

Mission/Vision Statement and Funding

Bethel Hill Charter (73A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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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)

Mission Statement:

The mission of Bethel Hill Charter School's Local AIG Program is to build a strong foundation for each gifted child by encouraging curiosity, creativity, and a love of learning through challenging and meaningful experiences that nurture confidence and leadership skills.

Vision Statement:

The vision of Bethel Hill Charter School's Local AIG Program is to partner with families, staff, and the community to support gifted learners in reaching their full potential - academically, socially, and emotionally - in a safe, positive, and respectful environment that celebrates differences, builds character, and inspires students to lead with integrity.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 20,216.09	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Bethel Hill Charter (73A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification	<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>
* 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.
Referral Process: Students in kindergarten through fifth grade may be referred for evaluation by a teacher, parent/guardian or a school administrator. Referrals are made by submitting the AIG Referral Form, which includes the AIG Inventory Checklist, to the AIG Coordinator. The referral form is designed to help identify characteristics and traits commonly associated with giftedness. It requires explanations of why one believes the child should be considered for gifted screening and to provide specific examples or details that demonstrate the child's need for gifted services. Parent referrals should always begin with a conversation with their child's teacher to discuss grades, testing data, etc. before making a referral. Students who are referred will be screened and a decision will be made by the school level AIG team composed of the AIG Coordinator and AIG licensed staff members. Referrals do not lead to automatic identification. The school level AIG Team will consider all academic indicators, in addition to the social, emotional, and developmental needs of each student referred and will determine which students need further evaluation.	Screening Process: K-2: Students are academically screened universally at each grade level, three times a year with Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Growth in Reading and Math. A talent pool of potential giftedness is created consisting of students who consistently score in NWEA MAP's highest percentile level (greater than 80th percentile) in Reading and/or Math. Multiple indicators of academic/intellectual giftedness will also be collected as supporting evidence when screening students for AIG evaluation such as classroom grades, student Lexile levels, and AIG Inventory Checklist from the Referral Form.
Screening Process: 3-5: Students are academically screened universally at each grade level, three times a year with North Carolina Check Ins (NCCI) Reading and Math, as well as annually with End of Grade (EOGs) assessments in Reading and Math. A talent pool of potential giftedness is created consisting of students who consistently score in the highest percentile level (greater than 80th percentile) in Reading and/or Math. Multiple indicators of academic/intellectual giftedness will also be collected as supporting evidence when screening students for AIG evaluation such as historical grades, historical district assessments, and AIG Inventory Checklist from the Referral Form.	At the end of second grade, students will be universally assessed with the Cognitive Abilities Test (CogAT) to expand the talent pool. Students scoring 80th percentile or higher on the verbal and/or quantitative batteries or with a partial composite (verbal/nonverbal and/or quantitative/nonverbal) will be placed in the talent pool for further AIG evaluation.
New Students entering as 3rd-5th Graders: Students that are new to the district, without previous CogAT scores and over the age of 2nd grade are provided with the opportunity to take the CogAT during the Universal Screening administration each spring.	Documented evidence of identification for Gifted services from another school district will be honored.
In alignment with North Carolina Department of Public Instruction (NCDPI) guidelines, Bethel Hill Charter School strongly discourages the practice of "de-gifting" students and does not engage in this practice. The school is committed to supporting all gifted learners by identifying and addressing factors that may hinder their academic growth, ensuring each AIG student has the opportunity to thrive.	

*** 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.

Bethel Hill Charter School acknowledges the fact that giftedness is not one size fits all. Students may be gifted in specific academic subject areas and/or intellectual areas. For this reason, Bethel Hill Charter School offers the following areas of identification and services: Academically Gifted in Reading (AR), Academically Gifted in Math (AM), Academically Gifted in Reading and Math (AG), Intellectually Gifted (IG), and Academically and Intellectually Gifted (AIG). Formal school-wide evaluations and identifications will occur twice a year, once at the beginning of each school year and again at the middle of each school year.

The following criteria is evaluated for identification and eligibility in the Gifted program at Bethel Hill Charter School in language arts/reading (AR) and mathematics (AM), as well as combined reading and math (AG) for students in Grades K-5.

- 90th percentile and above on Northwest Evaluation Association (NWEA) Measures of Progress (MAP) Growth academic assessments in Reading and Math for Grades K-2.
- 90th percentile and above on norm referenced achievement tests in reading/language arts and/or mathematics such as Beginning-of-Grade and End-of-Grade tests in grades 3-5.
- Classroom grades, both current and historical, are used as supporting evidence. End-of-Year grades of 90 and above provide supporting evidence for eligibility to the gifted program.
- AIG Inventory Checklists that indicate gifted characteristics in learning, creativity, leadership, and adaptability provide supporting evidence for eligibility to the gifted program.
- Scale scores of 80 and above on district and state level benchmark assessments such as North Carolina Check-ins in Reading and Math provide supporting evidence for eligibility to the gifted program.

The criteria listed above is evaluated using the following point scale. To be identified and eligible for gifted services, a student must collect 6 points on the following academic assessments over the course of one school year or 8 points over the course of two consecutive school years. School years must not extend beyond the current school year and the previous school year. The points may be collected from a single assessment type or they may be a combination of assessment types. If 4 points are collected within one school year, additional supporting evidence may be submitted for further evaluation, including current/historical grades, historical district and state level assessments, and AIG Inventory Checklist.

Points	Northwest Evaluation Association (NWEA) Measures of Progress (MAP) Growth in Grades K-2	Beginning-of-Grade and End-of-Grade tests in Grades 3-5
1	90th to 94th percentile	
2	95th to 98th percentile	90th to 94th percentile
3	99th percentile and above	
4		95th to 98th percentile
6		99th percentile and above

The following criteria is evaluated for identification and eligibility in the Gifted program at Bethel Hill Charter School as Intellectually Gifted (IG) for students in Grades 3-5. Students in grades K-2 are not eligible for Intellectually Gifted identification until an aptitude test, such as the Cognitive Abilities Test has been completed.

- 95th percentile or higher on norm referenced aptitude tests, such as Cognitive Abilities Test (CogAT). This includes both verbal and/or nonverbal assessments as well as composite scores. Partial composite scores, including verbal/nonverbal and quantitative/nonverbal are included as well.
- Meeting the qualifications for AR, AM, or AG is not required for this service.
- No supporting evidence is needed for this service.

The following criteria is evaluated for identification and eligibility in the Gifted program at Bethel Hill Charter School as Academically and Intellectually Gifted (AIG) for students in Grades K-5.

- 95th percentile and above on norm referenced aptitude tests, such as Cognitive Abilities Test (CogAT) for Grades 3-5. This includes both verbal and/or nonverbal assessments as well as composite scores. Partial composite scores, including verbal/nonverbal and quantitative/nonverbal are included as well.
- 99th percentile on Northwest Evaluation Association (NWEA) Measures of Progress (MAP) Growth academic assessments in Reading and Math for Grades K-2.
- 99th percentile and above on norm referenced achievement tests in reading/language arts and/or mathematics such as Beginning-of-Grade and End-of-Grade tests in Grades 3-5.
- Criteria in one of the pathways for academically gifted in reading and math (AG) have been met.

Students identified in grades kindergarten through fifth as gifted in language arts/reading (AR) or mathematics (AM), as well as combined reading and math (AG) and intellectually gifted (IG) may be reevaluated during the identification process held twice a year. A student can not have a gifted identification removed but can be reidentified to add an additional Academically and Intellectually Gifted area.

Student point data will be collected in the AIG Identification Rubric.

Grade Span	Grades K-2	Grades 3-5
Academically Gifted - Reading only (AR)	Pathway 1: Student has collected 6 points on NWEA MAP Reading Growth over the course of one school year. Historical grades and/or district assessments support identification. Pathway 2: Student has collected 8 points on NWEA MAP Reading Growth over the course of two consecutive school years. Historical grades and district assessments support identification.	Pathway 1: Student has collected 6 points on Reading BOGs and EOGs over the course of one school year. Historical grades and/or district assessments support identification. Pathway 2: Student has collected 8 points on NWEA MAP Reading and/or Reading BOGs and EOGs over the course of two consecutive school years. Historical grades and/or district assessments support identification. Pathway 3: Student has collected 4 points on Reading EOGs over the course of one school year. Two out of three supporting evidence pieces are included - historical grades, district assessments, and AIG Inventory Checklist
Academically Gifted - Math only (AM)	Pathway 1: Student has collected 6 points on NWEA MAP Math Growth over the course of one school year. Historical grades and district assessments support identification. Pathway 2: Student has collected 8 points on NWEA MAP Math Growth over the course of two consecutive school years. Historical grades and	Pathway 1: Student has collected 6 points on Math EOGs over the course of one school year. Historical grades and district assessments support identification. Pathway 2: Student has collected 8 points on NWEA MAP Math and/or Math EOGs over the course of two consecutive school years. Historical grades and/or district assessments support identification.

	district assessments support identification.	Pathway 3: Student has collected 4 points on Math EOGs over the course of one school year. Two out of three supporting evidence pieces are included - historical grades, district assessments, and AIG Inventory Checklist.
Academically Gifted - Reading & Math (AG)	Pathway 1: Student has collected 6 points on Reading and Math NWEA MAP Growth over the course of one school year. Historical grades and district assessments support identification. Pathway 2: Student has collected 8 points on both reading and math NWEA MAP Growth over the course of two consecutive school years. Historical grades and district assessments support identification. Pathway 3: Student has collected 4 points on both Reading and Math EOGs over the course of one school year. Two out of three supporting evidence pieces are included - historical grades, district assessments, and AIG Inventory Checklist.	Pathway 1: Student has collected 6 points on both Reading and Math EOGs over the course of one school year. Historical grades and district assessments support identification. Pathway 2: Student has collected 8 points on both reading and math NWEA MAP and/or EOGs over the course of two consecutive school years. Historical grades and/or district assessments support identification. Pathway 3: Student has collected 4 points on both Reading and Math EOGs over the course of one school year. Two out of three supporting evidence pieces are included - historical grades, district assessments, and AIG Inventory Checklist.
Intellectually Gifted (IG)	Not available for K-2 students until an aptitude test, such as the Cognitive Abilities Test (CogAT) has been completed.	Students scoring 95th percentile or higher on norm referenced aptitude tests, such as Cognitive Abilities Test (CogAT) are identified as IG. This includes both verbal and/or nonverbal assessments as well as composite scores. Partial composite scores, including verbal - nonverbal and quantitative - nonverbal are included as well. Meeting the qualifications for AR, AM, or AG are not required for this service. No supporting evidence is needed for this service.
Academically and Intellectually Gifted (AIG)	Student has collected 15 points on NWEA MAP Growth in both Reading and Math over the course of two consecutive school years.	Pathway 1: Students scoring 95th percentile or higher on norm referenced aptitude tests, such as Cognitive Abilities Test (CogAT) as well as meeting the qualifications for AG are identified as AIG. CogAT percentile scores include both verbal and/or nonverbal assessments as well as composite scores. Partial composite scores, including verbal - nonverbal and quantitative - nonverbal are included as well. Pathway 2: Students scoring 99th percentile on both reading and math EOGs during the course of two consecutive school years as well as meeting the qualifications of AG are identified as AIG.

