

Overview: Mission/Vision Statement and Funding

**American Renaissance School (49B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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American Renaissance School 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 American Renaissance School local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

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.

Core Values:

- Academic Excellence-providing a rigorous and relevant curriculum with all involved being committed to the highest expectations of performance in all areas
- Respect-being thoughtful of or showing regard for the worth or value of someone or something; treating everyone and everything, especially one's self, with dignity
- Support-to advocate learning and growth through trusting relationships, positive motivation, and service in a collaborative environment
- Integrity-knowing and choosing right over wrong; being responsible and taking ownership of our behavior as individuals
- Safety-being free from threat, both physically and emotionally

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

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 8,500.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

## Standard 1: Student Identification

### American Renaissance School (49B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Standard 1: Student Identification

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

#### \* Practice A

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

#### Screening K-2

Observations of students who enter school performing at an advanced level will be gathered, along with samples of student work, which demonstrates high performance. At the middle and end of the school year, K-2 teachers will submit a list of names to the Academically and Intellectually Gifted School Based Committee. These observations and data will be the beginning of the establishment of a pool of students who may need differentiation. Each year, additional data will be collected for these students and the AIG Committee will review the data and decide appropriate differentiation and/or modifications. Data will be collected from a variety of sources: performance, achievement, student interest, student motivation, teacher observation, and aptitude of available and appropriate assessments, including but not limited to NWEA MAP testing, M-Class testing and AR Star Testing.

#### Screening 3-5

All third grade students are given the opportunity to take CogAT in the fall semester. Those scores will be added to other data to determine eligibility. (Parents are given the opportunity to opt their child out of CogAT testing.) Those students whose names are in the K-2 pool and who have 90% or higher on any area of CogAT, will be recommended to the AIG Committee for appropriate modifications. The committee will begin completing DEPs for qualified students. Throughout the students' school career, EOG scores will be gathered and added to other data for appropriate action. Students may require modifications at any time in his/her school years. Data from these broad areas will make up the screening profile: Aptitude, Achievement, Performance, Teacher recommendation (including student interest and

motivation data, and Portfolio of work). A meeting for all qualified students is held each August to explain the program and sign DEP paperwork.

### Screening 6-8

At the beginning of sixth grade, regardless of earlier results, American Renaissance students will have the option to take the CogAT. Those students with 90% or higher will be added to the existing pool and additional data will be collected. By screening at two different times, we believe that all populations have equal opportunity for recognition of giftedness. A pool of students with above average ability begins in kindergarten and continues to grow each year. At any time, a teacher or parent may recommend a student for the identification pool. Once a student is recommended, data will be collected and entered on a Student Data form. This screening will be ongoing throughout the year and reviewed by the AIG Committee. Any decisions about further testing or data collection will be made at that time.

### \* 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.

In grades K-2, students performing well above grade level may be identified and placed as gifted. For these students, the teacher's observations/recommendations, student's performance, and student's motivation/interests will be major factors which weigh most heavily with the AIG committee. If the committee determines that modifications are needed, the parent will be invited to meet with the committee for a conference during which the parent will be informed and asked for approval for further testing and/or for agreement to the modifications. If modifications are needed, an Individual Differentiated Education Plan (IDEP) will be completed during the meeting. For identification purposes the child's teacher will bring to the AIG meeting a completed Observation/Recommendation form and evidence of the student's outstanding work or anecdotal evidence. The meeting participants should include the child's teacher, the AIG Coordinator, and another teacher of the same grade level, and if possible, a teacher of the next grade level.

In grades 3-8, the AIG committee will weigh teacher recommendation, student performance, student achievement, student aptitude, and student interest/motivation. Students whose scores fall in the 90th percentile or higher on standardized tests and demonstrate high abilities in reading and or math will be identified in those areas. Parents will be invited to meet with the AIG committee to consider modifications, give permission for further testing or

modifications, make recommendations and receive Due Process information. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be completed during this meeting.

