Mission/Vision Statement and Funding

American Renaissance School (49B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:
Jim Duffey

* LEA AIG Contact Name:
spicer, janet - janet.spicer@arsnc.org

This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). 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 and related 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 2025-2028. 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 review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

The mission and vision of the American Renaissance School's Gifted Program is to ensure a standard of academic excellence by providing a nurturing environment that allows each child to reach their fullest potential as students and citizens, thereby supporting the state of North Carolina's definition of giftedness in Article 9B:

State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5) Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 45,540.48	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

K-2 Screening:

Classroom teachers will collect information on students performing at an advanced level and submit it to the gifted program coordinator. This information will include observations and data on formative and summative assessments, effort and participation, curiosity, and social/emotional observations. This information will be shared with the gifted program coordinator and the gifted program advisory team.

3-8 Screening

Classroom teachers and/or the gifted coordinator will collect information on students performing at an advanced level. This information will be shared with the gifted program coordinator and the gifted program advisory team.

Once a student has been recommended, the gifted coordinator will follow up with additional observations and data analysis, helping create a portfolio on the student. The gifted coordinator and the gifted program advisory team will then carefully review the information. In some cases, the recommendation will stay active for an entire school year while more information is gathered to help with the identification process as needed.

Parents/Guardians may also recommend their child for the screening process. Those requests will go directly to the gifted program coordinator, who will then take over the screening process, yet still including classroom teachers and the gifted program advisory team when enough information and data have been collected.

* **Practice B**
Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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.

In grades K-2, students performing well above grade level may be recommended, identified, and placed in the gifted "watch" program. Placement is determined using:

1. Teacher observations/recommendations, including curiosity and creativity
2. Assessment results, including MClass, MAP, and AR Star testing
3. Report Card Grades

Once the teacher recommendation form is completed and submitted, forms will be evaluated by the gifted coordinator and the gifted program advisory team. Then a meeting will be held with classroom teachers, parents/guardians, and the gifted coordinator to discuss the evaluation results.

In grades 3-8, students performing well above grade level may be recommended, identified, and placed into the gifted program using these criteria:

1. Teacher observations/recommendations, including curiosity and creativity
2. Assessment results: CogAT, EOGs, MAP, AR Star testing, and MClass for grade 3-5
3. Report Card Grades
4. Observations by gifted coordinator

Identification Requirements are as follows:

Academically Gifted in Reading and/or Math: (AG Reading, AG Math-Level II)

88%-92% in CogAT for verbal, quantitative, and/or nonverbal

88% or higher in MAP testing for reading and/or math

88% or higher on EOGs in reading and/or math

90% or higher on report card grades for reading and/or math

Academically and Intellectually Gifted in Reading and/or Math: (AI Reading, AI Math-Level III)

93%-99% in CogAT for verbal, quantitative, and/or nonverbal

90% or higher in MAP testing for reading and/or math

90% or higher on EOGs in reading and/or math

90% or higher on report card grades for reading and/or math

Intellectually Gifted in Reading and/or Math: (IG Reading, IG Math-Level IV)

98%-99% in CogAT for verbal, quantitative, and/or nonverbal

95% or higher in MAP testing for reading and/or math

95% or higher on EOGs in reading and/or math

95% or higher on report card grades for reading and/or math

Transfer students ***(Level I)*** who have been previously identified as a gifted learner at a different school will be recognized with the identification paperwork from their previous school.

CogAT testing will be administered to all students in 3rd grade, and offered to all students in 6th grade during the first 3 months of each school year. Additional CogAT testing can be requested by parents/guardians and classroom teachers. If students meet all other requirements, the additional CogAT testing will then be discussed and approved by the gifted program advisory team.

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

The gifted program at American Renaissance will ensure the opportunity for AIG screening, referral, and identification procedures to under-represented populations and to all demographics represented in our school. If students receive testing accommodations and/or modifications for an IEP, 504, or ELL considerations, those accommodations and/or modifications will also be offered during CogAT testing sessions. Students' assessment scores will be considered for gifted identification if those scores are in the 90th percentile or higher for the student's specific demographic population. In addition, a potential student may be interviewed by the gifted program advisory group where the student will be able to express/demonstrate any strengths to the committee. Recommendation forms from classroom teachers, parents/guardians, or the student will also be accepted for evaluation by the gifted program advisory group.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	10.76%
Male	---	---	12.94%	---	---	---	18.01%
Total	---	---	9.20%	---	---	---	14.29%

Percent of Total AIG Students Identified as Dual Exceptionality

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

The gifted coordinator and the gifted program advisory group will monitor screening, referral, and identification processes of all gifted learners throughout the school year. The gifted coordinator will meet monthly with regular classroom teachers to help the screening and referral process to occur with fidelity. The gifted coordinator and gifted program advisory group will monitor the identification process of all students who have been referred to the gifted program at any time during the school year, especially when new data is received that helps students meet the local requirements for identification.

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

ARS establishes students' and parents' rights for AIG services within the state and national guidelines. Safeguards are in place to ensure all students and parents have protected confidentiality and rights concerning student identification and placement. Before any student is screened, tested, or placed into the gifted program at ARS, whether current student or transfer, parents are notified via letter, email, and/or personal phone call. All parents are provided with a one-on-one conference with the gifted coordinator once placement data is collected to discuss scores, placement, goals, and plan. A written AIG plan, screening procedure, identification qualification forms, placement forms, permission to test forms, parent/guardian/student rights handout, and student transfer procedure are kept on record with the LEA. Faculty and staff receive yearly professional development on the AIG process and their expected role where the gifted coordinator will explain the process and share where the information can be accessed digitally at any time during the school year. The gifted coordinator will also meet with each grade level PLC in the fall semester and explain the grade level role more specifically. Information about the gifted program and the identification process is available on the school's website for all community stakeholders, families, and prospective students and families can access at any time.

