum for gifted learners. The use of big ideas (concepts) and essential questions helps to provide a framework to aid in differentiation of curriculum for high-ability students and to stay aligned with the extension and enrichment of the North Carolina Standard Course of Study (NCSCoS), the AIG replacement curriculum, and the curriculum framework of the AIG Team.

The following assessment tools are used to determine appropriate differentiated instruction for students and to inform the make-up of flexible groups:

- EOG and EOC assessments (end of year)
- MAP Testing for reading, math, and science (fall, winter, spring)
- CommonLit (end of unit of study)
- IXL (pre/post assessments for each unit)

- Various digital tools to track student mastery (Socrative, Kahoot, Quizizz, Quizlet)
- Aptitude testing (CogAT, NNAT) (end of year)

Ongoing observation and assessment throughout the K-2 Talent Development Pilot will inform both classroom teachers and AIG Teachers of possible differentiation for students showing potential with particular thinking skills.

* Practice F

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

The following resources will be used for addressing the affective needs of gifted learners:

- Bibliotherapy
- Bloom's Affective Domain of Learning
- Guidance Services/Teacher Conferencing
- Habits of Mind (Art Costa)
- Sources of Strength
- MOGAM SEL Curriculum repository
- Special Interest Clubs

Guidance services designed specifically for gifted learners will begin in the elementary years where class sessions are scheduled to directly address issues affecting gifted students. The specific topics are generated from student and teacher input. In general, the topics frequently address underachievement, self-esteem, perfectionism, peer interaction, and giftedness in poverty and diverse cultures.

In the AIG cluster classroom, the AIG Teacher will be given resources and training in the use of bibliotherapy to help students address specific topics of interest. Through bibliotherapy students can find other examples of gifted students dealing with similar issues in their lives and look for potential ways to manage and handle those same circumstances in their own lives.

The AIG Teacher will also use strategies associated with Bloom's Affective Domains of Learning, metacognition strategies, self-regulation strategies, and differentiated instructional strategies to build skill sets associated with social-emotional learning such as communication, collaboration, critical thinking, and creativity in thought. These strategies are predominantly used within the gifted classroom with an AIG Teacher in grades 3-8.

AIG teachers will conference regularly with gifted students to ensure they are provided an opportunity to discuss their successes and struggles.

At the high school level, guidance services are increasingly important in supporting the students and their families through processes which effect the future career choices and opportunities for gifted learners. Guidance services give individual guidance to students as they select their high school courses (choosing Honors classes, dual enrollment or Advanced Placement (AP)), apply to Governor's School, research their college choices, apply for college, consider career choices, and/or consider early graduation. Guidance counselors are essential to AIG services and meeting the social-emotional needs of gifted learners.

Special interest clubs will be offered outside of the school day based on availability to create opportunities for AIG students to interact with peers in a social environment.

* 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.

To enrich and extend the North Carolina Standard Course of Study (NCSCoS) for all students in a classroom, general education teachers should use data from classroom assessments to determine the need(s) for enrichment and/or extension. The general education teachers provide differentiated instruction for the enrichment and/or extension activity to meet student needs. The general education teachers can collaborate with the AIG Coordinator to discuss resources and/or additional support measures needed to guide student learning with enrichment and/or extension activities.

K-2 Talent Development

Please refer to 2a for detailed service options.

The Socrates Academy Talent Development Pilot is a service opportunity by the AIG Coordinator but outside of gifted identification. The goal of TD is to find students who demonstrate behaviors that are associated with traits of giftedness. These students may or may not be performing well academically. However, through a body of evidence, these students warrant opportunities outside of the academic classroom to develop their gifted potential through inquiry based learning that magnifies the social behaviors of giftedness. The goal of this type of service is to draw out and nurture the students' intellectual and/or academic potential. TD service is NOT gifted identification. Students must meet the gifted ID criteria to be formally identified as gifted. The TD program is a flexible service program that supports Socrates Academy's vision for providing opportunities for every child to demonstrate areas of giftedness.

The PETTS program offers whole group enrichment instruction in convergent, divergent, visual/spatial, and evaluative thinking skills for students in grades K-2. Students who display repetitive use of the featured thinking skill will be placed in small flexible groups for further enrichment and extension instruction. Data will be collected on the students who participate in small flexible groups.

K-2 teachers will use the observation forms within PETTS to identify students for small group enrichment instruction and/or extension instruction.

An AIG Coordinator will teach a 30-minute whole class lesson to every K-2 class every week during the school year. Classroom teachers will work with small groups of students from those classes who demonstrated particular strength in the focus skill in order to enrich and extend student understanding. The AIG Coordinator will also collaborate with classroom teachers to develop lessons that embed the thinking skills into other standards-based lessons.

The classroom teacher is an active observer during the whole class lessons by collecting anecdotal data using a data collection form. This data will help identify students with particular strength and serve as a basis for program evaluation. The classroom teacher is also asked to find ways to reinforce the focus thinking skill throughout the week during other classroom instruction.

* **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.

Socrates Academy works to meet the diverse needs of our gifted learners by utilizing the strengths and knowledge of a diverse team of school professionals including certified AIG Coordinators, trained classroom teachers, school administrators, counselors, and psychologists. These teams will focus on both the academic needs and the social and emotional needs of the gifted learners at Socrates Academy.