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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.

Students from diverse cultures and economic backgrounds are often under-represented in AIG programs. Bethel Hill Charter School seeks to include students regardless of race, gender, and / or socioeconomic background. Students may be twice identified, including giftedness along with Multilingual identifications and Exceptional Children identifications. In the case of twice-exceptional identification, the school level AIG Team will work hand-in-hand with both the Exceptional Children Director and Multilingual Lead to develop personalized educational plans that fit all needs.

Bethel Hill Charter School works to ensure the needs of all populations are met, including under-represented populations. AIG referrals may be submitted throughout the year from students' current and past classroom and specialist teachers, as well as parents. This allows students' giftedness to be spotted in a variety of areas and through different lenses. AIG talent pools are developed by evaluating a variety of assessments throughout the year including beginning, middle, and end of year benchmarks such as Measures of Academic Progress (MAP) Growth assessments and North Carolina Check-ins (NCCI) in reading and math. Students are placed in talent pools with a consistent score of 80th percentile and above. Students in talent pools may not be identified but receive advanced learning opportunities within their classroom setting and special classes.

Bethel Hill Charter School works to ensure the identification of under-represented populations represents the school's demographics in the following ways. A universal screener is given to all students in the spring of second grade regardless of talent pool placement or potential giftedness. Each student enrolled at Bethel Hill Charter School in the spring of second grade will have the opportunity to take an aptitude test such as the CogAT. A second way to ensure identification of under-represented populations is a third pathway of identification. Pathway 3 allows students that may have been close but did not meet the requirements of identification in pathway 1 or 2, an opportunity for giftedness in classroom grades, benchmarks assessments, and the AIG Inventory Checklist to be included in the evaluation as key components. Each student is evaluated as an individual student, looking at the whole child and not just a single assessment.

When data shows that AIG student identification is not representative of the school's demographics, the school level AIG Team, composed of the AIG Coordinator and other AIG licensed staff members, will re-evaluate the identification process, including talent pool identification to include the top 10% of the under-represented population that is not represented in AIG identification.

As a school with a newly implemented AIG program, Bethel Hill Charter School currently has zero percent identified as AIG. AIG identification will begin in the fall of 2025-2026 school year.

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	---
Male	---	---	---	---	---	---	---
Total	---	---	---	---	---	---	---

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

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The school level AIG Team will monitor the screening, referral, and identification processes for consistent implementation. As a new AIG program, the AIG Team will provide training in the screening, referral, and identification processes to all staff members at the beginning of the 2025-2026 school year, as well as annually thereafter. All screening, referrals, and identifications will be reviewed by the school's MTSS (Multi-Tiered System of Supports) team. The MTSS team will serve as a checks and balance system to ensure all students' data is reviewed. The AIG Advisory Committee will survey students, parents, and staff annually to aid in ensuring consistency of implementation. The AIG Advisory Committee will conduct an annual review of the AIG plan, considering responses received in surveys. Random AIG student folder audits will be conducted to ensure consistency in paperwork.	* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. Bethel Hill Charter School will disseminate information regarding the screening, referral, and identification processes to school personnel during annual AIG plan training held at the beginning of each school year. During training, all school personnel will be given access to the school AIG plan, as well as through the school website posting. School personnel will be involved in the screening, referral and identification processes, as well as student progress review during MTSS meetings which are held each grading term. Assessment results and data collection as well as how it is utilized for AIG screening and identification will be shared with classroom teachers during conference preparation meetings. Bethel Hill Charter School will disseminate information regarding the screening, referral, and identification processes to parents/guardians and students in a variety of ways. The local school AIG plan is posted to the school website. A parent brochure is shared and linked to the monthly school newsletter, Charter Chatter in September. The parent brochure outlines referral, screening, and identification processes as well as the AIG program. Parent letters will be shared with parents of second graders regarding universal screening and academic data assessment for AIG screening and identification. Identification conferences are held in the fall of each school year with parents/guardians to invite students to the gifted program. Mid-year identification conferences are held as needed. The school AIG coordinator and teacher are available during all parent-teacher conferences, as well as Open House. At least one annual conference between parents/guardians and AIG coordinator/teacher is required for annual DEP review. AIG coordinator/teacher and/or parents may request additional conferences. Student-teacher conferences are held three times a year to update students on progress. Bethel Hill Charter School will disseminate information regarding the screening, referral, and identification processes to the community-at-large by posting the school AIG plan to the school website. A parent brochure is shared and linked to the monthly school newsletter, Charter Chatter in September which is also available through the school website.	* 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. AIG folders are kept for all students evaluated for services whether they are identified or not, placed in the AIG Talent Pool or a nurturing group. All documentation of referrals, screening evaluations, and identification processes are included in the folder as well as the AIG Identification Rubric, testing information, referral letters, parent/guardian communications, invitations to discuss services, AIG Service Agreements, conference notes, and Differentiated Education Plans (DEP). AIG folders are stored in a secure location accessible by the AIG Coordinator and Principal. Parent/Guardian and teacher review of AIG folders are held after initial screening evaluations, as well as annually during Differentiated Educational Plan (DEP) meetings. Additional Parent/Guardian and teacher review of AIG folders may be requested by notifying the AIG Coordinator. AIG folders are audited randomly each year to ensure consistency. Notification of AIG Folders are placed in students' cumulative records to ensure a smooth transition from one school to another. Bethel Hill Charter School serves grades kindergarten through five so students transition to a middle school once grade five is completed. AIG folders follow students and will be transferred to a student's new school when records are requested due to a move or transition to middle school.
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AIG folders and identifications traveling with new students to Bethel Hill Charter School will be honored and evaluated to ensure students' needs are met. Bethel Hill Charter School does not believe in de-gifting students who have been identified; therefore exits from the gifted program are not granted unless requested by parents/guardians and the decision is arrived through conferencing. The school level AIG Team will work with students not making progress to adapt Differentiated Educational Plans (DEP) and services to meet students' needs and encourage motivation.			
All identification decisions are documented in Infinite Campus once the AIG Service Agreement has been received by the AIG Coordinator.			
* 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.			
Differentiated Education Plans (DEP) are developed annually to document a child's AIG provided service as it aligns to a child's AIG identification. A student's differentiated curriculum and instruction will be articulated within the DEP and aligned to the identified needs of the AIG student. Service types and amount of time spent in service each week will be detailed. In addition, DEPs will outline personal goals set by students for academic growth, personal growth and project participation and/or commitments. Students and parents/guardians are involved in developing and reviewing DEPs annually at the beginning of the school year or at the beginning of service. Past and current DEPs are reviewed annually to ensure effective programming and provide a continuum of services. DEPs are reviewed two additional times, mid-year and end-of-year, with students to discuss progress towards goals. A conference may be requested by the AIG Coordinator or parents/guardians for a mid-year and/or end-of-year review. If the level of service increases (ie from AR to AG or AG to AIG), the DEP is updated. All parent communication is documented on the DEP. Copies of the DEP are filed in the students AIG Identification folder. The DEP, along with the AIG folder will follow a student when transitioning to middle school or another school in an effort to support school transitions.			
* Ideas for Strengthening the Standard • Develop and revise AIG Brochure • Professional Development on CogAT for licensed AIG staff members • Track and evaluate trends of CogAT testing for inclusion in academic identifications			
Planned Sources of Evidence			
* Referral Forms including Gifted Characteristics and the AIG Inventory Checklist			
* AIG Identification Rubric			
* Differentiated Educational Plan (DEP)			
* AIG Brochure			
Type		Documents	
Document Template		Document/Link	

 [AIG Parent/Guardian Referral](#)

 [AIG Educator Referral](#)

 [DEP.Differentiated Education Plan](#)

 [AIG Identification Rubric](#)