At the beginning of third grade and sixth grade, a more complete picture of a student's special abilities will begin to emerge. More standardized data will become available and will allow comparison of the student with others of his or her age group. Trained staff begin documenting students who demonstrate high cognitive abilities in the K-2 years. These students are provided with enrichment activities such as accelerated reading and mathematical programs and/or accelerated class placement to facilitate cognitive needs. Portfolios of student work samples and teacher recommendations based on classroom observations are also considered in addressing individual student academic and social needs.

During fall semester of 3rd grade and at the beginning of 6th grade, students' cognitive abilities will be screened using the CogAT. These scores provide a mass screening process that the AIG team uses to further address academic needs of the student population. Once the test is taken and scores are documented, the AIG team begins to document students based on a series of data with the following: CogAT scores, EOG scores, NWEA Map scores, grades, teacher recommendations, and student Portfolio. Then students are placed in one of four categories of the Gifted Program. These four categories include:

Level I (AG)- Student transfer from another system who does not meet the other three levels. He/she will still receive services under in-class flexible grouping or regular classroom enrichment.

Level II (AG, AM, AR): CogAT score of 85% or higher in any section, including verbal, nonverbal, quantitative and/or composite plus 2 more of the following requirements: EOG scores in Math and/or Reading of 90% or higher, NWEA MAP scores in Math and/or Reading of 90% or higher, and annual grade average of 90% or higher in Math and/or Reading. Portfolio work and teacher recommendations will also be considered for this level. Qualifying students will receive services in either small cluster grouping, flexible subject grouping, or possible cross-grade flexible grouping.

Level III (AI): CogAT score of 90% or higher in any section, including verbal, nonverbal, quantitative and/or composite, as well as 2 more of the following requirements: EOG scores in Math and/or Reading of 90% or higher, NWEA MAP scores in Math and/or Reading of 90% or higher, and annual grade average of 90% or higher in Math and/or Reading(ELA). Portfolio work and teacher recommendations will also be considered for this level. Qualifying students will receive services in either small cluster grouping, flexible subject grouping, or possible cross-grade flexible grouping.

Level IV (IG) : Students can qualify as level IV in one or both areas of Math and Reading based on CogAT verbal, quantitative, or composite scores in 99% or higher, EOG scores in Math and/or Reading of 99% or higher, and annual grade average of 99% or higher in Math and/or Reading(ELA), principal or gifted coordinator's observation and recommendation, and appropriate social development as assessed by teacher, parent, and/or psychologist observation. Portfolio work will also be considered for this area. Qualifying students will receive services in small cluster grouping, flexible subject grouping, or an Individual Education Plan which may result in accelerated subject area classes, accelerated grade level, high school or community college classes, or online class instruction.

\*Our school uses the CogAT, NWEA Map scores, and EOG scores for aptitude and achievement screening; however, should a transfer student enter our school with aptitude or achievement scores from a different but reputable source, scores for placement will be considered before the AIG committee.

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### \* **Practice C**

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

Students are screened via EOG test scores, teacher recommendation, portfolio of work samples, CogAT scores consisting of Verbal, Quantitative, Nonverbal, and Composite scores, annual classroom grade averages, as well as through NWEA MAP (Measures of Academic Performance). We will offer the CogAT to our 6th graders for an additional testing opportunity; all third graders are offered the chance to take the CogAT. We will encourage and train staff to screen AIG students and document justification through work samples and recommendations. In addition, a potential student may be interviewed by the AIG Committee where a student will be able to express/demonstrate any strengths to the committee. A student in an under-represented population may be considered for gifted identification if their scores on required assessments are in the 90th percentile or higher of that population.

### \* **Practice D**

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

The AIG coordinator and AIG committee will monitor screening, referral and identification process of all gifted students throughout the school year. The AIG coordinator will meet monthly with regular classroom teachers to help the

screening and referral process to occur with fidelity. The AIG coordinator and AIG committee will monitor the identification process of all students who have been referred to the gifted program.