3-5 AIG TEACHERS

Grade-level AIG Teachers collaborate with regular education teachers, as well as other support staff, during grade-level and content-area PLCs. They assist in planning advanced content and appropriate differentiation in the elementary setting.

AIG Teachers assist the AIG Coordinator in training regular education teachers in order to expand the use of available enrichment resources across grade levels. This is an effort made to provide acceleration and/or differentiated curriculum for advanced learners in general education classrooms.

AIG Teachers collaborate with the guidance counselor to deliver classroom guidance lessons geared towards SEL topics that impact gifted students. They also work with the EC and ELL departments to support the specific needs of twice-exceptional and culturally diverse students.

AIG Teachers collaborate together on a regular basis through monthly AIG PLC meetings. These meetings provide information and policies regarding school-wide programming and allow AIG teachers to share new units and activities with one another for differentiation and enrichment.

AIG COORDINATORS (3-5, 6-12)

AIG Coordinators provide professional development to the entire staff through a series of in-person and online webinars accessed via the Socrates HUB. These include training on the plan, identification processes, characteristics and common issues with gifted learners, specifics of the AIG curriculum and differentiation, and supporting stakeholders.

AIG Coordinators run the AIG Team, which includes an administrator, grade-level AIG teachers, guidance counselor, parents of gifted students (if needed). This team will focus on executing the local plan, discussing and supporting enrichment opportunities, reviewing DEPs, overseeing the referral and identification process, and supporting all stakeholders.

AIG Coordinators will develop a communication plan to increase collaboration between the AIG Team and its stakeholders to improve support for addressing the needs of gifted learners.

Coordinators lead monthly AIG PLC meetings that provide additional professional development regarding the specific needs of gifted students (cognitive, affective, creative, etc.).

The 6-12 Coordinator also collaborates with middle school and high school PLCs to increase awareness about the unique needs of gifted learners (academically and socially-emotionally) at vertical and grade-level PLCs, staff meetings, etc. Discussion topics may include ongoing assessment data, instructional materials, differentiation strategies, and planning appropriately for gifted secondary students.

*** 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.

The Differentiated Education Plan (DEP) is a student plan that outlines the specifics of the students' differentiated education program through learning environment, content modifications, and enrichment opportunities. The AIG teacher collaborates with the classroom teachers and parents of each gifted student to create the DEP. Aptitude data, achievement data, gifted rating scales, and classroom grades are used to determine the appropriate service for each student's plan.

Parents/guardians sign the DEP to agree to gifted services for their child once the student has met the identification criteria in at least one area of service. This document is re-signed annually by the parent/guardian during individual meetings. If a parent would like to revisit the DEP outside of the normal annual review window, he/she can contact the AIG Teacher or AIG Coordinator to arrange a meeting.

The parent/guardian does have the option to opt out of services by signing a DEP. If a parent/guardian decides to opt out of gifted services, the student will need to re-qualify for services.

At the high school level the school counselor and the AIG Coordinator collaborate with each AIG identified student and his/her family to develop the DEP each year. At this level the DEP is more of a scheduling form that follows an advising session with the counselor, in which AIG students are encouraged to maintain an appropriate level of academic rigor and challenge in their course selections. Parents receive a copy, and a copy remains in each AIG student's file for communication and reference within the school.

Socrates Academy holds a curriculum night in which the AIG Coordinators and Teachers discuss the specifics of differentiated services offered to gifted learners on an annual basis.

* **Ideas for Strengthening the Standard**

Continued Collaboration with Stakeholders

Exploring options for K-3 and 9-10 social-emotional support (affective curriculum)

Improving K-3 Enrichment Services

Supporting and examining the Primary Education Thinking Skills (PETS) enrichment services pilot data

Refining the AIG Communication Plan

Planned Sources of Evidence

* PETS Teacher Observation Checklists (completed)
* AIG Service Flowchart
* List of course offerings
* DEPs

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

Standard 4: Personnel and Professional Development

Socrates Academy (60J) 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.

Socrates Academy currently has one full time and one part time AIG-licensed educator serving as the lead co-Coordinator for gifted education.

Responsibilities as the AIG Coordinator include:

- * Facilitate and monitor AIG personnel for elementary, middle and high school levels.
- * Assist in recruiting and interviewing new licensed AIG teachers.
- * Manage state and local AIG funding.
- * Monitor testing instruments and overseeing the K-12 AIG testing program, including training, inventory, and security of testing materials.
- * Monitor the screening procedures and overseeing the K-12 annual screening process, including training, teacher assistance, and educating stakeholders.
- * Monitor/manage AIG student files and paperwork and AIG teacher schedules.
- * Collaborate with other school leaders and administrators to ensure the needs of gifted learners are considered in school planning.
- * Facilitate professional development opportunities related to gifted education for teachers.
- * Facilitate support opportunities for parents of AIG students, including responding to parent inquiries related to AIG services and programming.
- * Develop, monitor and evaluate effective AIG programming and curriculum for elementary, middle and high schools.
- * Oversee the development and implementation of the AIG plan.

- * Facilitate and monitor state initiatives including Honors Course Review and AIG Headcount audits.
- * Serve as Advanced Placement Coordinator.
- * Monitor and analyze school data related to AIG student performance.
- * Attend professional conferences and/or regional/state meetings to gather and disseminate up-to-date information about issues, methods, trends, and policies related to gifted education.
- * Communicate evidence-based best practices in gifted education.
- * Communicate with AIG stakeholders about local, state, and national issues concerning gifted students.
- * Facilitate the AIG Advisory Council meetings.
- * Teach PET lessons in K-2.