* **Practice F**
Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

Student records of screening, identification and DEPs are maintained by the gifted coordinator. Paperwork is completed and reviewed annually. Parents/Guardians receive this information and a Parents Rights Handbook during yearly renewal meetings which are held with the parents/guardians of each student in the gifted program. Either hard copies or electronic copies are given to each family, depending on their preference.

* **Practice G**
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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

The gifted coordinator will develop a Differentiated Education Plan (DEP) for each student identified as a gifted learner. This plan will include services that match the needs of each individual student. The DEP will be reviewed annually and shared with parents/guardians, as well as the regular education classroom teachers who work with the gifted learner to ensure effective programming and services that will be provided by the gifted teacher, classroom teacher, and other staff that oversee and help with the education of the gifted student. When students leave American Renaissance by transfer or to enroll in high school, the identification papers and DEP will be included in the school records that are shared with the student's new school.

*** Ideas for Strengthening the Standard**

- consistently monitor incoming data throughout the school year
- open communication between all stakeholders
- keeping gifted program page on website updated
- keep all paperwork and forms in a digital folder for easy access to all stakeholders

Planned Sources of Evidence

*	school website
*	screening, referral, and identification documentation

*	assessment data

Documents

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

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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 AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Identified gifted students at ARS receive a variety of services to meet their academic needs.

Students in grades K-8:
Students are offered a variety of enrichment classes on a weekly basis in conjunction with our charter's mission of a renaissance education. They either receive or can sign up for weekly classes in: Spanish, Art, Robotics, Band, Chorus, General Music, PE, and in some grade levels, Drama.

Identified Students in Grades K-2:
Once identified, these students will receive weekly pull-out sessions with a gifted education teacher. The classroom teacher and teacher assistants will provide flexible grouping, cluster grouping, and enrichment activities in the regular classroom.

Identified Students in Grade 3:
These students will begin receiving services after their identification process is complete. Identified students will receive pull-out sessions with a gifted education teacher on a weekly basis. Push-in services may also be offered in the regular education classroom. The classroom teacher and teacher assistants will provide flexible grouping, cluster grouping, and enrichment activities in the regular classroom.

Identified Students in Grades 4-8:
These students will either be placed in an accelerated class of high achieving students for ela and/or math, or placed in cluster groups within the regular classroom. In addition, students identified as AI or IG in Reading and/or Math will receive pull-out sessions with a gifted education teacher on a weekly basis for enrichment learning opportunities. Push-in services may also be offered in the regular education classroom for all identified students. The classroom teacher and interventionists will provide flexible grouping, cluster grouping, and enrichment activities in the regular classroom. All identified students will be monitored by the gifted coordinator for classroom success, SEL needs, and behavior support or needs.

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* **Practice B**
Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

Our gifted program is committed to providing a comprehensive support system that spans all grade levels and learning environments. Through intentional collaboration with teachers, counselors, families, and specialized staff, we ensure each student's unique needs are met. By integrating social-emotional

learning into the academic experience, we aim to nurture well-rounded individuals who are not only intellectually challenged but also emotionally supported throughout their educational journey.

Identified students will receive social emotional lessons with their peers in monthly meetings, as well as specifically targeted social emotional lessons directed towards gifted learners in small group sessions with the gifted teacher. Students in grades 4-8 also have access to a form that requests personal meetings with our school counselor. Regular classroom teachers are encouraged to reach out to the school counselor, gifted teacher, and/or gifted coordinator when a student in the gifted program is distressed or needs immediate attention.

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

Our gifted program is designed to seamlessly align with and support the district's priorities and available resources. By integrating our services with established policies and best practices, we ensure that our gifted learners receive not only personalized academic enrichment but also consistent support that reflects the district's broader goals. This approach allows us to maximize the impact of our program, providing a cohesive and effective experience for students while leveraging available resources to meet their unique needs.

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

We are committed to developing and implementing intentional, flexible grouping practices that support the achievement and growth of AIG students and others with advanced learning needs. These procedures are grounded in data-informed decisions and responsive teaching strategies, allowing students to engage in appropriately challenging instruction. By promoting collaboration among educators and ongoing evaluation of group effectiveness, we ensure that all advanced learners have access to enriching opportunities that foster continuous progress.

* **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.

American Renaissance conducts weekly grade-level PLCs to discuss differentiated services and instruction for all students, including gifted students. Emails and newsletters from the gifted coordinator are also shared with all staff on weekly and monthly cycles. The AIG plan is published on our school website for all stakeholders to access at any time. Service delivery time for gifted students is shared with teachers and support staff and kept on file in the gifted coordinator’s office and in individual student cumulative folders. An electronic record of service delivery can also be found for each identified student in Infinite Campus. .

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

ARS consists of an elementary building housing students in grades K-3, an intermediate building housing students in grades 4-6, and a middle school building housing students in grades 7-8. The gifted coordinator is utilized in all three buildings. The gifted coordinator will attend monthly PLCs for each grade level in all buildings. That meeting will include discussion opportunities for differentiation of curriculum, the gifted identification process, and social-emotional needs of gifted students. The gifted coordinator will also be available to meet individually with teachers as requested for specific student concerns. Vertical PLCs will allow all teachers of gifted students to discuss best practices for specific subject areas. At the beginning of a key transition year (4th & 7th) when students enter a new building, the gifted coordinator will meet with regular education teachers and support staff to share needed information on how to best support the gifted learners. At the beginning of each school year, the gifted coordinator will meet with each grade level to offer support, discuss differentiated curriculum, and answer questions. For our students in 8th grade who will be leaving our school for either regular high school or early college, the gifted program and school

counselor provides support in the application and enrollment processes for the programs of each student's choice. High school and early college representatives are invited to our school to speak and meet with our 8th graders as they prepare for this transition.