**\* Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, 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 AIG coordinator once placement data is collected to discuss scores, placement, goals, and plan. Should a parent disagree with any aspect of the AIG process or have questions or concerns about transfer and/or school committee placement, they have the right to contest their concerns using the following protocol: meeting with AIG coordinator/AIG committee to discuss issues/concerns, meeting with principal, meeting with school board, and should need exist, seek counsel from State Board of Education.

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 in on the AIG process and their expected role. AIG Coordinator will explain the process in professional development. AIG Coordinator will meet with each grade level PLC in the fall semester and explain the grade level role more specifically.

**\* 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.

Student records of identification and DEPs are maintained by the AIG Coordinator. Paperwork is completed and reviewed annually. Parents receive information and a Parents Rights Handbook.

**\* Ideas for Strengthening the Standard**

- monitor assessment percentages to see if adjustments are needed
- improve and offer choices with the portfolio standard and teacher recommendation form(s)
- keep AIG page on school website updated and current

**Planned Sources of Evidence**

- \* screening data
- \* referral documentation
- \* school website

**Documents**

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



Standard 2: Comprehensive Programming within a Total School Community

**American Renaissance School (49B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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

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

**\* Practice A**

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

Identified gifted students at ARS receive a variety of services to fulfill all AIG needs. Students in all grades, K-8, are offered a variety of enrichment classes on a weekly basis including Spanish, Art, Music, Drama, Band, Chorus, and PE. Students identified as Level II in grades 4-8 are ability-grouped for math and/or ELA, according to each student's needs, with the AIG teacher and regular classroom teacher working together on lessons and units. Students identified as AIG Level III will receive the Level II services in addition to pull-out sessions focused on enrichment activities based on student interest or community involvement with the AIG teacher. Students identified as AIG Level IV will receive accelerated instruction in specific areas of need or grade advancement, as well as Level III services. All gifted students in grades 7-8 are offered opportunities for advanced classes, such as Algebra, Literature, Art, Music, and Spanish. All students will have the opportunity to participate in after-school clubs and organizations such as robotics/technology, drama club, book club, and art club. Summer programs will be available and offered by school personnel. Interest surveys will be given yearly to help plan enrichment activities, including community involvement, field trips, and community service.

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**\* Practice B**

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

Students in the gifted program will receive services related to social-emotional needs as well as academic needs. In grades K-5, students identified in the gifted program will receive weekly social and emotional lessons with either regular classroom teachers or school counselors with their peers in the whole-group setting. At any time, students may fill out a digital request to speak privately with a school counselor or administrator. The AIG coordinator and/or AIG teacher will provide a special social-emotional lesson on a quarterly basis geared towards advanced learners on topics that would be relevant to those students. These lessons will be shared in small group sessions. The AIG coordinator and/or AIG teacher will be available for private meetings at a student and/or parent/guardian request, just like our school counselor and administrators. Periodically throughout the year, special guests from our community will be invited to speak to all students on social and emotional needs. All staff will receive professional development each year on meeting the social and emotional needs of our diverse population of students. Regular classroom teachers meet weekly to discuss and share any specific needs of students related to social and emotional needs. The AIG coordinator and/or AIG teacher will attend those meetings monthly to stay abreast of social and emotional needs in each grade level, as well as be available to meet with regular education teachers, exceptional children's teachers, or other staff at any time when the need arises.

**\* Practice C**

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

Since students in the gifted program will receive services in cluster groups within the regular education classroom, in small flexible groups with either regular education teachers and/or gifted teachers, or be placed in accelerated or advanced classes, all staff will work together to successfully integrate and connect AIG services with the total instructional program and resources in our LEA.