Practice B

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

Socrates Academy currently has two AIG-licensed educators in elementary school. Additional licensed personnel are added as enrollment demands increase and/or budget allows.

Elementary AIG teachers have AIG licensure and they serve AIG students in a variety of ways:

- *Provide replacement curriculum in gifted education classes for identified AIG students in English Language Arts (ELA) and accelerated content for identified AIG students in Mathematics.
- *Meet with AIG parents annually, and communicate with AIG families as needed.
- *Support classroom teachers in Professional Learning Communities (PLCs) as needed.
- *Conduct specialized staff development within the school about supporting the academic and social/emotional needs of gifted learners.

*Support counselors in implementing social and emotional curriculum lessons.

*Monitor the program, adhering to compliance requirements including documentation of all phases of the program.

Middle and high school teachers of gifted students are not required to be AIG licensed, but are closely supported by the licensed 6-12 AIG Coordinator via professional development and co-teaching when the schedule allows.

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.

At Socrates Academy, elementary AIG teachers are required to obtain the AIG add-on licensure within 2 years of hire. In order for an educator to obtain AIG licensure, they must either a) complete the required courses at an approved college or university or b) pass the AIG Praxis with a minimum score of 157. If a teacher obtains their AIG licensure by passing the Praxis, Socrates Academy additionally requires that they complete the 3 micro-credentials offered by the National Association of Gifted Children (NAGC).

The AIG Team is developing a schoolwide professional development framework that includes strategies, desired goals, and desired outcomes associated with professional development of educators. The framework will be revisited annually to directly address stakeholder feedback and expressed needs concerning gifted services, gifted learners, best practices and/or gifted resources. The professional development framework will help establish goals for each interaction with a group of stakeholders. Each type of professional development has desired outcomes targeted to better understanding about gifted education, gifted learners, and gifted programming.

AIG TEACHERS

Socrates Academy requires AIG teachers to attend monthly meetings as these teachers assume an enhanced role in the delivery of the AIG professional development in their school to staff and parent groups through various avenues such as curriculum nights, professional learning communities (PLC), open houses, parent nights, staff meetings, etc. Presentations used by AIG teachers are shared on our internal HUB in an effort to have a reliable and consistent message shared across the school. Training is provided to AIG teachers on how to deliver the information and how to address questions specific to AIG.

AIG teachers are also provided recommended professional development opportunities:

- * North Carolina Association of Gifted and Talented (NCAGT) annual gifted conference.
- * AIG PLC meetings dedicated to best practices in gifted education, curriculum development, and assessment strategies.
- * Vertical alignment meetings.
- * Face-to-face training and virtual webinars about concerns and issues in gifted education and how to address the academic, intellectual, and social-emotional needs of gifted learners.

STUDENT SERVICES PERSONNEL, ADMINISTRATION, AND GRADE-LEVEL TEACHERS

Administration, support personnel and regular classroom teachers at Socrates Academy are expected to have a basic understanding

of the characteristics, effective instructional strategies, and social-emotional needs of gifted students. These personnel are provided recommended professional development opportunities:

- * Facilitated book studies about differentiation and meeting the needs of gifted learners.
- * LEA training that leads to increased AIG awareness and support for AIG licensure.
- * North Carolina Association of Gifted and Talented (NCAGT) annual gifted conference.
- * Face-to-face training and virtual webinars about concerns and issues in gifted education and how to address the academic, intellectual, and social-emotional needs of gifted learners.

ALL STAFF

All Staff will receive training about where gifted students fit within the MTSS structure. Many of the services that advanced learners need can occur in a general education setting with the students' classroom teacher, but the services must occur in a different way. The MTSS training will provide a wide variety of strategies or approaches for how this different way might look at the classroom, building, and system levels in all three tiers of support for advanced learners (see 4f).

Along these lines, the staff will also participate in professional development on the unique characteristics and needs of twice-exceptional and linguistically diverse students in our gifted population (face-to-face or webinar style) (see 4f).

*** 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.

AIG students in grade 3-5 will be placed in self-contained clustered classrooms with a teacher who is either AIG licensed or is seeking licensure for all subjects. In middle school, AIG students will be placed in accelerated classes for language arts and math. Schedule permitting, the licensed 6-12 AIG Coordinator will push into accelerated language arts and/or math classes for co-teaching opportunities.

*** Practice E**

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

Socrates Academy will support our current AIG licensed personnel through AIG professional learning communities. We will offer professional development that will result in continuing education units to fulfill license renewal requirements.

During the hiring process, Human Resources will continue to filter for candidates who have AIG Licensure or Gifted Certification from outside North Carolina. Specific questions related to meeting the needs of gifted and advanced learners will be embedded into our interview process.