* **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.

American Renaissance is dedicated to developing comprehensive policies and procedures that provide a range of acceleration opportunities tailored to the needs of advanced learners. These include options such as compacted content, Credit by Demonstrated Mastery, dual enrollment, and subject or grade acceleration. By offering multiple pathways for academic advancement, we ensure that students are appropriately challenged and can progress at their own pace. Our policies are designed to be flexible and student-centered, promoting a holistic approach to academic growth while maintaining high standards of rigor and achievement. These decisions are based on the collection and analysis of assessment data, student work, teacher and gifted coordinator observations and recommendations.

* **Practice H**
Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

Our program is committed to fostering mindsets, policies, and practices that promote both equity and excellence in advanced learning. We actively work to broaden access to gifted services and enrichment opportunities through intentional efforts such as early talent development, ongoing student observation, and the use of multiple criteria for identification. By implementing inclusive strategies in grades K-3, we aim to uncover and nurture potential in students from all backgrounds, ensuring that access to advanced learning is not limited by circumstance, but expanded through deliberate and equitable practices. Classroom teachers, teacher assistants, gifted teachers, gifted coordinator, and other support staff will work together to ensure early intervention and talent development to our K-3 students.

* **Practice I**
Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

We are committed to promoting both equity and excellence by intentionally broadening access to advanced learning opportunities through a variety of talent development strategies. By implementing practices such as frontloading in grades 4–12, we aim to nurture potential in all students, particularly those who may not yet be formally identified as gifted. These proactive efforts help to close opportunity gaps, build academic confidence, and prepare a more diverse group of learners for success in rigorous coursework. Our policies and mindsets reflect the belief that talent is not fixed and can be developed through meaningful support and opportunity.

We also offer opportunities for Saturday Academy in the spring semester to help students of all backgrounds and academic abilities to overcome gaps in math and reading skills based on individual need determined by data and observation, as well as offering enrichment opportunities in the stem, robotics and/or art fields during the 3-hour sessions. We also offer opportunities to visit campuses of higher learning for students with diverse backgrounds to encourage interest and promote awareness of education beyond our K-8 school setting. .

* **Practice J**
Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

We are dedicated to enhancing the needs, talents, and interests of AIG students by offering a wide range of extra-curricular programming designed to complement their academic growth. These programs provide opportunities for students to explore new areas of interest, develop specialized skills, and engage in collaborative, creative experiences beyond the classroom. By providing these enriching opportunities, we aim to support the holistic development of each student, fostering their passion for learning and helping them reach their full potential both academically and personally. Some of our extra-curricular programs include: robotics, chess, book club, art club, chorus and band, and a wide variety of sports opportunitie

*** Ideas for Strengthening the Standard**

Maintain dedicated services for K-2 students
Provide more K-2 resources
Additional Professional Development on Team Teaching/Inclusion Teaching
Support classroom teachers to become AIG certified
Offer additional extra-curricular activities that enhance gifted students

Planned Sources of Evidence

*	Ongoing professional development and resources for social emotional lessons
*	Ongoing professional development for teaching gifted students in the regular classroom
*	PLCs that include the gifted coordinator

Documents

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

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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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

K-3:
Students will have opportunities for differentiated, advanced, and/or compacted lessons, and independent learning contracts in the regular classroom. During our “Renaissance Time” block, students will participate in enrichment, accelerated, or high-interest assignments and activities. The regular classroom teacher, teacher assistants, and the gifted teacher will provide these opportunities based on adaptations of the NCSCOS.

4-8:
Students will be in cluster groups, ability groups, or accelerated classes in reading and/or math to ensure they receive differentiated instruction, enrichment, extension, and acceleration in order to adapt the NCSCOS to meet their academic needs. Spanish I, Advanced Art, Advanced Band and Chorus classes are also offered.

* **Practice B**
Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

American Renaissance School tailors instruction based on gifted students' individual abilities, readiness levels, and interests to ensure that all learners—regardless of age or grade—are challenged and supported appropriately. By using identified abilities, readiness, interests, pre-assessments, student surveys, and ongoing formative feedback, teachers and other staff differentiate content, processes, and products to meet a broad spectrum of needs. This includes offering multiple entry points into a topic, flexible grouping, and choice-based assignments that empower students to take ownership of their learning. Our school will cultivate an inclusive environment where every student feels seen, valued, and motivated to reach their potential.

* **Practice C**
Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

Our gifted program promotes the implementation of the Schoolwide Enrichment Model (SEM; Reis & Renzulli, 2009; Renzulli & Reis, 1997, 2014). We also offer the following resources as options for our gifted learners: Jacob’s Ladder Reading Comprehension Program, Wordly Wise 3000 for vocabulary development, Kahn Academy, and NWEA resources for math and critical thinking, and William and Mary Language Arts units. Classroom teachers, support staff, and the gifted teacher will use these resources when working with gifted learners in small group settings. All staff will participate in schoolwide enrichment activities that will enhance all student learning. Our school also uses SEL lessons from the Active Minds and Second Steps Programs.