**\* Practice D**

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

Students in grades K-2 will use cluster grouping within regular education classrooms to facilitate achievement of advanced learners. AIG teachers will also meet weekly with students in grades K-2 who have been identified as advanced learners in small focus groups. Identified gifted students in grades 3-8 will be grouped with other advanced learners for reading and math classes. Cluster groups will be implemented in all other classes, so gifted students and advanced learners may receive tiered instruction in all classes. All teachers meet weekly in PLCs where discussions on tiered instruction, flexible tiered grouping, and instructional ideas will be shared. Our school also employs interventionists who work with specific small groups of learners, including advanced learners, to encourage academic growth. Between the AIG coordinator, AIG teacher, regular education teacher, and interventionists, advanced learners will be provided with intentional, flexible grouping to facilitate academic achievement and growth.

**\* 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.

ARS conducts weekly grade-level PLCs to discuss differentiated services and instruction for all students, including gifted students. Emails and newsletters from the AIG 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 AIG coordinator's office and in individual student cumulative folders. An electronic record of service delivery can also be found for each identified student in PowerSchool.

**\* Practice F**

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

ARS is comprised 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 AIG coordinator is utilized in all three buildings. The AIG coordinator will attend a monthly PLC for each grade level in all buildings. That meeting will include discussion opportunities for differentiation of curriculum, the AIG identification process, and social-emotional needs of gifted students. The AIG 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 AIG 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.

**\* 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.

ARS has a plan in place for acceleration of students in subject areas when needed, including the collection and analyzation of assessment data, student work, and teacher observations and recommendations. If students are a candidate for grade acceleration or dual enrollment, there is also a plan in place that involves the principal, gifted coordinator, teacher, and parent who will analyze data, observations, and recommendations. Staff receive training on compacting curriculum, giving credit by demonstrated mastery, and creating individual learning contracts. Professional development and the AIG coordinator are resources for assistance in these areas.

**\* 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.

All students are offered screening for the gifted program at the beginning of third and sixth grades. Our school also acknowledges that giftedness can surface in more than just math and language, so staff is trained to look at all areas of cognition. Any students identified as twice exceptional will be served by both EC and AIG classes and teachers. Our diversity has grown, and we now offer more services with our ELL teacher, who would work in tandem with classroom and AIG teachers to help multi-lingual students thrive in accelerated and advanced classes. To promote equity and excellence to all students of all backgrounds, we have developed a plan for under-represented students to be screened for the gifted program if they are in the academic top 10% of an underrepresented population. We also have services in place to support low-income students participating in clubs, field trips, and after-school activities that would broaden access to learning opportunities.

**\* Practice I**

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

Our elementary, intermediate, and middle schools offer extra-curricular programs and events that enhance and further develop the needs and interests of gifted students. At the elementary and intermediate level, we offer Accelerated Reader which allows students to read above their grade-level. Extra-curricular activities include robotics, drama, book, and art clubs. Older students are invited to participate in yearbook, newsletter club, and a digital news club. Beta Club and student council are being reinstated. Many staff offer summer camps that cater to high interest or needs of gifted learners such as Book Bonanza, Board Game Bonanza, Pokemon Club, PE Club and others.

**\* Ideas for Strengthening the Standard**

Maintain dedicated services for K-2  
Provide more K-2 resources  
Additional Professional Development on Team Teaching/Inclusion Teaching  
Support 2-3 classroom teachers to become AIG certified  
Offer additional extra-curricular activities that enhance gifted students

**Planned Sources of Evidence**

- \* PLCs including AIG Coordinator
- \* Professional Development in teaching gifted children
- \* Professional Development in Social and Emotional Learning

**Documents**

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

## Standard 3: Differentiated Curriculum and Instruction

### American Renaissance School (49B) 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.

Students at our school are ability-grouped in many areas of curriculum offered. In grades 3-8, gifted students will be grouped with other advanced learners for reading and/or math. Advanced classes in other areas are offered in middle school grades, including Spanish, Art, Chorus and Band. In all grades K-8, opportunities for differentiated, advanced, and challenging instruction in the regular classroom are offered through flexible in-class grouping, curriculum compacting, or independent learning contracts. We also have a “renaissance time” class block which allows gifted students to participate in classes for enrichment, acceleration, high-interest groups, or independent studies. Students identified as Level III and Level IV in our gifted program, will receive service time in a small group setting, where enrichment-based units will be facilitated by the AIG coordinator/teacher, including hands-on projects, interest-based research, community involvement, and accelerated learning based on individual student strengths.