Standard 2: Comprehensive Programming within a Total School Community	
Bethel Hill Charter (73A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 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. The mission of Bethel Hill Charter School is to lay the foundation for individual excellence for all students. When surveying our students' individual needs, we noted the need for an AIG program that will provide opportunities for gifted students to achieve individual excellence. In order to provide these opportunities, we offer a K-5 program that addresses the foundational needs of gifted students in academics and intelligence. Students participate in activities that enrich and accelerate learning based on the North Carolina Standard Course of Study and the Core Knowledge Curriculum. AIG services are provided through various outlets including small group pull-out sessions with the AIG Coordinator or a licensed AIG teacher as well as differentiated learning plans and activities within their classrooms and specialist lessons such as media, STEAM, music, art and guidance. AIG students are placed in classrooms with a licensed AIG teacher, a school-level AIG endorsed teacher or a teacher that works closely with a licensed or endorsed AIG teacher to develop differentiated activities to fit the learning needs. Identified AIG students are placed in classrooms with other AIG identified or students showing potential for AIG identification to aid in the facilitation of differentiated learning. Students that have not been identified for AIG services, but are showing the potential for giftedness, will either be included in the pull-out service or small group nurturing services offered during the school-wide intervention block. Placement for students showing potential giftedness is flexible, allowing students to participate in the service that best meets his/her needs. Students in the nurturing small groups receive advanced learning services during this time by an AIG licensed teacher, school level AIG endorsed personnel or a staff member that works closely with an AIG licensed teacher. Students that have not been identified for AIG services in grades 3-5 but score the highest score level (Level 5) on End of Grade (EOG) assessments will be included in the pull-out service with an AIG licensed teacher or the AIG Coordinator. Scoring the highest score level (Level 5) does not guarantee AIG identification but does offer flexible advanced learning services.. K-2 Grade Span: An AIG licensed teacher or the AIG Coordinator provides whole class nurturing lessons once a month. Students showing gifted potential in the areas of academic giftedness for math, reading or both are served in advanced learning during intervention groups by their grade level teacher. An AIG licensed teacher works closely with the classroom teachers to develop lessons and activities that will nurture advanced learning. K-2 students that have been formally identified as academically gifted in reading (AR), math (AM) or both reading and math (AG) will receive small group pull out services in their identified area(s) led by an AIG licensed teacher or the AIG Coordinator. Classroom teachers of identified AIG students in K-2 will collaborate with a licensed or endorsed AIG teacher to develop differentiated instruction for AIG identified students in their classroom. 3-5 Grade Span: Students in grades 3-5 formally identified as academically and/or intellectually gifted (AG, AR, AM, AIG, IG) are serviced in pull-out small groups with a licensed AIG teacher or the AIG Coordinator in addition to differentiated lessons and activities in their classrooms. If an AIG licensed teacher or school-level endorsed AIG staff member is not available in that grade level, an AIG licensed teacher will work collaboratively with a staff member in that grade level to develop and provide differentiated instruction. Participation in academic contests such as but not limited to Battle of the Books, Spelling Bee and Math Quizzes are strongly encouraged and expected. Students will receive guided preparation for the academic contests.
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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	* Students in grades K-2 that have been formally identified as academically gifted (AG) receive a minimum of 30 minutes pull-out services four times a week by a licensed AIG teacher, at least 2 days in reading and 2 days in math. Students in grades K-2 that have been formally identified as academically gifted in reading (AR) or math (AM) receive a minimum of 30 minutes pull-out services two times a week in their identified area, reading or math, by a licensed AIG teacher. AG, AR, and AM identified students also receive differentiated lessons and activities within their classrooms in their identified area.	* Not available for K-2 students until an aptitude test, such as the Cognitive Abilities Test (CogAT) has been completed.	* Students in grades K-2 that have been formally identified as academically and intellectually gifted (AIG) receive a minimum of 30 minutes pull-out services four times a week by a licensed AIG teacher. Services include enrichment and/or acceleration in the areas of reading and math as well as intellectual activities in reading and/or math such as puzzles, research projects, problem-solving scenarios, and opportunities for creative expression. These students also receive differentiated lessons and activities within their classrooms in both reading and math.	* No additional information
3-5	* Students in grades 3-5 that have been formally identified as academically gifted (AG) receive a minimum of 30 minutes pull-out services four times a week by a licensed AIG teacher, at least 2 days in reading and 2 days in math. Students in grades 3-5 that have been formally identified as academically gifted in reading (AR) or math (AM) receive a minimum of 30 minutes pull-out services two times a week in their identified area, reading or math, by a licensed AIG teacher. AG, AR, and AM identified students also receive differentiated lessons and activities within their classrooms in their identified area. Participation in academic contests such as but not limited to Battle of the Books, Spelling Bee and Math Quizzes are strongly encouraged.	* Students in grades 3-5 that have been formally identified as intellectually gifted (IG) receive a minimum of 30 minutes once a week by a licensed AIG teacher. Services include intellectual activities in reading and/or math such as puzzles, research projects, problem-solving scenarios, and opportunities for creative expression. Participation in academic contests such as the Books, Spelling Bee and Math Quizzes are encouraged.	* Students in grades 3-5 that have been formally identified as academically and intellectually gifted (AIG) receive a minimum of 30 minutes pull-out services four times a week by a licensed AIG teacher. Services include enrichment and/or acceleration in the areas of reading and math as well as intellectual activities in reading and/or math such as puzzles, research projects, problem-solving scenarios, and opportunities for creative expression. These students also receive differentiated lessons and activities within their classrooms in both reading and math. Participation in academic contests such as Battle of the Books, Spelling Bee and Math Quizzes are expected.	* No additional information
6-8	* BHCS only serves students in grades K-5	* BHCS only serves students in grades K-5	* BHCS only serves students in grades K-5	* No additional information
9-12	* BHCS only serves students in grades K-5	* BHCS only serves students in grades K-5	* BHCS only serves students in grades K-5	* No additional information

*** 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.

Bethel Hill Charter School recognizes that gifted students not only have academic and intellectual needs but social and emotional needs as well. To address social and emotional needs of all students, the staff at Bethel Hill Charter School complete professional development in social and emotional needs of students annually. Social and emotional needs of gifted students are included in this professional development training.

A school wide initiative is used to promote social and emotional growth in students through character building and the implementation of Positive Behavior Interventions and Supports (PBIS). Students are taught a specific character trait each month and students from each classroom are recognized as Wednesday Wildcats for displaying and possessing these traits.

Bethel Hill Charter School employs a full time counselor that provides one-on-one counseling support to students as well as monthly counseling lessons for each grade K-5. The school counselor is provided with a list of all AIG identified students, including AR, AM, AG, IG, and AIG students. The AIG coordinator and counselor work with classroom and specialist teachers to ensure the social and emotional needs of AIG students are met. Other staff members are also trained in the social and emotional needs of gifted students.

K-2 Grade Span: Students in grades K-2 participate in social and emotional lessons, such as Growth Mindset lessons once a week. Specialist teachers, such as music, media, physical education, STEAM, and art incorporate growth mindset practices into their activities and provide a creative outlet for students. Students identified in the AIG program or showing potential for giftedness are monitored by classroom teachers, as well as specialist teachers to ensure social and emotional needs are met.

3-5 Grade Span: Students in grades 3-5 participate in the iLead Kids program provided by the Maxwell Leadership Foundation to develop character-based leadership skills, enhancing their social and emotional traits. Students will begin by participating in the Kids iChoose module with lessons focusing on choices, growth, attitude, commitments, relationships, and character. In our initial year of our gifted program, students will learn and study a new focus lesson each month. In the following two years, the AIG Coordinator and school counselor will work hand-in-hand to train AIG students to be student facilitators in the iLEAD Kids program. AIG students, serving as student facilitators, will be trained to encourage other students school-wide in grades 3-5 to build community with their peers as they develop their values and leadership skills. Student facilitators will lead small peer groups in lessons and discussions surrounding the character-based leadership skills from the Kids iChoose program. Fifth grade AIG students complete a book study on Sometimes You Win, Sometimes You Learn for Teens, by John C. Maxwell to encourage students to turn losses into learning points. Students identified in the AIG program or showing potential for giftedness are monitored by classroom teachers, as well as specialist teachers to ensure social and emotional needs are met. The school counselor is available as a resource for teachers and one-on-one sessions for students.

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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.

Bethel Hill Charter School utilizes the NC Standard Course of Study as well as The Core Knowledge Curriculum to offer a total instructional program that aligns with state standards as well as builds background knowledge through content-rich resources. The AIG coordinator collaborates with the Director of Curriculum and Instruction to ensure AIG services are integrated and gifted curriculum resources are aligned with the total instructional program. The Director of Curriculum and Instruction collaborates with the AIG Coordinator to vet resources that will provide additional support to the AIG and classroom teachers. The AIG Coordinator assists in the planning, creating, and delivery of school-wide professional development that supports advanced learning. The Director of Curriculum and Instruction provides access to classroom and subject area pacing guides as well as specialist lessons such as STEAM, art, and music. AIG teachers are able to access the pacing guides to ensure advanced learning alignment with standards as they are taught. Specialist teachers are also able to utilize the pacing guides to incorporate project-based learning across the school through STEAM, art, physical education and music. These steps allow for integration of AIG services with the total instructional program to ensure AIG services and gifted curriculum resources are aligned with the total instructional program.

The AIG Coordinator will collaborate with the Multi-Tiered Systems of Support (MTSS) team, Multilingual Learner Lead and Exceptional Children's Department to ensure that the comprehensive needs of Twice-Identified Gifted Students are met. Identification, annual reviews, and DEP/IEP/EL plans will be handled as a team to ensure proper identification and needs are met.