* **Practice D**
Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

American Renaissance offers 1:1 iPads in grades K-2 that remain in the classroom. We also offer 1:1 iPads in grades 3-8, that students are allowed to take home each night for academic use. Students will use this technology to research, create, plan, invent, problem-solve, and communicate. Starting in 3rd grade, all students are taught the appropriate use of email as a form of communication with staff. All students in grades K-8 have access to Infinite Campus and google classroom, where technology organizes classroom lessons, student responses, and collaboration. Technology skills that foster a future-ready student are used daily in all grade levels. Staff receive continuous training in teaching with technology. Teachers are also trained on how to promote critical thinking skills, higher level questioning, and how to offer vast opportunities for individual success in the classroom for all students, including the gifted learners. All students are taught citizenship and leadership skills through our core values: Academic Excellence, Integrity, Responsibility, Safety, and Support. Our gifted learners often partner with students in younger grade levels to help promote academic success for everyone, as well as step into leadership roles in their own grade levels during special projects and activities within our school and downtown communities.

* **Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Currently, ARS uses NWEA MAP testing three times a year to monitor student growth in both math and reading in all grades K-8. Data from those assessments help determine tiered learning, intervention time, enrichment time, and cluster grouping within classrooms. In grades K-5, M-Class testing is also used three times per school year to help assess reading comprehension and fluency. In grades K-8, Accelerated Reader Star Testing is used at least three times per school year to monitor reading comprehension growth. In grades 3-8, NC BOG and EOG scores along with formative and summative classroom assessments are also used to collect data. All the data is carefully analyzed and discussed in grade level PLCs to determine flexible student grouping for both in-class and pull-out sessions offered by a variety of our educational staff. Using NWEA Map data helps analyze whole-classroom data, grade-level data, and individual student data.

* **Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

In all grades, K-8, the gifted coordinator meets with PLCs monthly and individually with teachers or support staff as needed. The gifted coordinator/teacher will work closely to plan, implement, and team-teach lessons with the accelerated math and reading classes in grades 3-8. The gifted coordinator also visits classrooms and provides feedback on classroom differentiation, tiered learning, and project-based learning. The gifted advisory committee also meets regularly to discuss differentiated curriculum and instruction and includes the gifted coordinator/teachers, administration, regular and special education teachers, support staff, community members, and parents/guardians.

*** Ideas for Strengthening the Standard**

- Provide ongoing training for implementing the school-wide enrichment model
- Train additional staff in gifted education
- Maintain strong staff in our specialized enrichment classes
- Continuous research for accelerated math and reading resources

Planned Sources of Evidence

*	Professional Development centered on teaching gifted learners in the regular classroom
*	Professional Development on school-wide enrichment

* Vertical planning for teachers in grades K-3 and 4-8

Documents

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

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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.

American Renaissance School ensures that the gifted program is led by a highly qualified and AIG-licensed educator who serves as the Lead Coordinator. This dedicated individual is responsible for guiding the overall direction of the program, including planning, development, implementation, and ongoing evaluation. The Lead Coordinator works closely with school administrators, teachers, and support staff to align the gifted program with our school's educational goals, ensuring that it meets the diverse needs of gifted students across all grade levels.

Additionally, the coordinator regularly revises and refines the program based on student outcomes, feedback from stakeholders, and the latest research in gifted education. By maintaining a strategic, data-driven approach, the Lead Coordinator ensures that the AIG program remains responsive, relevant, and effective in promoting the academic, social, and emotional growth of gifted learners.

* **Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

American Renaissance School supports one AIG-licensed specialist to directly address the academic, intellectual, and social-emotional needs of K-12 gifted students. This specialist, along with the collaboration and help of other support staff and classroom teachers, plays a critical role in delivering differentiated instruction, fostering higher-order thinking skills, and creating enrichment opportunities that align with students' unique strengths and interests. The close and frequent collaboration with classroom teachers ensures the gifted program is fully integrated into the broader educational framework, supporting both acceleration and enrichment.

In addition to academic support, the AIG specialist provides guidance on the social-emotional development of gifted learners, helping students navigate challenges such as perfectionism, asynchronous development, and peer relationships, with the support and help of the school counselor, nurse, and regular education classroom teachers. These staff members facilitate programs and interventions that promote emotional resilience, self-regulation, and effective communication skills.

The AIG-licensed specialist is also integral in the ongoing implementation of the local AIG plan, monitoring student progress, assessing program effectiveness, and adjusting services as needed to meet the evolving needs of gifted learners. Their expertise ensures that the program remains responsive, evidence-based, and aligned with both student needs and charter goals.

* **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.

American Renaissance is committed to ensuring that all personnel involved in gifted programs and services are equipped with the knowledge, skills, and strategies necessary to support the diverse needs of gifted learners. To achieve this, we establish specific and appropriate professional development (PD) requirements for all staff, including classroom teachers, instructional specialists, student services personnel, and school administrators. We will use the state-provided “AIG Booster Shots” as a foundation for our on-going professional development throughout the school year.

* **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.

American Renaissance ensures that general education services for gifted students are delivered by personnel who are either specifically trained in gifted education or have earned or are working on the local requirements for AIG certification by completing all the PD provided through North Carolina’s AIG Booster Shots. This ensures that all educators involved in the instruction of gifted learners possess a deep understanding of the academic, intellectual, and social-emotional needs unique to these students.

By prioritizing qualified personnel for gifted education services, we ensure that gifted students receive high-quality, responsive instruction that fosters their growth and maximizes their potential.

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

American Renaissance will actively recruit staff from diverse backgrounds who have been trained or are willing to be trained in working with gifted learners. Our goal is to have one AIG-licensed or locally endorsed teacher in each of our elementary, intermediate, and middle school buildings. Our plan to accomplish this is as follows:

Recruitment Strategies:

1. Targeted Outreach: We attend job fairs and host informational sessions to specifically recruit candidates from diverse backgrounds.