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

Socrates Academy will provide intentional support for the Equity and Excellence in Gifted Education via the following:

- Ensuring access for our multilingual families by translating the local AIG plan and paperwork into Spanish and Russian and posting on the AIG website.
- Conducting a universal screening in 2nd grade.
- Reviewing the top 10% of each student subgroup on standardized tests, including universal screeners to add to the watch list.
- Implementing a social-emotional program that focuses on gifted learners.
- Implementing the Gifted Rating Scale (GRS) and the Naglieri Nonverbal Ability Test (NNAT) as part of our holistic identification process to help us identify ELL, twice exceptional, economically disadvantaged, and highly gifted students.
- Implementing a K-2 Talent Development Pilot (see 2a).
- Including differentiation strategies/suggestions on all curriculum maps.
- Providing MTSS training on strategies to support advanced learners at all three tiers. Training will pay particular attention to:
 - Twice-exceptional - found in all three tiers; these students need interventions that will differ from interventions for students who have disabilities but who are not gifted or of high ability. Staff need to be trained to identify clues that seem to indicate contradictions in abilities and look to sub-score discrepancies on composite measures from standardized or intelligence test scores.
 - Culturally and Linguistically Diverse - educate staff on the characteristics of CLD advanced learners, and how these may present differently than the dominant culture.

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.

The AIG Coordinators will collaborate with instructional support staff to integrate best practices for gifted learners across professional development settings and topics. Coordinators will also serve on committees such as the Curriculum Committee and Instructional Leadership Team (ILT) when strategic vision, mission, and priorities are being set to ensure AIG needs are being heard and considered.

The AIG Coordinators will develop and implement an “AIG 101” professional learning opportunity that covers topics such as characteristics and instructional practices that support gifted education, including the social and emotional needs of gifted learners, using current research and models. Embedded in this training will be opportunities for staff to practice what they have learned by implementing curriculum differentiation strategies, instructional delivery methods, and instructional grouping strategies. Staff will reflect on their practice throughout the school year in PLCs. AIG Coordinators will push-in to regular-ed classrooms for co-teaching opportunities and exemplary lessons as schedule allows.

*** Ideas for Strengthening the Standard**

NAGC free and paid e-learning professional development resources
UCONN Renzulli Center professional development resources
NCDPI “Booster Shots”

Planned Sources of Evidence

- * AIG Class rosters
- * AIG Website
- * Meeting notes and emails
- * Professional development sign-in sheets and agendas

Documents

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

Standard 5: Partnerships

Socrates Academy (60J) 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.

Socrates Academy communicates with parents and families in a variety of ways. Newsletters and Dojo messages are sent home on a regular basis and Socrates Academy hosts parent nights to provide information to support students' learning goals. AIG teachers conference with parents and students annually. Information is disseminated through the AIG website.

Additionally, our AIG Advisory Council has a minimum of two parent representatives who act as co-coordinators of our AIG Enrichment Program. This program provides opportunities for our gifted students in and out of the classroom via special interest groups, speaker series, service learning, and clubs. The parent representatives send an annual survey out to the AIG population to identify and organize the time and talents of our AIG community.

* 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.

Socrates Academy partners with nearby institutions of higher education to provide enrichment, extension, and acceleration opportunities for students. As our school opens grades 9-12, we are developing partnerships with institutes of higher education such as South Piedmont Community College and Central Piedmont Community College for dual enrollment opportunities. The AIG Coordinator will work closely with stakeholders on both campuses to ensure students are receiving the academic opportunities needed to enrich and grow these learners.

AIG Coordinators partner with community members from local businesses, colleges and governments to help create events to enrich the AIG curriculum for the AIG students.

* **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.

AIG ADVISORY COUNCIL

The success of the AIG Program will rely on effective program evaluation. The evaluation component of the AIG Program ensures accountability to the designated stakeholders. The AIG Advisory Council reviews progress and monitors the plan to ensure program goals are being met.

The council will consist of the following members: AIG Coordinator (K-5), AIG Coordinator (6-12), an administrator, a minimum of 2 grade-level AIG teachers, guidance counselor, a minimum of 2 parents of current gifted students, and a minimum of 2 student representatives. Council members will contribute to the success of our AIG program by:

- Attending regular meetings.
- Sharing the ideas and concerns from the sector they represent.
- Ensuring AIG standards are being addressed in the current AIG plan.
- Surveying stakeholders to monitor program progress.
- Reviewing, revising and updating standards for the new AIG plan.

AIG TEAM

The duties and responsibilities of the AIG Team K-12 are as follows:

- To implement the Socrates Academy's gifted child search/referral, screening, identification and instructional placement processes.
- To make decisions based on the demonstrated strength-based needs of the student. (Different options will be appropriate for different students depending on the level of differentiation needed).
- To receive permission from the parent/guardian for any aptitude or achievement testing that will not be generally administered in the regular school program.
- To record the information used in making the decision.
- To determine the program option(s) the student will access.
- To receive permission from the parent/guardian to place the student in the option(s).
- To exhibit sensitivity to cultural, economic and/or linguistic differences that need to be considered in examining information about a student's needs.
- To develop and review the DEP of current students.

* **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.

The Socrates Academy AIG website provides language translations for relevant AIG documents, including the AIG plan, program services, and policies related to gifted education.

Program documents include digital brochures, FAQs, fliers and newsletters to outline information regarding the plan and policies related to the gifted, including a glossary of acronyms and terms for consistent understanding of vocabulary.

Socrates Academy communicates opportunities and events for AIG students with parents and community members via the AIG website, quarterly AIG Newsletter, and Class Dojo. Additionally, AIG teachers share information in a variety of ways including sending letters, emailing, Class Dojo, and sharing information on Google Classroom.