The AIG Coordinator will consult with the Director of Accountability and the MTSS Team for identification of Gifted Learners. The Director of Accountability will provide academic performance data for students and the MTSS team will evaluate the data to ensure appropriate placements are made. The MTSS team and AIG Coordinator will consult with the classroom teacher in collecting and assessing data to ensure proper identification as well. As a part of the School Strategic Plan, the Leadership Team has chosen to support an AIG program to best meet the needs of advanced learners and lay the foundations of individual excellence for these students. The AIG Coordinator will work in partnership with the Leadership Team to ensure the AIG program is meeting the criteria outlined in the School Strategic Plan. The AIG Coordinator will work with the school administration team, including the principal to ensure placement of AIG identified students and scheduling best meet their needs. For example, when possible, AIG identified students are placed with teachers who have an AIG license or at the minimum have completed or are enrolled in the school-level AIG Professional Development Endorsement Plan. Scheduling should ensure that AIG identified students do not miss specials or recess in order to receive AIG services. Pull-out services for gifted learners should follow the school-wide intervention block schedule. AIG identified students are not penalized or given extra work when missing class during pull-out enrichment opportunities. Most of the AIG funding is directed toward AIG personnel. As funding is available, resources are purchased through the AIG department to enhance the program such as instruction and curriculum materials and professional development opportunities. AIG Advisory Committee members include representatives from a variety of stakeholders including teachers, principals, parents, and Academic Excellence Board of Director Committee. The school-level AIG team is composed of AIG licensed staff. Both the AIG Advisory Committee and the school-level AIG Team collaborate with the Director of Curriculum and Instruction, the Director of Exceptional Children, the MTSS Lead, the Multilingual Lead and the school counselor. This allows for communication and collaboration with all instructional departments. The Bethel Hill Board of Directors are involved in the monitoring and approval of the AIG program. Members of the Board of Directors Academic Excellence Committee serve on the AIG Advisory Committee and perform periodic observations and evaluations of the program.	* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. Bethel Hill Charter strives to ensure each student's academic needs are met through intentional and flexible grouping practices that promote growth in their advanced learning areas. The AIG Coordinator works closely with the Director of Curriculum and Instruction as well as the principal in developing class rosters to ensure AIG identified students are placed with a licensed or school-level endorsed AIG teacher when possible. If this is not possible, the AIG Coordinator or grade-level AIG teacher will provide support in developing differentiated lessons for students. The AIG Coordinator will also work closely with the principal in developing class rosters to ensure AIG identified students are placed in classrooms with other AIG identified students or students at-potential of AIG identification. Bethel Hill Charter School has implemented reading and math intervention blocks for all grades K-5 to meet the needs of all students. During these blocks, formally identified gifted students work together in flexible pull out groups with a licensed AIG teacher or the AIG Coordinator to enhance and accelerate learning in these subject areas. Intervention groups are fluid and flexible, allowing AIG identified learners and others with advanced learning needs to move in and out of groups as needs require. Students showing potential for advanced learning but have not been formally identified as AIG are included in the flexible grouping for enhanced and accelerated learning in the subject area that meets their needs. MTSS meetings are held at the beginning of the academic school year as well as once each grading period to assess the placement of students within intervention groups using academic data. Academic data collected include but are not limited to progress monitoring reports, benchmark testing such as Measures of Academic Progress (MAP) and North Carolina Check-ins, End-of-Grade testing (EOGs) and classroom grades. * 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.
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Bethel Hill Charter School strives to integrate NC AIG Program Standards, legislation, policy, and regulations around gifted programming into locally-offered professional development, administrative meetings, and school level team meetings. Bethel Hill Charter School's AIG Coordinator and school-level AIG Team will develop annual training and professional development for all teachers, the school administrator, and support staff that informs all stakeholders about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. A powerpoint will be developed for each professional development and housed in the school professional development on-line file available to all staff members for review. In addition to annual professional development, an overview of the AIG Plan that covers the plan's specifics will be presented school wide to all personnel at the beginning of the AIG plan's initial implementation year. A copy of the overview will be housed in the school's professional development on-line file, available to all staff members for review. Newly hired teachers, administrators, and support staff will receive training that includes an overview of the AIG plan within 30 days of hire. A section in the AIG Brochure that outlines the AIG plan's essential components pertinent to each internal stakeholder group for the success of overall AIG plan implementation will be reviewed during professional development as well as housed in the online professional development file. A copy of the AIG plan will be shared with all internal stakeholders including teachers, administrators, support staff and board members as well as posted to the school's website. Teachers and support staff will review their roles and responsibilities, including services provided to identified AIG students during monthly grade-level meetings. Teachers and support staff work together to align instruction and grade-level content for enrichment and acceleration. AIG teachers and the AIG coordinator discuss and review differentiated services and instruction for AIG students in MTSS meetings held each term.	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. In an effort to ensure effective continuation of services from year to year, the AIG coordinator meets with teachers and various support personnel throughout the school year. The AIG Coordinator meets with the previous year teacher and current teacher of each AIG identified student, as well as at-potential AIG students not yet identified. These meetings are held within the MTSS meeting framework. Classroom teachers, school counselor, AIG Coordinator, Exceptional Children Director, Multilingual Learner Lead and other academic support service personnel assist with the MTSS meetings. Each student's DEP and AIG file are reviewed to ensure proper placements within intervention groups. Twice-identified students' DEP and IEP or ML plans are reviewed to ensure each plan works well with others and services are aligned to meet students' needs most effectively. Reviews include how the student was identified, information regarding academic, intellectual, and social and emotional needs, current services, and any changes to services that may be needed. When students transition to middle school, the AIG coordinator contacts feeder schools to provide guidance in DEP reviews of identified students. A list of at-potential AIG students, not yet identified, is also provided. DEPs and AIG file folders are transferred to feeder schools. This process is also completed for students that transfer before middle school.
* 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. Bethel Hill Charter School serves students in grades kindergarten through five. Students have acceleration opportunities through subject and/or grade acceleration when collected data shows acceleration is the most appropriate service to meet an individual student's need. Requests for grade acceleration are initiated by a classroom teacher and/or parent. When requested by the parent, the request must be brought to the classroom teacher or principal and then referred to the AIG Coordinator for evaluation. Each case is reviewed by the AIG Coordinator in conjunction with the school-level AIG Team and the MTSS team. Students who are grade level accelerated should demonstrate learning that is two grade levels above their peers. The NWEA Measures of Academic Progress (MAP) Growth assessments in reading and math are used as a guide in discerning whether learning is two grade levels above	

their peers. Outside testing with a licensed psychologist or psychiatrist is necessary for Early Entry to Kindergarten and follows the policy for NC Early Entry to Kindergarten. Before a grade acceleration decision is made, the AIG Coordinator with the MTSS team and classroom teacher will consider the following criteria to gain an understanding of the whole child: student aptitude, achievement, performance, observable student behavior, and motivation/interest. Grade level acceleration is not a decision to be taken lightly. Advancement of a grade level may hinder the social/emotional growth and/or academic growth of a student if a student is not ready. Therefore, all other options for academic acceleration must have been explored and found not appropriate. The final decision on subject and/or grade level acceleration of a student rests with the principal. Bethel Hill Charter School recognizes a need for subject acceleration at the elementary level for grades 4 and 5 in both reading and math. Students scoring a level five on the End of Grade assessments will be evaluated by the AIG Coordinator in conjunction with the MTSS team for placement in small groups designed for advanced learning during the school's intervention block. Scoring a level five does not guarantee AIG identification but does offer advanced learning small group opportunities. In these small groups, students will receive enrichment and acceleration within the subject they have qualified for as well as receive AIG nurturing services as a potential gifted student. Small groups are flexible and fluid allowing students to move in and out of small groups as needs arise.	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.
Bethel Hill Charter School addresses the academic, intellectual and social needs of young students with outstanding potential and/or advanced achievement through early intervention for at-potential gifted students and talent development for all students in grades kindergarten through third. Talent development lessons are held at least once a month for all students in grades kindergarten through third. These lessons are incorporated in our daily specials classes and led by an AIG licensed teacher. Students receive creative and critical thinking skill lessons through the PETS (Primary Education Thinking Skills) curriculum as well as lessons grounded in STEAM (Science, Technology, Engineering, Art, and Music). The AIG licensed teacher collects data on students and can refer students for AIG identification or for placement in nurturing groups designed for young students demonstrating potential for giftedness held during the school-wide intervention groups. The AIG Coordinator in conjunction with the school-level AIG Team and MTSS team will evaluate all referrals. To address the social and emotional needs of young students with outstanding potential and/or advanced achievement, young students in grades kindergarten through second grade participate in activities and lessons grounded in Growth Mindset. These activities and lessons are provided to all students during specials classes such as Media and STEAM. The following resources are used to build lessons and are available to all staff to incorporate in daily lessons: The Growth Mindset Coach and The Growth Mindset Classroom-Ready Resource Book. All second graders will be administered an aptitude test, such as Cognitive Abilities Test (CogAT) as a screening tool for possible AIG identification during late spring. An AIG licensed teacher or the AIG Coordinator will conduct whole group critical thinking lessons in all 2nd grade classrooms to help prepare students for the kinds of items they will see on the test. The AIG Coordinator works with all classroom teachers, as well as specialist teachers (Art, Music, Physical Education, Media and STEAM) on a consultative basis to provide enrichment opportunities for students who are at potential for giftedness but not yet identified in the AIG program. Annual professional development is provided for all staff on classroom differentiation to meet academic needs as well as professional development in meeting social and emotional needs of at-potential and gifted 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.