2. Inclusive Hiring Practices: We prioritize inclusive hiring practices, seeking candidates who not only meet the educational and licensure requirements but also demonstrate cultural competency and a commitment to equity in education.

Retention Strategies:

1. Professional Development: We provide ongoing, high-quality professional development tailored to the needs of AIG-licensed educators. This includes opportunities for advanced training in gifted education strategies, as well as support for career growth, leadership roles, and access to state and/or national conferences.

2. Mentorship and Collaboration: New AIG-licensed professionals are paired with experienced mentors who provide guidance and support as they acclimate to our charter. Regular collaboration with the gifted coordinator, classroom teachers, and administrators also ensures that professionals feel supported in their roles.

3. Work-Life Balance and Recognition: We emphasize work-life balance by offering flexible schedules, wellness programs, and resources for stress management. We also plan to regularly recognize the contributions of our AIG-licensed staff, celebrating their impact on student success and fostering a

culture of appreciation.

4. Cultural Competency and Support: To ensure retention, we offer ongoing training in cultural competence and create a supportive, inclusive environment that values diversity, equity, and belonging. This approach not only enriches the educational experience but also helps to retain professionals from diverse backgrounds.

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

American Renaissance School is committed to ensuring a student-centered gifted education by providing focused professional learning opportunities for all staff. We recognize that this requires a continuous effort to challenge and transform mindsets, policies, and practices to better serve all gifted learners, especially those from historically underserved populations.

Professional Learning Focus:

1. Changing Mindsets: We offer training sessions that focus on the importance of recognizing giftedness in all students, including those from diverse cultural, linguistic, and socio-economic backgrounds. This training encourages educators to reflect on their assumptions, biases, and practices, empowering them to see the potential in every student. Through workshops, discussion groups, and case studies, educators are provided with the tools to identify and nurture gifted students in more inclusive ways.

2. Policy Review and Advocacy: We engage school leaders and educators in understanding how local and state policies can either support or hinder equitable access to gifted education. Professional learning includes reviewing current policies to identify gaps and areas for improvement. We also provide professional development on advocating for policy changes that promote equity in the identification and service delivery for gifted learners, ensuring that no group is excluded or overlooked.

3. Culturally Responsive Practices: Our professional development includes culturally responsive teaching practices that recognize the different learning styles and strengths of diverse students. Educators are trained to incorporate culturally relevant content and differentiation strategies that align with the varied needs and backgrounds of gifted students, fostering an environment where every student can thrive.

4. Practical Tools and Strategies: Educators receive targeted training on best practices for differentiating instruction and developing high-quality, engaging learning opportunities for gifted students. This includes strategies for accelerating learning, providing enrichment, and fostering social-emotional growth. We also emphasize the importance of creating inclusive classrooms where gifted students can engage meaningfully with peers of all abilities.

5. Collaboration and Continuous Growth: To support sustained change, we promote a culture of collaboration through professional learning communities (PLCs) and peer mentoring. Educators regularly meet to share strategies, discuss challenges, and celebrate successes, ensuring ongoing development and refinement of student-centered practices in gifted education.

* **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.

American Renaissance School ensures that professional development (PD) opportunities for staff are intentionally aligned with the goals of the local gifted program, broader initiatives for our charter,, and best practices in gifted education. By creating a cohesive professional learning framework, we support educators in refining their skills and continuously improving their ability to meet the diverse needs of gifted learners.

Alignment with AIG Program Goals:

We ensure that PD opportunities are directly connected to the key objectives of our local gifted program, including fostering intellectual growth, supporting social-emotional development, and promoting academic acceleration for gifted learners. Professional development sessions are designed to provide educators with strategies to identify and support gifted students effectively and to create enriched learning experiences that align with the program's vision. For example, PD workshops focus on differentiation techniques, curriculum modifications, and assessments that help teachers tailor instruction to gifted students' needs.

Integration with Our Local Initiatives:

Our PD plan also aligns with broader local initiatives, such as promoting inclusive practices, and integrating technology into instruction. By linking AIG professional development with our local priorities, we ensure that educators can implement best practices that not only support gifted students but also contribute to the overall educational goals of our charter. For instance, we offer training in culturally responsive teaching practices that align with our charter's commitment to diversity and inclusion, ensuring that gifted students from all backgrounds receive student-centered support.

Opportunities to Refine Applications of Learning:

We believe that professional development should be more than just an event—it should be a continuous process of growth. To support this, we provide ongoing opportunities for teachers to refine their application of professional learning. This includes follow-up sessions, peer coaching, and collaborative planning time where teachers can share experiences, reflect on their practices, and receive feedback from colleagues.

By aligning professional development with local AIG program goals and our school initiatives, we ensure that our educators are well-equipped to support the success of gifted learners in a meaningful and sustained way.

*** Ideas for Strengthening the Standard**

- Recruit educators with diverse backgrounds who have experience with gifted learners
- Have one AIG-endorsed staff member in each school: elementary, intermediate, middle
- Encourage staff members to obtain an AIG license or local endorsement

Planned Sources of Evidence

*	Ongoing professional development on student-centered learning environments and differentiation
*	NC Dept of Education "AIG Booster Shots"
*	Mentor Program

Documents

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

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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.

American Renaissance School recognizes that meaningful, two-way partnerships with parents and guardians are essential to the academic, intellectual, and social-emotional success of gifted students. We are committed to creating intentional, collaborative relationships that empower families to actively engage in their child's educational journey.