The AIG website lists a multitude of enrichment opportunities that meet students' academic and social/emotional needs such as National Honor Society, Beta Club, NC Scholastic, Duke Tip and many more. Information regarding these opportunities can be distributed and translated if needed to meet the needs of the students.

AIG Teachers work with students, families, and community members to share academic opportunities such as MATHCOUNTS, C.O.L.E., Science Olympiad, summer opportunities etc. They collaborate with ESL Specialists to send information in the native language when needed.

The AIG Coordinator will share information with stakeholders during regularly scheduled meetings including parent/teacher conferences, open house, Chief Communications Officer (CCO) meetings, Professional Learning Community (PLC), Parent/Faculty Involvement (PFI) meetings, Board of Director meetings, and Curriculum Committee meetings.

* Ideas for Strengthening the Standard

- Refining the AIG Website
- Refining resources for teachers on the HUB website
- Refining the AIG Communication Plan
- Developing partnerships with community organizations

Planned Sources of Evidence

- * AIG Advisory Council membership list & roles
- * AIG meeting agendas
- * AIG Website
- * Translated materials
- * AIG Class Dojo groups

* AIG Parent Interest & Involvement Survey

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

Standard 6: Program Accountability

Socrates Academy (60J) 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 Council helped create the AIG 2022-25 plan. The Council consists of the AIG Coordinator (K-5), AIG Coordinator (6-12), an administrator, a minimum of 2 grade-level AIG teachers, guidance counselor, a minimum of 2 parents of current gifted students, and a minimum of 2 student representatives.

August/September: Prepared for plan creation by reviewing NCDPI resources and materials.

October/November: Created AIG Advisory Council and distributed student, parent, and teacher surveys to gather feedback.

December: Analyzed data collected from surveys and brainstormed key components for Standards 1 and 2.

January: Utilized AIG Plan Development - Planning Document (Standard 1).

February: Utilized AIG Plan Development - Planning Document (Standard 2).

March: Curriculum Committee Approval for Standards 1 & 2.

April: Utilized AIG Plan Development - Planning Document (Standard 3).

May: Utilized AIG Plan Development - Planning Document (Standard 4).

June/July: Began entering plan revisions in the online portal.

August: Utilize AIG Plan Development - Planning Document (Standard 5/6).

September: Presented to Curriculum Committee & Board of Directors for final approval.

October: Submitted plans to State Board of Education/NCDPI.

The plan will be posted on the AIG website for parents, community members, teachers, administrators, and other stakeholders to access.

The 2022-2025 AIG Plan was presented and approved by the Socrates Academy Board of Directors on September 14, 2022. The plan will be submitted to NCDPI for review and feedback in October of 2022.

* **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.

Monitoring of the AIG plan is the primary responsibility of the AIG Coordinator(s), but is facilitated by administration, instructional coaches, AIG teachers, and AIG Advisory Council.

AIG COORDINATOR(S)

The AIG Coordinator(s) reports to the administration and is responsible for providing oversight and support to the school leadership, AIG specialists, AIG teachers, AIG Team, AIG Advisory Council, parents of AIG students, Board of Directors, and NCDPI. The support provided by the AIG Coordinator includes but is not limited to:

- * Facilitate and monitor AIG personnel for elementary, middle and high school levels.
- * Recruit and interview new licensed AIG teachers.
- * Manage state and local AIG funding.
- * Monitor testing instruments and overseeing the K-12 AIG testing program, including training, inventory, and security of testing materials.
- * Monitor the screening procedures and overseeing the K-12 annual screening process, including training, teacher assistance, and educating stakeholders.
- * Monitor AIG student files and paperwork and AIG teacher schedules.
- * Collaborate with other school leaders and administrators to ensure the needs of gifted learners are considered in school planning.
- * Facilitate professional development opportunities related to gifted education for teachers.
- * Facilitate support opportunities for parents of AIG students, including responding to parent inquiries related to AIG services and programming.
- * Develop, monitor and evaluate effective AIG programming and curriculum for elementary, middle and high schools.
- * Create, verify, and monitor all AIG documentation.
- * Oversee the development and implementation of the AIG plan.
- * Facilitate and monitor state initiatives including Credit by Demonstrated Mastery, Honors Course Review and AIG Headcount

- * audits.
- * Serve as Advanced Placement Coordinator.
- * Monitor and analyze school data related to AIG student performance.
- * Attend professional conferences and/or regional/state meetings to gather and disseminate up-to-date information about issues, methods, trends, and policies related to gifted education.
- * Communicate evidence-based best practices in gifted education.
- * Communicate with AIG stakeholders about local, state, and national issues concerning gifted students.
- * Facilitate the AIG Advisory Council meetings.
- * Teach PETS lessons in K-2.

ADMINISTRATION

The administration is responsible for compliance with the plan and providing services for students as written on the formally identified students' Differentiated Education Plan (DEP). As the instructional leader of the school, the administration works to support his or her AIG teachers and general education staff with differentiation and grouping strategies to meet the needs of students both within and outside of the AIG classroom. The administration also supports AIG parents and AIG students. The administration works with staff to provide talent development options for students. Lastly, the administration works with the AIG Coordinator(s) to hire qualified teachers for AIG staff positions.