Bethel Hill Charter School strives to provide advanced learning opportunities and services to all students regardless of student population. In accordance with our school mission, a learning environment that promotes excellence as well as high standards in both academics and character in a multicultural environment that is inclusive to all students is our school's goal. Each student is viewed as a unique individual with his/her own individual needs that can be met through an at-potential perspective. In an effort to address mindsets that support equity and excellence goals, teachers will be trained to look for exceptional talent in all students regardless of population status, in order to refer students to the AIG screening, referral, and identification process. Additional efforts and conversations aimed at shifting mindsets regarding under-represented populations will occur during each of the annual AIG trainings, as well as classroom differentiation training and data review sessions. The AIG Coordinator will participate in data review sessions alongside the Director of Accountability to ensure data is analyzed to seek potential giftedness. The AIG Coordinator and AIG teachers will participate in professional development at least once every plan cycle to promote equity and excellence in advanced learning such as but not limited to a book study with <u>Excellence Gaps in Education</u> by Jonathan A. Plucker. In an effort to broaden access to advanced learning opportunities, AIG student identification data as well as talent pool placement data will be analyzed to ensure under-representative populations of gifted students are responsive to the charter school's demographics. When data shows that AIG student identification is not representative of the school's demographics, the AIG Committee will re-evaluate the identification process as well as the talent pool identification. In these cases, the talent pool will be extended to include up to the top 10% of the under-represented population. Talent Development opportunities are extended to students in grades three through five that have not yet been identified but are showing at-potential giftedness. These students have a body of evidence that show they are consistently performing at high academic levels when compared to their peers. Evidence may include classroom grades, Beginning and End of Grade assessments (BOG, EOG) and NCCI scores. Students scoring a level 5 on BOG and EOG assessments in reading and math are automatically offered advanced learning opportunities according to subject area. Students will be placed in advanced learning opportunities with AIG identified students or nurturing groups within their classrooms with like-peers during the school's intervention block to receive learning opportunities to enhance and/or accelerate current learning in the subject area(s). This placement does not guarantee AIG identification, but evidence will be evaluated by the AIG coordinator in conjunction with the school-level AIG Team and the MTSS to ensure the student's needs are being met effectively. Advanced learning and nurturing groups are led by either an AIG certified teacher, a school-level AIG endorsed teacher or a staff member that is working collaboratively with an AIG licensed or endorsed teacher. The AIG department will also intentionally collaborate with the Multilingual Learners and Exceptional Children's departments in an effort to identify under-represented populations. Both departments have representatives that serve on the MTSS team and participate in the referral, screening, and identification process of AIG. Collaborative conversations are held between these department heads and the AIG coordinator during MTSS meetings to help identify and broaden learning opportunities to these populations.	* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. The AIG Coordinator in collaboration with other staff members works to share information with students and parents regarding extracurricular opportunities such as contests/competitions, programs, clubs, and other events that may enhance and further develop the talents and interests of AIG students. AIG students are supported and strongly encouraged to participate in at least one extracurricular activity each year. Extra-curricular participation is included in students' DEP as a goal and participation is evaluated twice during the school year. Extracurricular opportunities include but are not limited to: • After school clubs (examples: art club, agricultural club) • Battle of the Books - Students read a required set of books and come together to demonstrate their knowledge of the books through competition • Spelling Bee - Spelling competition at the class, school, and regional levels. Competition may advance to state and national levels. • Student Council - opportunity for school level leadership • iLead Student Facilitators - students lead peers in conversations pertaining to leadership • Art Competitions (examples: Soil and Water Poster Contest) • STEAM competitions and activities (examples: Podcasts, Coding)
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- School and Local writing competitions (examples: Laying of the Wreath, Daughters of American Revolution)

* Ideas for Strengthening the Standard

- Continue to recruit AIG licensed or AIG school-level endorsed personnel at each grade level
- Continue to expand the iLead Kids program to include additional modules and train students as peer facilitators
- Implement bookstudy Excellence Gaps in Education
- Continue to expand and grow club offerings
- Explore community involvement and field trips
- Explore possible options for summer bridge programs designed for front-loading

Planned Sources of Evidence

* Grade-level Academic Pacing Guides	
* MTSS, AIG Advisory Committee, school-level AIG Team, and grade-level meeting notes	
* Powerpoint presentation and attendance rosters from AIG professional developments	
* BHCS Strategic Plan	
* Early Entry to Kindergarten Policy	

Type	Documents	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A		 Early Entry to Kindergarten

Standard 3: Differentiated Curriculum and Instruction	
Bethel Hill Charter (73A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 3: Differentiated Curriculum and Instruction	<i>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.</i>
* 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. The mission of Bethel Hill Charter School is to lay the foundation for individual excellence. In order to complete this mission, curriculum and instruction must be differentiated to meet the individual needs for excellence. The core of instruction at Bethel Hill Charter School focuses on the North Carolina Standard Course of Study as well as the Core Knowledge curriculum. The NC Standard Course of Study is woven together with the Core Knowledge curriculum to provide students with a strong foundation that is rich in content, cumulative, and a cross-curricular approach. The Core Knowledge Language Arts curriculum is used in conjunction with the North Carolina Standard Course of Study as well as the Science of Reading to immerse students in content rich literature covering history, geography and science, building students' knowledge and vocabulary in these areas. Each grade level has developed a pacing guide that aligns and incorporates components of the Core Knowledge curriculum as well as the Core Knowledge Language Arts program with the NC Standard Course of Study. Each grade level pacing guide is available to all staff members including AIG teachers to aid in aligning differentiation such as enrichment, extension and acceleration to what is currently being taught in the classroom. The AIG Coordinator is available to provide lesson planning ideas and work collaboratively with classroom teachers to enrich, extend, and/or accelerate learning for AIG and at-potential students. The AIG Coordinator may also provide resources and instructional materials. Professional development on adapting the NC Standard Course of Study as well as the Core Knowledge curriculum is provided by the AIG Coordinator and the Director of Curriculum and Instruction. Self-paced professional development courses may also be assigned through the NC Educator Effectiveness System (NCEES) or other trusted and vetted professional development systems. The AIG Coordinator, the Director of Curriculum and Instruction and the MTSS team work hand-in-hand to provide and support the following strategies to classroom teachers for differentiation: small group instruction, intervention strategies, choice boards, and blended learning opportunities such as IXL and Adapted Minds. The AIG Coordinator provides differentiated activities and lessons that enrich and extend the current NC Standard Course Study and Core Knowledge subject matter taught in the classroom designed with the use of the pacing guide and grade level planning sessions. Lessons are rich in reading and math skills according to students' academic needs but integrate with science and social studies content currently taught in the classroom to provide real-life, project based learning experiences. Lessons are designed with the expectation that students have mastered grade level content and skills, therefore ready to apply the knowledge. Acceleration is provided through reading material that is rich in content and often one to two grade levels above students' current grade level. Math lessons are accelerated by compacting the grade level standards in the first semester and the introduction of math standards and skills for the next grade level during the second semester. The AIG Coordinator consults with local middle schools to obtain preferred standards and skills for acceleration in fifth grade to best prepare students for middle school advanced learning.	
* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. The AIG Coordinator, AIG teachers and classroom teachers will collaborate to create lessons aligned with standards that are mindful of student ability, readiness and interests. Students will be surveyed for special interest and lessons will center around the majority of interest collected when appropriate and feasible. During	

the collaboration, teachers will work together to personalize learning based on data collected through both formal and informal assessments including Measures of Academic Progress (MAP) Reading and Math Growth assessments, NC Check-ins, End of Grade assessments, and classroom grades. Data collected is reviewed in MTSS meetings and differentiation strategies are suggested throughout the year as well as evaluated for effectiveness.

Professional Development and training is provided by the AIG Coordinator in conjunction with the Director of Curriculum and Instruction on evidence-based instructional strategies that have been proven successful with gifted learners. Classroom teachers are encouraged and supported to incorporate instructional strategies through grade-level meetings, mentorships, and teachable observations. Instructional strategies used and implemented include but are not limited to:

- Academic Enrichment- Provides opportunities for students to delve beyond the regular content of the curriculum, experience different processes for learning, and create products to demonstrate their learning. Classroom teachers create and plan enrichment lessons related to grade-level curriculum, goals, and objectives. Enrichment is provided in a variety of ways including flexible pull-out groups, classroom small groups, as well as independent work. Strategies listed below are examples:
 - Extension Menu- A selection of topics from which a student can choose to pursue an independent study that extends the learning beyond already mastered content standards.
 - Flexible Grouping- Grouping of students throughout the year that is easily rearranged as needed. Groups are made according to readiness, interest, learning style, or activity preference.
 - Independent Study- Ongoing in-depth research on a topic of a student's own choosing. Independent studies may include Learning Contracts that outline specific tasks to be completed by the student.
- Acceleration- Involves advancing a student through traditional education more rapidly, based on readiness and motivation. Acceleration includes grade and/or subject as well as early entry to kindergarten.
- Tiered Lessons or Tiered Instruction- A differentiation strategy in which all students are taught the same essential concepts and skills at different levels of complexity, support or resources in response to assessed needs.
- Project Based Learning- An instructional approach designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.
- Problem Based Learning- A learning system where students work cooperatively in groups to seek solutions to real world problems. These problems are used to engage students' curiosity and initiate learning the subject matter.

* Practice C

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

Bethel Hill Charter School incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social-emotional needs of AIG students. These resources are online or housed in the AIG classroom and are available to all staff for use in differentiating learning and meeting social emotional needs for students. Resources are reviewed annually in professional development and suggested in grade level meetings.

Academic and Intellectual Resources:

- Math Expressions: Math Expressions is a school-wide math resource. Throughout the resource, opportunities for differentiated instruction are presented including Challenge Activity Centers, Anytime Math Problems and Performance Tasks.
- Primary Education Thinking Skills (PETS): For use with students in kindergarten through second grade to develop skills in analysis, visual/spatial thinking, and evaluation.
- Math Enrichment Logic Puzzles: Math-skill based puzzles that require students in grades 3 through 5 to use critical thinking to solve problems. Students use math skills such as whole number and decimal operations, place value, measurement conversions, and fractions.
- Core Knowledge Biography Set: Voices in History: Students in grades 3-5 will learn about real superheroes in history that through the use of bravery, ingenuity, strength, and determination were able to make a difference and change the world. AIG Coordinator ensures biographies align with classroom historical studies and align them with current studies through the pacing guide.
- AIG Advanced Learning Labs: Learning Labs are available online at NCDPI.