Academic and Intellectual Support:

We provide families with clear, timely communication about their child's progress, placement, and opportunities for academic growth. Parents/Guardians are regularly informed about differentiation strategies, enrichment options, and advanced learning pathways through newsletters, parent conferences, and information sessions. We also share digital resources to help families understand how to support gifted learners at home—whether through independent learning resources, project-based learning, or acceleration opportunities.

Parents/Guardians are invited to participate in the development and review of the local AIG plan, giving them a voice in shaping the academic services their children receive. This two-way communication ensures the program remains responsive to students' evolving needs and fosters a shared responsibility for their academic success.

Social and Emotional Support:

Our school understands that gifted students often face unique social and emotional challenges, such as heightened sensitivity, perfectionism, and asynchronous development. To address these needs, we offer digital resources and in-person educational opportunities on topics such as emotional regulation, social skills development, and coping with academic pressure with the help of a local organization called Pharos Parenting.

In addition, we plan to create spaces for open dialogue between families and educators through support groups, Q&A sessions, and one-on-one meetings. These conversations will allow parents/guardians to share insights about their child’s emotional well-being, which educators use to tailor support strategies in both academic and non-academic settings.

By fostering mutual trust and ongoing communication, we ensure parents and guardians are valued partners in the holistic development of our gifted students, helping to build a strong support network that extends beyond the classroom.

* **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.

American Renaissance School recognizes the immense value of partnering with community stakeholders to enhance and support the local AIG program and services. By fostering strong relationships with institutions of higher education, local businesses, industry partners, and other community organizations, we create enriching opportunities that extend beyond the classroom and contribute to the holistic development of gifted learners.

Partnerships with Institutions of Higher Education:

We collaborate with local high schools, colleges and universities to provide gifted students with access to mentoring programs and opportunities for early exposure to higher education environments. These partnerships may include campus visits or workshops where college faculty and students engage with our gifted students in areas such as STEM, the arts, or humanities. Additionally, university professors and graduate students often serve as guest speakers or mentors, allowing gifted students to explore academic interests and career paths in depth. We partner with Statesville High School, Mitchell Community College, and University of North Carolina-Charlotte for student mentors, chess club coaches, book club advisors, and field trip chaperones. The students in the gifted program support those institutions and their staff/students by advertising for their events, sending notes of encouragement to students and staff, and collecting supplies and donations.

Collaboration with Local Businesses and Industry Partners:

We work closely with local businesses to provide gifted students with real-world experiences. These partnerships allow students to apply their academic learning in practical, hands-on settings and explore potential career paths. Local businesses also collaborate with us to sponsor field trips, science and stem family nights, and career fairs and/or guest speakers which further enrich the gifted program and inspire students to pursue their passions. In turn, the gifted students support these local businesses with their patronage and volunteer at local festivals such as the community Halloween trick-or-treat event and manning stations at the Statesville Pumpkin Fest which are hosted by downtown Statesville businesses.

Other Community Engagements:

We also seek out collaborations with cultural organizations, museums, nonprofits, and civic groups to offer gifted students additional avenues for learning and growth. Whether through performing arts opportunities with local theater, volunteering with community organizations, or engaging in creative arts programs, these partnerships help students develop a well-rounded skill set that includes creativity, leadership, and social responsibility. We work with Statesville Theatre by offering space for their productions, and the gifted program helps advertise their upcoming events, while many of our gifted students have parts in the productions. Our gifted students also participate in art shows through our local arts council, while advertising and promoting their events.

By building and nurturing these partnerships, we expand the resources available to our gifted students, ensuring they have access to unique learning experiences and support networks that complement and enhance their academic journey. These collaborations help us create a richer, more diverse educational experience that prepares students for success in both their academic careers and their future professional lives. Our school is a downtown community school, and we take our community partnerships very seriously

* **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.

American Renaissance School has a gifted advisory committee consisting of administrators, teachers, parents/guardians, support staff, and community members representing the diverse population of our school community. The purpose of this group is to ensure consistency and fidelity to our gifted plan. The group helps develop, implement, monitor, and revise the local gifted program and AIG plan.

The committee meets to discuss our current plan and the implementation of the plan each semester. The committee creates and shares surveys twice a year for all stakeholders and analyzes and shares the results. Based on those results, the committee offers suggestions for improvement or revisions and additions to the gifted program. The advisory committee also hosts family nights for the entire school community to share information about the gifted program at our open house event and academic family nights.

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

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

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

The gifted program at American Renaissance strives to keep all students, parents/guardians, staff, and the community aware and informed of news relating to our program. Our local plan is found on our website with its own page including other details about the program. Program services are shared with all stakeholders, and if adjustments are needed, all parties are made aware via email or phone call. A monthly newsletter highlighting the gifted program, its activities, and opportunities is created by the gifted coordinator and shared with parents/guardians, school staff, and gifted students. We often have gifted students take advantage of opportunities shared in the newsletter such as local theater, clubs, and sports. Policies relating to advanced learning and gifted education are shared digitally with the gifted program stakeholders. When needed, these digital communications and phone calls or in-person meetings will be offered in the native language of families who do not speak or read English as their first language. We have three staff members who are willing and able to speak or write to families in Spanish. We will also share the information if families have a different native language with the use of translators.

*** Ideas for Strengthening the Standard**

- Continue searching for opportunities involving community partners
- Continue partnerships with institutions for higher learning
- Create and uphold guidelines for selecting a diverse gifted advisory committee

Planned Sources of Evidence

*	school website
*	community partnerships

*	newsletters

Documents

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

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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}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

American Renaissance has developed a written AIG Plan that clearly outlines the structure, goals, and implementation strategies of the local AIG program, in full compliance with North Carolina state legislation and State Board of Education policy (N.C.G.S. §115C-150.5-.8, Article 9B). The plan reflects a commitment to equitable access, academic rigor, and ongoing support for gifted learners across K–12.