COUNSELOR(S)

The counselor is responsible for working with families and AIG students to help support the academic and social-emotional needs of gifted learners. The AIG Coordinator, in collaboration with the school counselor and the school's AIG Team, will work together to support the school enrichment plan (K-8). Counselors will partner with the AIG Coordinator(s) to determine the best ways to meet the needs of the gifted student populations (K-12). The school counseling department will provide at least quarterly guidance sessions/lessons for gifted learners at Socrates Academy.

AIG TEACHER

The AIG Teacher is our AIG specialist and the primary interface between school leadership, AIG Team, students, and their parents. The AIG teacher supports the completion of AIG documentation.

AIG ADVISORY COUNCIL

The AIG Advisory Council will continue to meet regularly to reflect on all aspects of the AIG Plan and programming and to ensure that fidelity of implementation for all AIG program components is maintained. The AIG Coordinator meets with all AIG teachers in the

school every month during PLC. During these meetings, time is devoted to monitoring the plan implementation and program progress.

* **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.

No additional state funds are allotted to our program (aside from the usual ADM). Our school budget includes a small classroom budget and salary for the two AIG teachers. The AIG classroom budget is used to fund materials for instruction of AIG students. The AIG teacher salaries are consistent with the state salary scale. The fees and materials for extracurricular programs are raised by parents and students. These budget priorities are reviewed annually by the AIG Coordinator as part of the budget process and as part of periodic (every 3 years) strategic planning to ensure alignment with the AIG plan.

When applicable, teachers are encouraged to apply for grants to help enrich our curriculum.

* **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.

Student achievement is maintained, analyzed, and shared at the school level. AIG teachers record EOQ scores, MAP scores and final yearly grades to the AIG Student Data spreadsheet for all the gifted students throughout the year. They also encourage general education teachers and support staff to add non-identified students to a watch list based on MAP EOQ projections and Gifted Rating Scale results. Teachers look for trends and consult with the AIG Team as needed. This spreadsheet is monitored by the AIG Coordinator(s).

The AIG Coordinator provides analyses and reports about AIG student growth, achievement, and drop-out rates to AIG stakeholders when appropriate. Results will also be shared on the AIG website.

The AIG Coordinator uses special reports created within PowerSchool to disaggregate student data by ethnicity, AIG status, and grade level. This data is put into spreadsheets to follow trends over time. The findings are shared with AIG stakeholders in various ways (meetings, presentations, and posted to the website) to 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 exceptionailities and language differences, do not reduce their likelihood of access to and participation in gifted education.

At Socrates Academy, an AIG teacher is assigned to each grade level 3-5, along with a K-5 AIG Coordinator and a 6-12 AIG Coordinator. This staff collects and analyzes data on all identified students to review trends in screening, referrals, identification, services, and retention of students within the program, to target areas where increased access to and participation in gifted education is needed.

Student performance is monitored collaboratively by the AIG Teacher, the regular education teacher, and the AIG Team when needed. Students who are identified as gifted are never un-identified, but service options may be adjusted to better fit their academic and social needs.

Socrates Academy currently uses evidence-based best practices to aid in the identification, support, and retention of underrepresented populations such as:

- Using a body of evidence consisting of multiple types of data from multiple sources for our referral process that includes all students in grades 3-8, as well as the ongoing screening process that is initiated upon student enrollment.
- Universal screeners available to all students in grade 2; as well as using the MAP and End of Grade (EOG) data as a referral source for 3-8.
- Providing professional development for administrators, counselors, and general education teachers to increase awareness of gifted students and increase support for gifted services.
- Piloting the use of Primary Education Thinking Skills (PETS) to target enrichment needs of students from traditionally underrepresented populations in grades K-2 (Detailed in 2a). Ongoing observation and assessment throughout the K-2 Talent Development Pilot will inform both classroom teachers and AIG teachers of possible differentiation for students showing potential with particular thinking skills.
- Partnering with the counselors and Exceptional Children's teachers to monitor the performance and retention of twice-exceptional students.
- Collaborating during PLC meetings and devoting time to ensuring that the AIG curriculum is rigorous for highly gifted students.



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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Islander %	Pac Islander %	White %
Female	24.49%	---	---	---	---	---	---	15.38%
Male	25.76%	---	---	---	---	---	---	13.12%
Total	25.22%	---	---	---	---	---	---	14.29%

Percent of Total AIG Students Identified as Dual Exceptionality

* 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.

The AIG Coordinator works closely with Human Resources who maintains teacher certification information to ensure AIG teachers have proper AIG certification. If an uncertified teacher is hired as an AIG teacher, the teacher will have two years to gain certification.

Any newly hired AIG Teacher at Socrates Academy has 2 years to complete local and state requirements to ensure they can remain an AIG Teacher. Those requirements are:

Year 1: Complete National Association of Gifted Children's (NAGC) micro-credentials on Identification, Curriculum Compacting, and Social-Emotional Needs of Gifted Children. (25-30 hours)

Year 2: Add-on AIG licensure to their professional certificate as outlined by state guidelines (either through University accredited course work or by passing the AIG Praxis exam).

Human Resources works collaboratively with the administration to ensure proper hiring, licensure, and monitoring of the associated processes.

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

Socrates Academy will survey key stakeholders annually to ensure the AIG program is effectively meeting the needs of the gifted learner. AIG Coordinators will survey parents/guardians and regular education teachers to collect feedback on the implementation and effectiveness of the AIG program. AIG teachers will survey students to collect feedback on the curriculum resources and materials. The AIG Team will use this data to reflect and re-evaluate curriculum and overall school programming.