#### \* 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.

The service options may differ slightly in our elementary, intermediate, and middle school settings. For example, enhancement classes, such as foreign language, art, drama, and music, are offered weekly in a pull-out setting in the elementary grades. In the intermediate and middle school settings, those classes are offered on an A/B Day Schedule where students will have more opportunities to explore and learn in those areas. After school opportunities for all grade

levels currently include reading, robotics and stem, drama, art, chorus, and yearbook. Our school offers differentiated instruction in all classes in all grade levels, with an advanced math and language arts class offered in grades 3-8. Math I and Spanish I & II are also offered to our eighth graders who demonstrate mastery in grade-level material. We try to balance academic time for our gifted learners with both academic and social peers.

**\* Practice C**

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

Our gifted program is beginning to implement 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.

**\* Practice D**

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

ARS 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 be using 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 Canvas where technology organizes classroom lessons and 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. 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 and inform flexible grouping practices.



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-3, M-Class testing is also used three times per school year to help assess reading comprehension and fluency. In grades K-5, 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**

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

Gifted students will be given an electronic social-emotional check-in once per grading period. The school counselor and/or AIG coordinator and teachers will meet individually with students to discuss any concerns or questions related to social and emotional needs. The AIG coordinator/teacher will facilitate a special SEL lesson geared towards advanced learners in each quarter of the school year. Regular classroom teachers, school counselors, or enrichment teachers offer SEL lessons weekly, either integrated with regular classroom content or as a specially focused independent lesson. All students are allowed and encouraged to fill out a form requesting individual conferences with a trusted staff member at any time during the school year, with the promise of a response within 24 hours. Additional after-school groups will be offered for addressing social and emotional needs of gifted learners.

**\* 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.

Teachers of grades K-3 are aware of characteristics to look for in potential gifted students. They record this information which moves with the child through these grade levels. Students in this pool can be referred to the AIG Coordinator who can follow up with further assessment. Teachers create flexible groups according to the content of instruction. Teachers provide differentiation within the classroom setting. Our enrichment classes focus on the renaissance educational experience fostering talent development in other areas that are non-academic. K-3 students participate in weekly enrichment classes for each of the following areas: art, drama, music, pe, and foreign language. Student success is shared with regular classroom teachers who can add the information to student portfolios being created to submit to the gifted committee.



### \* Practice H

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

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

### \* 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.

Parents/Guardians will be invited to meet with the AIG Coordinator or the gifted school-based committee to develop and complete an initial Differentiated Education Plan when a student is identified for the gifted program. At that time, parents/guardians and school personnel will consider classroom modifications, discuss and agree upon services for their student, discuss extra-curricular school sponsored activities that enhance the overall education and interests of the gifted child, and give permission if needed for pull-out sessions from regular class, further testing, or modifications, and share any concerns or questions. These DEPs will be reviewed annually at the beginning of each school year. Upon review of the DEP, changes, if any, will be made at that time. If students will be entering a major transition, such as starting high school, middle school, or intermediate school, an additional meeting may take place to help support the student and parents/guardians prior to the transition.

### \* Ideas for Strengthening the Standard

- Provide training and follow-up training on the Schoolwide Enrichment Model
- Research and purchase additional resources to serve gifted students in math
- Train additional staff in gifted education
- Maintain strong staff in the specialized enrichment classes

## Planned Sources of Evidence

- \* Professional development in Schoolwide Enrichment Model
- \* Professional development in teaching gifted learners in the regular classroom
- \* Collaborative meetings between subject specific teachers for students in grades 4-8

## Documents

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

Standard 4: Personnel and Professional Development

**American Renaissance School (49B) 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.

An AIG licensed educator will lead, coordinate, plan, develop, implement, revise, and monitor the local AIG program and plan. This person will be known as the Gifted Coordinator. This person may also instruct gifted students as well as hold the position of the gifted coordinator.