This plan was developed through a comprehensive program evaluation process that included stakeholder feedback, data analysis, and a review of current practices. Input was gathered from AIG specialists, classroom teachers, administrators, parents, students, and community members to ensure the plan is both reflective of our local context and aligned with state expectations.

Key components of the plan include identification procedures, service delivery models, curriculum differentiation strategies, social-emotional supports, professional development, and program monitoring. The evaluation process helped identify strengths and areas for growth, which directly informed the revision and enhancement of our services to better meet the needs of all AIG students.

Following development and internal review, the Local AIG Plan was formally approved by the local board of education. It has been submitted to the North Carolina State Board of Education and the Department of Public Instruction for review and comment, demonstrating our commitment to transparency, accountability, and continuous improvement.

This living document serves as a strategic roadmap for delivering high-quality gifted education services and will be regularly reviewed and updated based on ongoing evaluation and stakeholder input.

* **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.

Our charter actively monitors the implementation of the local AIG program and plan to ensure fidelity across all components, in alignment with current legislation and North Carolina State Board of Education policies. We are committed to maintaining a high-quality, compliant, and student-centered program that reflects both the intent and the requirements of Article 9B (N.C.G.S. §115C-150.5-.8).

To achieve this, we have established a structured monitoring process that includes regular reviews of program practices, student data, and service delivery models. AIG coordinators and specialists conduct ongoing observations, collect feedback from teachers and families, and analyze student progress to verify that services are being implemented as outlined in the approved Local AIG Plan.

Monitoring also includes scheduled meetings with school-based teams to discuss program fidelity, identify any discrepancies or challenges, and provide targeted support where needed. These efforts ensure consistency across schools and help uphold the integrity of the identification process, differentiated instruction, and support services for AIG students.

In addition, we use findings from internal monitoring to inform program adjustments, guide professional development, and maintain compliance with both state policy and district expectations. Through this continuous cycle of implementation, review, and refinement, we ensure that gifted learners are being served effectively and equitably throughout our school.

* **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.

The gifted program funding is monitored by our local school board and budget supervisor who ensures that the money is allotted for gifted program services. These funds are used for CogAT testing materials and scoring fees, books, materials, and computer programs to further develop the gifted mind, among other things that would benefit the education of gifted learners.

* **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.

American Renaissance School is committed to using data-driven decision-making to ensure a student-centered gifted education program. To support this goal, we maintain and regularly analyze multiple sources of student achievement and growth data, including standardized assessments, classroom performance, benchmark testing, and qualitative data such as student work samples and teacher observations. In addition, we plan to track and review annual dropout data of former students, specifically AIG-identified students, to monitor long-term engagement and success.

All data is disaggregated by key subgroups—such as race, ethnicity, gender, socioeconomic status, and English learner status—to identify patterns and trends over time. This analysis allows us to recognize disparities in identification, performance, access to services, and retention within the gifted program. By closely monitoring these data points, we can proactively address gaps and adjust practices to ensure that all students, regardless of background, are fairly supported and challenged.

Insights from data analysis are used to inform professional learning, refine identification processes, and shape instructional strategies that better meet the academic and social-emotional needs of gifted students. Additionally, this information guides revisions to our local AIG plan and school policies, fostering a mindset of continuous improvement and inclusive excellence.

Through this systematic approach to data collection and analysis, we uphold our commitment to creating a responsive, student-centered, and high-impact gifted program that supports the growth and success of every gifted learner.

The sources of data that we use include, but are not limited to, BOG and EOG scores, NWEA MAP assessments, NC Check-ins, MClass assessments, Accelerated Reader Star Assessments, and classroom observations and grades.

* **Practice E**
Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

As our school community has grown and continues to grow and diversify, the gifted program will maintain and analyze multiple data sources focused on the referral, identification, services, and retention of students to ensure that racial, ethnic, economic, or other demographic factors do not reduce the likelihood of access and participation to our program for any student. Our program strives to include student-centered practices for all populations, including underrepresented populations. Parents/Guardians of students in underrepresented populations may request a meeting with the gifted advisory committee or gifted coordinator to discuss the referral and identification process for the gifted program.

Our current student population consists of 47% minority students. Our current gifted program enrollment consists of 35% minority students. We will continue to monitor and grow the gifted program so it accurately reflects our overall student population.

* **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.

Current data regarding the credentials of personnel serving K-8 AIG students is maintained by our curriculum director and administrative team. That data is utilized to make decisions which align with our goals and strategies of our local AIG plan. The AIG coordinator is certified in gifted education. Classroom teachers and support staff receive professional development each year to further develop their teaching strategies focused on gifted learners. More staff will be encouraged to obtain local AIG endorsement or state certification in gifted education.

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

ARS offers open communication at any time with all stakeholders of the gifted program. Feedback is always welcomed throughout the year from parents/guardians, students, teachers, support staff, and other stakeholders regarding the implementation and effectiveness of our gifted program. At the end of each school year, a survey will be shared with parents/guardians, students, teachers, and support staff to gather cumulative feedback for the school year. The results will be analyzed and shared with all stakeholders.