Additionally, the AIG Coordinator shall form and lead the AIG Advisory Council which will consist of the following members: AIG Coordinator (K-5), AIG Coordinator (6-12), an administrator, a minimum of 2 grade-level AIG teachers, guidance counselor, a minimum of 2 parents of current gifted students, and a minimum of 2 student representatives. This council will meet regularly to provide ongoing assessment of the existing programs, gain awareness of the needs of academically and intellectually gifted students within Socrates Academy, and become knowledgeable of best practices that might address these needs. Council members will gather feedback from AIG teachers and other stakeholders. The council will also be responsible for evaluating the plan to ensure effectiveness and alignment with the state AIG standards.

Finally, the AIG Team collects feedback from impromptu parent group meetings, emails, phone calls, school curriculum nights and open houses, and other informal settings that provide opportunities for stakeholders to come together to learn more about the AIG program and meet the needs of gifted learners.

*** 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.

The AIG Advisory Council will meet regularly throughout the school year to discuss the AIG program using multiple sources of data for continuous program improvement. Reviews may consist of data received from surveys, focus groups, parent meetings, informal feedback, and formal feedback. Specific emphasis will be placed on monitoring of student identification and placement, student services and options, and student achievement resulting from these services. In addition, effectiveness and efficiency of AIG Team and administrative functions are also evaluated.

The purpose of these AIG Advisory Council meetings is to create data-rich instruction, discuss program successes, challenges, and student data. This group will also decide if any changes are needed to the AIG plan mid-cycle based on local, state, or other updates and changes.

Depending on the topic, the administration, parents, ESL, EC, and other stakeholders are included in the program discussion. This is through administration meetings and small groups.

AIG teachers also meet monthly to discuss successes and challenges of program implementation and effectiveness.

All feedback will funnel to the AIG Coordinator(s), and the Coordinator(s) will provide ongoing assessment of the existing program. The Coordinator(s) will be looking at best practices, alignment with state standards, and the unique needs of the gifted students at Socrates Academy.

The Socrates Academy Curriculum Committee and/or Board of Directors will approve any necessary changes to the AIG plan based on the evaluation.

*** Practice I**

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

AIG Coordinator(s) will annually review all aspects of the AIG program (including survey data, student achievement data, and enrollment data) with AIG teachers, school administrators, the Board of Directors, and parents. The AIG Plan, gifted data and other essential information is made available for any interested person on the Socrates Academy website.

This communication effort provides a better understanding to the general public about the AIG program and its results. Internal information is shared through meetings with school personnel.

*** 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.

Students' rights are protected in a variety of ways in the AIG program. First, students' rights are protected through the procedure of AIG documentation for any student formally assessed by the AIG Team.

INFORMED CONSENT FOR IDENTIFICATION

The entire process of formal identification requires a parent/guardian consent on at least one of two levels. The process of including parent consent protects the rights of the student. The first level is the requirement of parent/guardian consent for further assessment.

BASIC REFERRAL PROCESS

1. Teachers, counselors, parents, community members, or the student him/herself can nominate a student for screening by completing the AIG Referral Form. (Available on the internal Socrates Academy HUB and Socrates Academy Website). Referrals can also come from the schoolwide AIG Watchlist, which is populated based on EOG/BOG, MAP Projections, and the results of completed Gifted Rating Scales (see 1a).
2. Referrals are reviewed by the AIG Coordinator(s).
3. Parents/guardians of qualified students (see criteria in 1a) receive a Consent to Evaluate letter for signature, along with a copy of Parent Rights - Due Process.
4. Parent/guardian signs the Consent to Evaluate letter, selecting "I agree" or "I do not agree." If the parent selects "I do not agree," the process stops there. The parent keeps the Parent Rights document.
5. The signed form is returned to the appropriate AIG Coordinator.

INFORMED CONSENT FOR PLACEMENT

The second level is the requirement of parent/guardian consent for services if the student meets the identification criteria.

BASIC SCREENING PROCESS

1. The AIG Coordinator administers testing.
2. The assessment is scored and the results are entered into the CogAT Score Record spreadsheet.
3. The AIG Coordinator completes the paperwork depending on the outcome of the process (Invitation to Conference if student qualifies, Notification of Decision if student does not qualify).
4. The AIG Coordinator sends the results to parents/guardians electronically. For students who do NOT qualify, this is the end of the process.
5. Parents/guardians are invited to meet and sign the Differentiated Education Plan (DEP).
6. The parent/guardian indicates acceptance of the services by signing and returning the DEP. If no form is returned, the student is

exited from services.

All qualified students will be evaluated within ninety business days of an initial referral for gifted identification. The requirement of parent/guardian consent gives the parent/guardian control of the process, which can be ended at any time.

DEPs are discussed and signed annually, which gives parents/guardians the opportunity to accept or decline service every year. Second, the rights of parents are shared in the Parent Rights - Due Process document when a student is referred for AIG screening or the student meets the identification criteria through the collection of data from the school-wide annual referral process. This handbook describes the basic steps listed above and the appeals process.

TRANSFER PROCEDURES

For students transferring into Socrates Academy from another LEA within North Carolina or from another state, we screen students for further recommendations and placement in gifted services based on the Socrates Academy identification criteria.