Social and Emotional Resources

- **Bibliotherapy:** In conjunction with the media specialist, the AIG coordinator will develop units of study that introduce and help students to understand what it means to be gifted with use of age appropriate bibliography books geared toward young gifted children. Resources will also be located for students that may be twice identified, for example a gifted exceptional learner or a gifted multilingual learner. The goal is for students to complete one book study of this nature at least once per school year. The resource list will be housed in the media center and available to all staff members for use.
- **Growth Mindset:** Growth Mindset is the belief that abilities and intelligence can be developed through dedication, effort and experiential learning. It is the opposite of a fixed mindset where abilities and intelligence are innate and unchanged. Using this mindset, students flourish in their learning because they learn from mistakes and are not afraid of challenges. The following resources are available to all staff to incorporate growth mindset in daily lessons: The Growth Mindset Coach and The Growth Mindset Classroom-Ready Resource Book.
- **Maxwell Leadership Foundation:** Students in grades 3 through 5 learn leadership qualities and how to incorporate them into their daily lives through Kids iChoose lessons on choices, growth, attitude, commitments, relationships, and character. Kids IChoose is part of the Maxwell Leadership Foundation iLead resource that trains students to be facilitators in round table discussion on leadership qualities. AIG students are trained to facilitate the learning with their peers during character and counseling lessons. Book studies are also incorporated including Sometimes You Win, Sometimes You Learn for kids and for teens.

In conjunction with the school counselor and the MTSS team, social emotional data for AIG students such as behavior screenings, discipline referrals, and attendance data are tracked and reviewed. Appropriate interventions are determined and delivered by AIG coordinator, classroom teacher and/or school counselor.

*** 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.

Durable skills and mindsets are fostered through and during various learning opportunities in and outside the regular classroom. Growth mindset lessons and leadership seminars with iLead and book studies, such as Sometimes You Win, Sometimes You Learn by Dr. John Maxwell are used to develop mindsets. Skills such as adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility are fostered. AIG students are trained to be facilitators in the iLead program. They take the learning school-wide by holding round table discussions that lead their peers in evaluating and developing a plan to become better leaders.

Bethel Hill Charter School believes it is important for students to learn to work collaboratively with a unified goal in mind. Students are encouraged to work as a team in many situations within the school day. In STEAM class, they work within groups to develop projects using the Engineering Design Process where they ask questions, research, imagine/plan solutions, create prototypes, test, evaluate, and improve products.

Bethel Hill Charter School provides a STEAM (science, technology, engineering, art, and math) program in which students learn about future jobs and the skills needed for success. Students meet once a week with the STEAM specialist for 50 minutes. Resources used during the class include Mystery Science, Code.org, Lego WeDo, WonderWorkshop Dot and Dash Robotics. Students also participate in school podcasts about upcoming events.

Students meet one to two times a month with the Director of Technology. During this time students participate in digital citizenship lessons that incorporate the digital learning standards. These standards aim to equip students with the skills necessary for college, careers, and global citizenship in a digitally-enabled environment. Students also have access to the Learning.com program that uses real-life applications to teach keyboarding, online safety, intro to coding and business skills such as word processing, spreadsheets, and presentations. This learning is incorporated into the classroom as students use these business skills to present projects to their class.

*** Practice E**

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

Bethel Hill Charter School uses pre-assessments, formative assessments, benchmarks, and summative assessments in order to design and implement differentiation of the curriculum and instruction. Using these assessments, the MTSS team consults with classroom teachers, AIG teachers, and interventionists to group students in tiers for intervention groups. In addition to tier 1, 2, 3 for universal support and targeted or intensive interventions, students demonstrating advanced learning needs may be placed in one of two groups. Students demonstrating potential giftedness are placed in nurturing groups and receive advanced

learning with like-peers within their classrooms during the intervention block, led by a licensed AIG teacher, a school-level AIG endorsed teacher or a staff member supported by an AIG licensed or endorsed teacher. AIG identified students are placed in advanced learning pull-out groups during the intervention block with the AIG Coordinator or an AIG licensed teacher. Bethel Hill Charter School requires differentiation within the regular classroom as well. Classroom teachers are encouraged to use pre-assessments to gauge the knowledge AIG students may hold before beginning a new unit. Data from pre-assessments and benchmarks such as Measures of Academic Progress (MAP) and NC Check-in assessments are used to design and implement tiered assignments and enrichment activities.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. The AIG Coordinator meets with the Bethel Hill Charter School Board of Directors annually to review the AIG plan as well as quarterly with the Academic Excellence Board of Director Committee to review the progress of the AIG program development during the initial plan cycle. A representative from the Academic Excellence Board of Director committee serves on the AIG Advisory Committee to oversee program implementation. The school principal oversees the implementation on a daily basis and meets with the AIG Coordinator monthly. The AIG Coordinator serves on the school's MTSS team to assist with data collection and evaluation during the referral, screening, and identification of AIG students. The AIG Coordinator also advocates for the use of differentiated curriculum and instruction for AIG students during MTSS meetings by providing strategies and support to classroom teachers. The AIG Coordinator is available to meet with teachers to support differentiation during planning and curriculum pacing meetings. The AIG Coordinator utilizes guiding questions to help classroom teachers reflect on differentiation for AIG students: Are AIG students encouraged to extend learning beyond the basic level of understanding? Do AIG students have an opportunity to NOT succeed with ease in order to develop their talent and potential? When answered no, the AIG Coordinator works collaboratively with the classroom teacher to develop more effective differentiation for AIG students by providing models, resources, and strategies designed to engage and challenge gifted students. The AIG Coordinator has protected daily planning time in order to plan advanced content, refine implementation of differentiated units and evaluate the effectiveness of curriculum and instructional units. During this time, the AIG coordinator may work collaboratively with other AIG teachers within the school. With the collaboration of the MTSS team, Exceptional Children Director and the Multilingual Learner Lead, the AIG Coordinator will identify modifications and accommodations to ensure that support and services are provided to address the strengths and challenges of twice exceptional students.
* Ideas for Strengthening the Standard ▪ Build and grow Bibliotherapy Library along with offering professional development on bibliotherapy ▪ Continue to collect resources and expand Professional Development for classroom differentiation	
Planned Sources of Evidence * AIG Resource list	

* Grade-level Academic Pacing Guides		
* MTSS notes and Board of Directors Academic Excellence Committee notes		
Documents		
Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development	
Bethel Hill Charter (73A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	<i>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.</i> * Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. Bethel Hill Charter School employs an AIG-licensed educator as the lead coordinator to guide, plan, develop, implement, revise and monitor the AIG program and plan. The AIG Coordinator will work with other AIG-licensed teachers on staff as well as the principal to ensure a successful implementation cycle. In order to fulfill these duties, the AIG Coordinator will be tasked with the following: • Overseeing the screening, referral, and identification processes for the school • Maintaining documentation of student identification evidence and services provided • Providing leadership and advocacy for the needs of AIG students at all levels • Monitoring implementation of program services and staff • Participating in professional development opportunities, including regional and other statewide meetings to support gifted programs • Developing, monitoring, revising, and evaluating the Local AIG Plan and program • Providing professional development and resources to engage AIG licensed teachers in continued adult learning regarding gifted and advanced students • Developing partnerships and communication strategies with families, parents/guardians, and the community to support the AIG program • Serve on the MTSS team in order to effectively represent, provide information about, and advocate for the AIG program within the MTSS context • Plan and facilitate periodic meetings with other AIG teachers within the building, both licensed and school-level endorsed to develop leadership potential and ensure the needs of AIG students are met consistently • Work closely with the school counselor to ensure the social emotional needs of AIG students and potential AIG students are met A support system for the AIG program will consist of other AIG licensed teachers within the school as well as the administrator and the MTSS team lead. The Director of Curriculum and Instruction will serve on the support team as well to aid in curriculum differentiation. The AIG Coordinator will develop an AIG Brochure for staff that supports an understanding of the roles and responsibilities of classroom teachers and AIG certified staff within the AIG program. Time for professional development and work sessions is provided in order for AIG specialists to develop required competencies. This time allows for the AIG Coordinator and licensed staff to attend regional and state meetings as well as NC Association of Gifted and Talented conferences and other professional development opportunities. The AIG Coordinator will partner with the NC Association of Gifted and Talented as a member.
* 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. Bethel Hill Charter School's AIG Coordinator must be an AIG licensed teacher for the state of North Carolina. Bethel Hill Charter School strives to employ other AIG licensed teachers as classroom teachers, interventionists and specialist teachers. Currently Bethel Hill Charter School employees four AIG licensed teachers - one AIG Coordinator, two classroom teachers, and a media coordinator. The AIG licensed coordinator provides direct instruction to AIG identified students in reading and math. Classroom AIG licensed teachers serve as leads in classroom differentiation and collaborate with other classroom teachers to support, design,	