**\* Practice B**

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

As the number of gifted learners in our student body increases, the AIG licensed gifted coordinator will work with regular classroom teachers to help them implement academic and social and emotional lessons geared towards advanced learners. This may be accomplished through mentoring, team teaching, or inclusion teaching. Our school counselor and administration team members with backgrounds in gifted teaching will also work with our gifted students as needed and offer support to regular education classroom teachers.

**\* 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 the beginning of each school year, a presentation on gifted learners will be shared with all staff. Throughout the school year, continued support for teaching gifted learners will be offered to regular classroom teachers, support staff, interventionists, and enrichment teachers by the gifted coordinator, school counselors, and administration. As our gifted population grows, regular classroom teachers will be encouraged to become certified in gifted education or take professional development courses to enhance their knowledge of gifted learners and share with their grade level or building level staff. During teacher workdays and PLCs throughout the year, gifted education will continue to be discussed and reviewed.

**\* 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.

The AIG coordinator/teacher will provide services to students in grades K-3 either weekly or twice weekly to support advanced learning to gifted students. General Education teachers in grades K-3 will also be trained in identifying and working with gifted learners. Gifted students in grades 4-8 will be instructed by general education teachers in math and reading who have been trained to work with advanced learners. Students identified as Level III or Level IV in our gifted program will receive services from the AIG coordinator/teacher in addition to advanced math and reading educators. Students in grades 6-8 will receive general education services from our subject-specific and enhancement teachers trained in recognizing and working with gifted learners.

**\* Practice E**

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

ARS 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.

**\* Practice F**

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

ARS will offer professional learning opportunities to help realize equity and excellence in gifted education. We will continue to invite staff from diverse backgrounds serving at diverse schools in our part of the state to present on changing mindsets, policies, and practices to encourage equity and excellence in our whole school community, as well

as in our gifted education. Our staff will also travel to other schools with diverse staff and students to observe, learn, and share teaching strategies.

**\* 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.

AIG Coordinator and Curriculum Specialist work together to provide professional development for staff. Professional development includes differentiation training, problem-based learning, thinking skills, and compacting curriculum. Future plans include professional development on identifying social and emotional needs of gifted learners and continued training on differentiation and technology in gifted education.

**\* Ideas for Strengthening the Standard**

- Encourage one-two current staff members to obtain AIG licensure
- Recruit educators with diverse backgrounds who have experience with gifted learners
- Ideally have one AIG-endorsed staff member in each school: elementary, intermediate, middle
- Visit neighboring schools with diverse populations

**Planned Sources of Evidence**

\* Professional Development focused on equity and excellence

**Documents**

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

## Standard 5: Partnerships

### American Renaissance School (49B) 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.

The AIG team and/or the gifted coordinator meets annually with parents/guardians of gifted students to discuss the DEP and any new data collected. This allows parents/guardians to ask questions, share concerns, and make suggestions. This information is then shared with staff so implementation of new and recurring goals can be addressed. Parents/Guardians are encouraged and welcomed to contact the school counselor, gifted coordinator, regular classroom teachers, or admin with any concerns or questions centered around social and emotional or academic needs of their gifted child. At the beginning of the school year, parents of gifted students are sent a survey where they are asked to share concerns, goals, accomplishments, or questions about their gifted child and the upcoming school year.

### \* 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.

Our school is in the middle of our downtown community, and we have a strong bond with many businesses and community services. We often partner with downtown affiliates for a variety of activities, including community service

and support of our gifted program and our school. We participate in the art crawl every year to display student work, and other festivals where we volunteer our services, showcase our school, and give community support. We have many community members visit our school to share information about emergency services, local businesses, and the economy of our town. For 8th graders, we invite all area high schools to present information about their schools, special programs, and/or early colleges. The high school located in downtown Statesville offers an exclusive information session just for our school geared to upcoming first-year students. The community college downtown offers an early-college program, and they also present to our 8th grade students. All students who apply to any of these programs receive help from many members of our staff on their applications and recommendations. After students are accepted, representatives from each school or early college return to ARS and help students register for classes.