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

Each year the gifted advisory committee and school administration meet to discuss the AIG plan and gifted program. A comprehensive program evaluation is accomplished by analyzing multiple sources of data including feedback from all stakeholders, NWEA MAP scores, EOG scores and growth, and teacher recommendations. These yearly meetings are to prepare for the revision of our local plan every three years. We hold separate after-school meetings for families and staff to overview the current plan and how it is implemented, and to leave feedback, suggestions, and questions to help make future revisions to the gifted plan. The feedback, suggestions and questions from both groups are shared with all stakeholders for further review and chances for discussion. All information gleaned is shared with the admin team, the gifted advisory team, and the gifted coordinator. These discussions help with the process of revising and updating the gifted program and the AIG plan revisions.

* **Practice I**
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.

American Renaissance School currently strives to protect the rights of all students, including AIG students. Parents'/Guardians' Rights handbooks are provided and discussed upon initial identification into the gifted program. The local plan includes informed consent regarding identification and placement, reassessment procedures, and transfers from other schools. There is also a procedure for resolving disagreements.

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Process	Procedure
Informed consent for identification	* Families of students in grades K-2 will receive informed consent for identification into the gifted program. This includes teacher recommendation and the gifted advisory recommendation for the K-2 student to be a participant in our gifted "watch" program. Families of students in grades 3-8 will receive informed consent for identification into the gifted program. This includes teacher recommendations, gifted coordinator recommendations, and all assessment data that helped support the identification process.
Informed consent for placement	* Families of students in grades K-2 will receive informed consent for placement into the gifted program "watch groups" and a permission form for their child to receive small-group instruction during the regular school day. Parents/Guardians, classroom teachers, and student permanent records will each receive a copy of all placement paperwork. Families of students in grades 3-8 will receive informed consent for placement into the gifted program and be invited to an in-person conference to discuss the placement, the student-data, and the teacher recommendations that supported the placement into the gifted program. Parents/Guardians, classroom teachers, student permanent records, and digital student data on Infinite Campus will receive a copy of all placement paperwork.
Transfer procedures	* Families of students in grades K-8 who transfer into our school community with a gifted identification from another state, district, or school will have the gifted identification honored, and the student immediately accepted into the gifted program upon the arrival of the identification paperwork from the former school.
Reassessment procedures	* Students in the gifted program will have a yearly reassessment and renewal review. The gifted coordinator will share the reassessment and renewal forms with parents/guardians either digitally or in-person if there is no change in identification. If there are identification changes, an in-person meeting will be held. Reassessment and renewal will be based on the student continuing to meet the requirements for the gifted program. If the students meets some, but not all requirements, he/she will be placed on a probation plan for one academic school year where the student will receive interventions from the gifted teacher and regular classroom teachers to help the student meet the gifted program requirements. If the student does not maintain the requirements for the gifted program by the end of the probation year, the student may be exited from the gifted program. Each individual case will be decided by the gifted program advisory team if a student is to be exited from the program.
Procedures to resolve disagreement	* In the case of a disagreement in regards to identification or services relating to the gifted program, the following steps should be taken: 1. Contact classroom teacher or gifted coordinator to help resolve the disagreement. 2. Meet with gifted advisory committee to come to a solution if step 1 was unsuccessful. 3. If an agreeable solution is not attained by the committee and student's family, then parents/guardians may go to the Head of School, who will make a final decision.

*** Ideas for Strengthening the Standard**

- Develop or adopt a guideline for yearly comprehensive evaluation and end-of-cycle evaluation
- Share results of yearly evaluation with all stakeholders
- Update AIG page on school website

Planned Sources of Evidence

*	End-of-Year Surveys
*	Parent Rights
*	Gifted Program Page on School Website

Documents

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

Local Board of Education Approval

American Renaissance School (49B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
05/12/2025

AIG Related Documents

American Renaissance School (49B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	Local Board Approval Document

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	AIG Standard 1 Additional Resources AIG Standard 1 Additional Resources AIG Standard 1 Additional Resources
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	AIG Standard 4 Additional Resources
AIG Standard 5 Additional Resources	N/A	AIG Standard 5 Additional Resources
AIG Standard 6 Additional Resources	N/A	AIG Standard 6 Additional Resources

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Phrase	Definition
AG	academically gifted in both reading and math
AI	academically and intellectually gifted (formerly AIG)
AM	academically gifted in math
AR	academically gifted in reading
Cluster Grouping	group at least four to eight AG, AI, and/or high ability students in the same grade level in one class with a teacher who has shown success with gifted learners and will devote proportional class time to differentiating for them
DEP	Differentiated Education Plan-a plan that states the program service option appropriate for a student at specific grade level (K-12) and is completed for each identified gifted student annually
Differentiation	instruction that uses a variety of different and intentionally selected programs, methods, and strategies to meet the individual needs of students
Flexible Grouping	students are matched to skills by virtue of readiness, not with the assumption that all need the same learning tasks, computation drill, writing assignment, etc. Movement among groups is common and based on readiness, interests, and learning profiles
IG	Intellectually gifted
Independent Learning Contract	student learning contracts designed with the teacher about what and how much will be learned and when product will be due, as well as behavior and work expectations; often connected with an individual or independent project
Pull-Out Groups	When gifted/advanced learners are pulled from the regular classroom for a specific period of time to work with a trained specialist on differentiated curriculum
Push-In	When a gifted teacher or specialist spends time in the regular education classroom that consists of gifted learners and peers. The regular education teacher and gifted teacher will work together to ensure differentiation, flexible grouping, and to meet individual needs of gifted students
Subject Acceleration	When students move ahead one or more years in a specific subject area, skipping grade levels in the normal sequence of promotion. This has traditionally been used successfully with extremely able students as a method of acceleration.
Whole Grade Acceleration	When students move ahead one or more school years, skipping grade levels in the normal sequence of promotion. This has traditionally been used successfully with extremely able students as a method of acceleration.