and deliver tiered and enhanced activities that extend learning. The AIG licensed media coordinator works with the AIG Coordinator in talent development as well as referrals and screenings of potential AIG students. All AIG licensed teachers serve on the school-level AIG Team to support the program implementation. All AIG licensed staff work hand-in-hand with the school counselor and MTSS team when behavior or social emotional issues arise. Collaboratively with the classroom teacher, they create and ensure the implementation of support plans for students. AIG licensed staff serve on the school leadership team to strengthen services in all areas but specifically in the area of gifted learning. The leadership team has accepted the task of supporting the implementation of an AIG program as one of its goals within the School Strategic Plan. AIG-licensed staff members serve as leads in professional development that supports the implementation of the local AIG program and plan. These staff members also collaborate with the MTSS team, working to represent, provide information and advocate for the service of gifted students.	
* 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. As Bethel Hill Charter School begins a newly implemented AIG plan and program, all staff will be required to participate in AIG 101 professional development. This professional development will address the skills, knowledge, and understanding each stakeholder needs to have to support AIG students as aligned with Bethel Hill Charter School's local AIG plan. This professional development will be provided at the beginning of the initial school year within the plan as well as housed online in our school's local PD folder. To grow our AIG program, the AIG coordinator will work with other AIG licensed staff to develop professional development modules that are targeted to the expectations of various staff members including classroom teachers, instructional specialists, student service personnel and school administrators. In addition to the AIG 101 professional development, training will be provided on the characteristics of gifted students, how to differentiate curriculum and instruction of gifted learners, social and emotional needs of gifted learners, and gifted multiilingual learners and twice exceptional students. Training will be designed using the NCDPI Advanced Learning and Gifted Education resources and tools. In addition to training, Bethel Hill Charter School will work towards developing professional development courses and programs that lead to a school-level endorsement of AIG trained staff members. This course will be open to all staff members: classroom teachers, specialists, and assistants. Members of the MTSS team will receive professional learning on the role of Gifted Education within a Multi-Tiered System of Supports (MTSS). This training will be led by the AIG Coordinator at the beginning of each school year using the AIG MTSS Guidance document, <i>Integrating Academically or Intellectually Gifted Services in a Multi-Tiered System of Support</i>. The professional development needs assessment conducted annually, will include a section on AIG needs to determine the direction of future AIG professional development. AIG licensed staff will use data collected from the professional development needs assessment to develop targeted training on differentiation within the classroom and specialist areas. AIG licensed staff will collaborate with other departments within the school to develop the targeted training.	
* 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 or an AIG licensed teacher will provide pull out services during the school-wide intervention block for grades K-5 to all AIG identified students varying from at least one to four times a week depending on identification. AIG identified students in grades K-5 will receive differentiated instruction designed by personnel who have earned an AIG add-on license or have met the school-level requirements for AIG endorsement. In the case that a grade level does not have a licensed AIG teacher or school-level endorsed AIG personnel, an AIG	

licensed teacher will collaborate with the grade level team to design differentiated instruction that fits the students' needs. Students at potential of AIG identification will be placed in nurturing groups during intervention block and receive instruction designed by a licensed AIG teacher or school-level endorsed AIG personnel.	* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Bethel Hill Charter School Board of Directors has developed a policy to encourage, recruit, and retain AIG-licensed professionals within the school by financially supporting coursework leading to AIG licensure. Current employed teachers may be reimbursed for tuition per course up to 75% as long as a grade of B or A is earned in the course. The Board of Directors also provides reimbursement to any teacher that successfully takes the state approved Praxis for Gifted Education and receives a passing score. During the hiring process of classroom teachers, Bethel Hill Charter School seeks applicants with licensure in multiple areas, including AIG. Proof of licensure is required by all applicants. Thoughtful and intentional questioning pertaining to meeting the academic, behavioral, and social emotional needs of students is used during the interview process, particularly the needs of AIG students. Bethel Hill Charter School participates in teacher job fairs at multiple colleges and advertises job openings on various platforms in an effort to recruit teachers of diverse backgrounds.
* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Annual professional development will include opportunities for staff members to realize equity and excellence in gifted education. These opportunities focus on changing mindsets, policies, and practices within our school in an effort to meet the needs of all students. Professional development will incorporate the Call to Action Framework Overview and Guidebook as well as a book study using <u>Excellence Gaps in Education</u> by Jonathan A. Plucker and Scott J. Peters. The AIG Coordinator participates in school-wide Data Digging Days held twice a year to review data of all students. This time allows the AIG coordinator the opportunity to review data of all students and to identify students that demonstrate a need for advanced learning enrichment and nurturing. Special attention is given to students in under-represented groups as well as identified Multilingual students and Exceptional Children in an effort to ensure students are not overlooked. Talent pool identification may be adjusted to include the top 10% of students in under-represented groups when the need is identified.	* Practice G Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning. The AIG Coordinator works collaboratively with the Professional Development team to provide professional development that is aligned with local AIG program goals, school-wide initiatives and best practices in gifted learning. In addition to the AIG Coordinator, the Professional Development team includes the Director of Curriculum and Instruction, the School Counselor, the Director of Technology, Director of Accountability, and the School Administrator. Staff members are surveyed annually on the school professional development needs and CEU trackers are evaluated to find gaps in professional development areas. Using this information, the Professional Development team works to provide professional development that is aligned to the school's mission of laying the foundation for individual excellence in all children as well as best practices in education.
* Ideas for Strengthening the Standard • Develop professional development courses leading to school-level endorsement in AIG. • Encourage existing teachers to obtain AIG Licensure and/or hire teachers who are AIG certified.	

Planned Sources of Evidence		
*	Board Policy for the Recruitment of AIG personnel	
*	CEU and Licensure Records	
*	AIG Professional Development Online Housing Folder/List	
Type	Documents Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	

Standard 5: Partnerships	
Bethel Hill Charter (73A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.	Bethel Hill has intentional two way partnerships with all parents and this will continue with the parents of our AIG students. Parents meet with teachers at least two times per year for conferences. The AIG Coordinator will be available to talk with parents and answer any questions during this time. The AIG Coordinator will conference with each family of AIG students at least once a year to review AIG students' Differentiated Educational Plans (DEPs). Additional conferences may be requested by the AIG Coordinator or the parent/guardian of an AIG student. Parents/guardians will supply input during annual reviews of AIG students' Differentiated Education Plans (DEP) regarding the students' academic and intellectual, as well as social and emotional needs. During our annual Curriculum Night, the AIG Coordinator will be in attendance to interact with students and parents. The AIG Coordinator will provide examples of work completed during their AIG pull out time or any projects they are working on. Bethel Hill's AIG Advisory Committee will include parent representatives in order to get parental input each year to help guide the program. AIG updates and activities will be noted in our school's Charter Chatter newsletter which is published monthly. This is also linked to our website. Parents are also encouraged to volunteer for special activities at Bethel Hill Charter School and attend any field trips that students participate in.
* 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.	The AIG Coordinator will seek partnerships within the local community to expose students to possible careers depending on student interest through field trips or guest speakers. The AIG Coordinator will work with the school's leadership team to discuss increasing involvement of business and community leaders to support the needs of the local AIG program. Some of the needs may include after school enrichment clubs, additional funding and volunteerism. AIG students will have the opportunity to participate in county wide activities such as the Scripps Spelling Bee and the county Battle of the Books competition.

* 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.	The AIG Advisory Committee will seek stakeholders that are inclusive and match our school's population. The AIG Advisory Committee will ask stakeholders for a 2 year commitment with staggering terms. The AIG Coordinator will lead the AIG Advisory Committee. The group will help monitor, implement, and revise the local AIG plan and program. The AIG Advisory Committee will include AIG licensed teachers, a board member from the Academic Excellence Board of Directors committee, an administrative representative, a parent representative from the lower and upper elementary levels, and will seek community member representatives.
* 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 Local AIG Plan for Bethel Hill Charter School will be posted to the school website in its entirety. Parents may request translation of the plan in any language. Notification of AIG program implementation will be made during Open House as well as in the September Charter Chatter newsletter. The AIG Brochure will be available on the school website, outlining the program services, procedures for referral, screening and identification, roles of staff members, and policies on safeguarding the rights of AIG students and families. Ways to access advanced learning opportunities will be linked and advertised on the school website. These opportunities will include upcoming student events and contests as well as Family Support links like NCDPI's AIG Learning Resources which include Virtual Resources to Support Families and Educators of Gifted Services. Communication is ongoing through the school website, the Charter Chatter newsletter and parent-teacher conferences. Documents are translated to spanish when needed as well as other languages upon request.
* Ideas for Strengthening the Standard • Expand the advisory committee with community stakeholders • Seek out partnerships with Institutions of Higher education to provide staff development opportunities or resources for teachers working towards AIG certification. • Continue to add resources to the AIG tab within the school website. • Continue to establish relationships with local business leaders to speak to AIG students or provide field trip opportunities.	Planned Sources of Evidence

* Bethel Hill Charter School website		
* List of Community Partnerships		
* Stakeholder Survey Results		
Type	Documents	Document/Link
AIG Standard 5 Additional Resources	Document Template	
	N/A	

Standard 6: Program Accountability	
Bethel Hill Charter (73A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	<i>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.</i>
* 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. The Bethel Hill Charter School AIG plan was developed in accordance with the NC AIG Program Standards by the AIG coordinator in collaboration with the AIG Advisory committee consisting of the AIG Coordinator, the principal, school counselor, Director of Curriculum and Instruction and other Bethel Hill Charter School employed AIG licensed teachers. As part of the AIG program development process, student demographics and achievement data on standardized testing such as Measures of Academic Progress (MAP), North Carolina Check-ins, and End of Grade assessments were analyzed. Notation was made comparing the use of intervention strategies used to work with high achieving students to the current overall amount of intervention strategies that were in place during the school year. It was noted that an AIG program was needed to ensure the needs of advanced learners are met as well as Tier 1,2,3 students. The Bethel Hill Board of Directors implemented a policy in 2023 to promote the recruitment of AIG teachers and provided tuition aid for two current teachers to enroll in coursework leading to AIG add-on licensure. The next step was implementing a schoolwide intervention block, providing time in the school day for small group pull-out sessions to meet the needs of all students. The two newly licensed AIG teachers then built a school level team and attended AIG Plan Writing Conferences to explore and gather information on AIG program plans and to begin implementing strategies to work with advanced learners during the intervention block. Using academic data as well as information collected in research, the school-level team worked to develop referral, screening, and identification processes and pathways in accordance with school and state expectations. Students demonstrating at-potential characteristics for AIG identification were serviced in the small group pull-out intervention blocks by a licensed AIG teacher while the AIG Plan was written. This provided the opportunity to experience different processes and procedures for the upcoming AIG program implementation. Beginning in the Spring of 2025, AIG plan updates and drafts were presented each month to the Bethel Hill Charter School Board of Directors. The final draft of the Bethel Hill Charter School Local AIG Plan was approved by the Bethel Hill Charter School Board of Directors on June 16, 2025 and submitted to the NC Department of Education.	* 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 Coordinator and Advisory Committee will monitor the program in accordance with current state policies and legislation to ensure the fidelity of its implementation. The AIG Coordinator will complete interim reports to assess the progress of the program's implementation. In addition to interim reports, audits will be conducted by the AIG Coordinator of all parent correspondences and student files, along with observations of services. Interim reports and audits will be reviewed by the AIG Advisory Committee and findings will be reported annually to the Bethel Hill Charter School Board of Directors. The AIG Coordinator will meet every 6 weeks with the school MTSS committee and teachers to review academic performance data and ensure students are receiving appropriate services and interventions. Findings will be reviewed by the school-level AIG Team.
* 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.	