For students who transfer out of Socrates Academy and return to Socrates Academy, we will honor their previous Socrates Academy AIG identification.

DUE PROCESS PROCEDURE

In the event that the outcome is not satisfactory to the parent/guardian, the parent/guardian has the right to appeal. This is a 3 step process as follows and in the required order:

Step 1: Appeal to the AIG Team

The parent may request in writing a conference with the AIG Team within 10 business days of the decision being appealed by filling out the Appeal to AIG Team form. A school meeting will be scheduled to review the identification/services recommendation within 10 business days from receipt of the written request from the parent/guardian. Members of the AIG Team will include an AIG Coordinator, parent/guardian, and an AIG teacher. Written documentation of the team's decision will be maintained with a copy provided to the parent/guardian at the conclusion of the meeting.

Step 2: Appeal to Program Administration

If the parent/guardian still disagrees with the decision, he/she may appeal in writing to the administrator within 10 business day via the Appeal to Program Administration form. The administrator will schedule a conference with the AIG Coordinator(s) within 10 business days. The AIG Coordinators and the administration will review the decision made by the AIG Team and make a

recommendation in writing regarding the appropriateness of the decision within 10 business days from receipt of the written request for an appeal. Written documentation of the recommendation will be maintained with a copy provided to the parent/guardian at the conclusion of the review.

Step 3: Appeal to the Board of Directors

If the disagreement is not resolved, the parent may make a written appeal to the Board of Directors within 10 business days using the Appeal to Board of Directors form. This appeal form must be submitted within 10 working days from the date the copy of the recommendations of the program administration was sent to the parents/guardians. The Socrates Academy Board of Directors will review the appeal, and written notification of the Board's decision will be sent to the parent/guardian, AIG Coordinator(s), and school administration within 30 business days from the receipt of the appeal. The purpose of the review will be to determine whether appropriate guidelines have been followed.

If local efforts fail to resolve the disagreement, the parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The hearing will be limited to consideration of (1) whether the local school unit improperly failed to identify the student as an academically gifted student or (2) whether the local plan has been implemented appropriately.

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Process	Procedure
Informed consent for identification	* <input type="text"/>
Informed consent for placement	* <input type="text"/>
Transfer procedures	* <input type="text"/>
Reassessment procedures	* <input type="text"/>

<p>Procedures to resolve disagreement</p>	<p>* _____</p> <p>* Ideas for Strengthening the Standard</p> <p>Evaluate data to improve program services to better meet the needs of gifted learners.</p> <p>Develop gifted learner training for counselors and teachers.</p>	<p>Planned Sources of Evidence</p> <ul style="list-style-type: none"> * Evaluation data (survey data, self-assessment data, anecdotal data) * AIG Advisory Council meeting notes and agendas * Completed plan presented to the school board for approval * PETS Teacher Observation Checklists * Watchlist 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #003366; color: white; text-align: center;">Documents</th><th style="background-color: #003366; color: white; text-align: center;">Document Template</th><th style="background-color: #003366; color: white; text-align: center;">Document/Link</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">AIG Standard 6 Additional Resources</td><td style="text-align: center;">N/A</td><td style="text-align: center;">  Invitation to Conference  Notification of Decision  Step 1: Appeal to AIG Team  Step 2: Appeal to Program Administration </td></tr> </tbody> </table>	Documents	Document Template	Document/Link	AIG Standard 6 Additional Resources	N/A	 Invitation to Conference  Notification of Decision  Step 1: Appeal to AIG Team  Step 2: Appeal to Program Administration
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- Step 3: Appeal to Board of Directors

Local Board of Education Approval

Socrates Academy (60J) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

09/14/2022 

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 SA Local AIG Plan Board Approval

AIG Related Documents

Socrates Academy (60J) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents			
Type	Document Template	Document/Link	
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	<u>Local Board of Education Approval Template</u>	<u>SA Local AIG Plan Board Approval</u>	
Optional Documents			
Type	Document Template	Document/Link	
AIG Glossary [Upload up to 1 document(s)]	N/A	<u>Glossary of Gifted Terms</u>	
AIG Standard 1 Additional Resources	N/A	<u>AIG Referral Form</u> <u>Consent to Evaluate</u> <u>Private Testing Resource</u> <u>AIG ID & Service Flowchart</u> <u>SA Differentiated Education Plan (DEP)</u> <u>AIG Student Info and Student Data Report</u> <u>Parent Rights - Due Process</u>	

AIG Standard 2 Additional Resources	N/A			
AIG Standard 3 Additional Resources	N/A			
AIG Standard 4 Additional Resources	N/A			
AIG Standard 5 Additional Resources	N/A			
AIG Standard 6 Additional Resources	N/A			

• NC Early Entry to Kindergarten Application and Process

• Subject Acceleration Procedure

• Grade Acceleration Procedure

• AIG FAQ's

• Invitation to Conference

• Notification of Decision

• Step 1: Appeal to AIG Team

• Step 2: Appeal to Program Administration

• Step 3: Appeal to Board of Directors

Glossary

Socrates Academy (60J) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition		
<input type="checkbox"/>	The Local AIG Plan glossary is provided in an uploaded document.		
Type	Documents	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A		 <u>Glossary of Gifted Terms</u>