**\* 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.

ARS has an AIG 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 AIG program and plan.

**\* 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 ARS gifted program strives to keep all students, parents/guardians, and the community aware and informed of news relating to our program. Our local plan is found on our website. 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.

**\* Ideas for Strengthening the Standard**

- Continue searching for opportunities involving community partners
- Continue communication with institutions for higher learning
- Create and uphold guidelines for selecting the school's AIG committee

**Planned Sources of Evidence**

\* community partners

\* school website

\* newsletters

**Documents**

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



Standard 6: Program Accountability

**American Renaissance School (49B) 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 ARS AIG plan, which describes our local gifted plan, has been revised for the 2022-2025 cycle. Our local school board reviewed and approved the revised plan before it was submitted to the state of North Carolina SBE/DPI.

**\* 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.

The AIG committee and AIG coordinator monitors the implementation of our program and plan based on the academic standards provided by the state and the statutes provided in Article 9B. The program is reviewed at the end of each school year. Our program services are monitored by classroom visits from administration and AIG coordinator. Paperwork is monitored by the AIG committee and AIG coordinator, and the program is reviewed by stakeholders at the end of each school year.

**\* 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.

AIG funding is monitored by our local school board and budget supervisor who sees that the money is allotted for AIG program services. These funds are used for testing materials and scoring tests, 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.

Throughout the school year, the ARS gifted program maintains and analyzes multiple sources of student achievement and growth data including but not limited to EOGs, CogAT, NWEA Map testing, AR Star tests and classroom assessments, as well as annual drop-out data for AIG students. Each student in the gifted program meets individually with either the gifted coordinator or classroom teacher to discuss personal growth and goals every quarter of the school year. Discussions centered on student data, patterns, trends, and tiered teaching are held each quarter in grade-level PLCs to inform teachers and support staff of mindsets, policies, and practices for equity and excellence in gifted learners.

**\* 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 practices of equity and excellence for all populations, including underrepresented populations. Parents/Guardians of students in underrepresented populations may request a meeting with the AIG committee or AIG coordinator to discuss the referral and identification process for the gifted program and how equity and excellence in those areas are implemented.

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**\* Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the

goals and strategies outlined in the local AIG plan.

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 implementation and effectiveness of the local AIG program.

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.

**\* 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.

Each year the AIG committee and school administration meet to discuss the AIG plan and 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.

**\* Practice I**

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

After the comprehensive yearly evaluation takes place, the results will be shared with all stakeholders of the gifted program. Sharing this data and information will focus on the program's growth, achievements, access, and opportunities for improvement.

**\* 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.

ARS 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. The procedure for resolving disagreements follows these steps: 1. Contact classroom teacher or AIG coordinator. 2. Meet with AIG committee to come to a solution if step 1 was unsuccessful. 3. If a solution is not attained by the committee, then parents may go to the Head of School, who will make a final decision.

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

**\* Ideas for Strengthening the Standard**

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

**Planned Sources of Evidence**

\* evaluation survey and school website

**Documents**

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

Local Board of Education Approval



**American Renaissance School (49B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

04/17/2023 

Original Application Submission Date: 04/28/2023



**Documents**

<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Local Board Signature Page</a>


AIG Related Documents

**American Renaissance School (49B) 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)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Local Board Signature Page</a>

**Optional Documents**

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 <a href="#">Glossary</a>
AIG Standard 1 Additional Resources	N/A	
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	


## Glossary

### American Renaissance School (49B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition

The Local AIG Plan glossary is provided in an uploaded document.

#### Documents

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 <a href="#">Glossary.</a>