State allotted funds are used for AIG related professional development sessions and materials for all staff, including the AIG Coordinator and other licensed AIG teachers on best instructional practices to teach AIG students in the classroom. It is a goal of Bethel Hill Charter School to build an AIG resource library for staff members as well as a reading library for students. The reading library will include bibliography books for students that are geared toward social and emotional support. State allotted funds will also be used to purchase licenses for the administration of aptitude assessments such as the CogAT each year. Salary support of AIG licensed teachers and staff, as well as tuition aid and Praxis reimbursements may be included in the budget to help recruit and retain AIG licensed staff.	* 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. Data from multiple sources including End of Grade assessments and Measures of Academic Progress (MAP) assessments will be disaggregated to recognize trends and patterns over time of AIG students. Findings will be shared with teachers and other stakeholders at the beginning and end of each school year. EVAAS projections and growth reports will be analyzed to determine growth trends as well among the AIG population. NC Check-In and Measures of Academic Progress (MAP) reports will be used throughout the school year to monitor student learning progress and aid teachers in differentiating instruction in the classroom. Data from these assessments will be analyzed by the AIG Coordinator annually to determine the equity and efficacy of the school-wide AIG program. AIG updates will be given throughout the school year to the AIG Advisory Committee, MTSS Committee, the leadership team, and the Board of Directors.
* 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. Academic data sheets will be kept by the AIG Coordinator utilizing the AIG Identification Rubric for all K-5 students placed in the talent pool to determine eligibility for identification. All second grade students at Bethel Hill Charter School will participate in the CogAT universal screener in the spring of the school year. Any referrals from parents and teachers will be passed on to the AIG Coordinator and reviewed and analyzed by the school level AIG Team. Once referrals have been analyzed and reviewed, the school-level AIG Team will make a recommendation at the next scheduled MTSS meeting where a placement decision is made. AIG Identification Rubrics will be provided for each referral. Students who do not meet the points rubric for identification may qualify for advanced services in our nurturing program. The school-level AIG Team is tasked with ensuring that a student's racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce a student's likelihood of AIG identification. The AIG Coordinator will be part of the MTSS team and will work collaboratively to determine if demographic groups are being equitably identified for intervention. The AIG Coordinator will also work with the MTSS Coordinator to determine if interventions given to AIG students are effective or if changes need to be made.	* 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. Licensure records and continuing education records are maintained by Bethel Hill Charter School Professional Development Team Lead. Updates to records are reviewed for accuracy by the Professional Development Team Lead and verified by the Licensure Specialist twice a year. The AIG Coordinator will document employees who have earned the AIG add-on license and those participating in professional development geared towards gifted learners. This information will be used when assigning AIG students to regular education classrooms when possible.

AIG Licensure will be required for the AIG Coordinator. The AIG Coordinator will be a member of the school leadership team to support the AIG program as part of the School Strategic Plan. The AIG Coordinator will have a membership with the NC Association of Gifted and Talented.. Administrators will seek out personnel who have AIG add-on licensure during the hiring process. They will also encourage teachers to enroll in AIG licensure programs, take the AIG Praxis, and alert staff of universities which offer online licensure programs.	* 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. The following processes will be utilized to ensure that students, parents/families, teachers, and other stakeholders have the opportunity to provide regular feedback regarding the effectiveness of the AIG program: • Annual survey of AIG parents with an invitation for comments. • Student surveys during the school year, providing the opportunity to give feedback. • The school will request at least 2 parents to participate in AIG Advisory Committee meetings each year during which they will evaluate the program and provide recommendations. Assessment data from End of Grade assessments, NC Check-Ins, Measures of Academic Progress Growth (MAP) assessments, class grades and growth data for AIG students will be reviewed regularly by the AIG Coordinator to evaluate the effectiveness of the program. The AIG Coordinator will present the feedback from parent and student surveys to the AIG Advisory Committee and discuss ways to make program improvements. The AIG Coordinator and Advisory Committee will meet to discuss the effectiveness of the program and determine if any changes need to be made to the AIG plan based on reports and any policy updates from NCDPI.
* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. Findings from the AIG program evaluation will be given to school personnel at informational meetings at the beginning of the year. These findings will include AIG student performance data and survey results from the previous year. The Bethel Hill Board of Directors will receive annual updates on evaluation data during the annual retreat and planning meeting. AIG students will receive data on overall student survey results when they meet with the AIG teacher at the beginning of the school year. AIG families will be updated on survey data during annual DEP review conferences as well as through Charter Chatter newsletters.	* 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. Bethel Hill Charter School will ensure the rights of all AIG students and their parents/guardians are safeguarded with the following policies, procedures, and practices. All documents are available for translation into the student's/family's native language. ☐ Click here to remove the table and use only the narrative field.

Process	Procedure
Informed consent for identification	* Parents will be notified electronically through our school information system or with a letter sent home about universal screening in second grade. The parent will need to request their child not participate in the screening via writing in order to be excluded.
Informed consent for placement	* If a child meets the requirements for AIG services either through universal screening or through achievement as outlined in the plan, parents will be called in to discuss the AIG Committee's recommendations. Parents will sign a consent form before services will start and a DEP will be created.
Transfer procedures	* Any student transferring into Bethel Hill who has official documentation that they were identified and received services in an AIG program at their previous school, will continue to be served in the areas they have been identified. Parents will be contacted by the AIG Coordinator to discuss services they will be receiving at Bethel Hill Charter School. If a student transfers in that has not previously been identified as AIG but meets the criteria for identification based on previous testing data, the student will be evaluated by the AIG committee for eligibility. Bethel Hill Charter School honors the interstate compact on educational opportunities for military children. https://www.dodea.edu/partnership/interstatecompact.cfm
Reassessment procedures	* All students are monitored twice a year for AIG potential during beginning of the year and mid year data reviews. Students at potential for AIG identification will be on a watch list or placed in a talent pool, kept by the AIG coordinator. Their academic performance data will continue to be recorded and evaluated twice a year for possible identification. AIG identified students may also be reassessed for the sole purpose of adding to previous identifications. For example, a student identified as AR or AM may add a subject area becoming AG or AIG. Bethel Hill Charter School does not practice "de-gifting" by removing an identification. Bethel Hill Charter School evaluates all data at multiple points to determine appropriate placement and services, adding services as needs arise.
Procedures to resolve disagreement	

* Board of Directors Student/Parent Grievance Policy

Type	Documents	
	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 Student/Parent Grievance Board Policy.

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* Approved by local Board of Education on:

06/16/2025 

AIG Related Documents

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Required Documents	
Type	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template  BHCS AIG Plan Approval Board Minutes
Optional Documents	
Type	Document/Link
AIG Standard 1 Additional Resources	N/A
	 AIG Parent/Guardian Referral  AIG Educator Referral  DEP.Differentiated Education Plan  AIG Identification Rubric
AIG Standard 2 Additional Resources	N/A
	 Early Entry to Kindergarten
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
	 Student/Parent Grievance Board Policy.

Glossary

Bethel Hill Charter (73A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
AIG Advisory Committee	a leadership group that advises the school's AIG Program composed of the AIG Coordinator, AIG licensed teachers, a representative from the Academic Excellence Board of Directors Committee, AIG parents/guardians, and community members
AIG Team (school-level)	group of AIG licensed teachers within the school that assists in screenings and evaluations for AIG identification as well as monitoring and assisting with the AIG program to ensure program effectiveness
Core Knowledge Curriculum	The Core Knowledge Curriculum Series™ provides comprehensive, content-rich learning materials based on the Core Knowledge Sequence. The Core Knowledge Sequence is a blueprint for knowledge-based learning where knowledge builds on knowledge. It provides a detailed outline of specific content and skills to be taught in language arts, history, geography, mathematics, science, visual arts, and music.
Director of Accountability	school-level employee that manages and oversees academic data at the school, district and state level as well as coordinates all testing sessions
EVAAS	SAS® EVAAS™ (Education Value-Added Assessment System) for K-12 is a customized software system available to all North Carolina school districts. EVAAS provides North Carolina's educators with tools to improve student learning and to reflect and improve on their own effectiveness.
Growth Mindset	the belief that abilities and intelligence can be developed through dedication, effort, and learning from experiences. Talent and intelligence are not fixed traits, but rather, can be cultivated and improved over time.
Leadership Team	school-level group of individuals, including administrators, teachers, and other school personnel who work collaboratively to guide and improve the school
Multi-Tiered System of Supports (MTSS) Team	group of educators and staff who collaborate to implement and oversee the MTSS framework within the school. This team analyzes student data, identifies students needing support, and develops and monitors interventions across academic, behavioral, and social-emotional domains. The team aims to ensure all students receive the appropriate level of support to succeed.
Measures of Academic Progress (MAP) Growth As	computer-adaptive assessments developed by Northwest Evaluation Association (NWEA) to measure student achievement and growth in subjects like reading and math
Nurturing Groups	small group educational settings that support potential gifted learners interest and feelings while exposing them to new experiences, ideas, and opportunities for advanced learning
PBIS	Positive Behavioral Interventions and Supports is a framework that schools use to promote positive behavior and create a safe, respectful, and effective learning environment for all students. Instead of solely focusing on punishment for negative behavior, PBIS emphasizes teaching, reinforcing, and supporting positive behavior.