Mission/Vision Statement and Funding

Bonnie Cone Classical Academy (61V) 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)

Bonnie Cone Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 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 comment.

For 2025-2028, the Bonnie Cone Schools local AIG plan is as follows:

At Bonnie Cone Schools, our mission is to create an environment that meets the diverse academic, intellectual, social, and emotional needs of gifted and advanced learners. We are dedicated to maximizing each student's potential, nurturing their individual talents, and challenging them through learning experiences grounded in the classical tradition.

At Bonnie Cone Schools (BC), our vision is to cultivate a community of gifted learners who are empowered to explore their passions and achieve excellence. We strive to provide a comprehensive AIG program that aligns with rigorous classsical curriculum and the North Carolina Standard Course of Study, fostering educational excellence through targeted support and opportunities for growth.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 1,309.39	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

Bonnie Cone Schools (BC) employs a comprehensive assessment system that collects screening information, state assessment data, and formative and summative assessment data to create detailed learner profiles for all AIG students. This approach ensures that every student has the opportunity to demonstrate their strengths and talents, thereby facilitating identification for the AIG (Academically and Intellectually Gifted) program.

Universal Screening Process:
1. Permissions and Notifications:
The universal screener, specifically the CogAT assessment, is administered to all 2nd-grade students. Parents receive prior notification about the screening process through emails, newsletters, and the school website, ensuring they are informed and can provide necessary permissions.

For students in kindergarten and first grade, who demonstrate advanced abilities, the school utilizes screening tools such as STAR assessments for reading and math and are reading two grade levels above their current grade level based on their assessments will be designated as strong candidates for further screening.

2. Ongoing Assessment in Grades 2-6:
In addition to the CogAT, students in grades 4-6 will have their EOG data reviewed at the beginning of each year to identify potential achievers who could benefit from enrichment services in reading and math.

For grades 2nd-6th, teacher-led Professional Learning Communities (PLCs) review learner profiles to identify students for referral to the AIG teacher for further assessment.

Referral Process:
Once a student is identified for further consideration, the AIG teacher will reach out to parents to obtain permission for additional evaluation. This step ensures that stakeholders are actively involved in the process.

Upon receiving parental consent, the student will be administered the Cognitive Abilities Test (CogAT) or other similar assessments, including the Otis-Lennon School Ability Test (OLSAT), Naglieri Nonverbal Ability Test (NNAT), or Kaufman Assessment Battery for Children (KABC). The results from these assessments, along with the student's learner profile and input from parents and teachers, is utilized to determine eligibility for the AIG program.

Additional Assessments:
If further academic information is required, additional assessments such as the Iowa Assessments and the Kaufman Test of Educational Achievement (KTEA) may be administered to provide a comprehensive understanding of the student's capabilities.

Referral Limitations and Communication:
Students may only be referred for consideration in the AIG program once per school year. The referral window is clearly published on the school’s website and communicated through parent newsletters, and emails. Additionally, teachers will inform parents about the referral process during parent-teacher conferences,

ensuring transparent communication and understanding.

Support for Transferred Students:
Students who enroll in BC with an AIG label from a school with a state-approved AIG plan will be placed in the AIG program that aligns with their grade level, ensuring continuity of services and support.

BC ensures that the needs of gifted learners are identified and addressed effectively at all grade levels, aligning with the standard for developing screening and referral processes to promote opportunities for every student.

* **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.

BC uses a comprehensive process and criteria for AIG (Academically and Intellectually Gifted) student identification across all grade levels, K-6. This process provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve, ensuring that both qualitative and quantitative data contribute to developing a comprehensive learner profile.

Identification Criteria:
1. Intellectual Aptitude:
Students who demonstrate intellectual aptitude at the 95th percentile or higher on standardized assessments, such as the CogAT, will be considered Intellectually Gifted (IG).

2. Academic Achievement:
Students achieving two or more grade levels above their current grade level in reading and/or math will be reviewed for possible placement in the AIG program using additional testing.

3. Universal Screening:
Universal screening occurs in grade 2 using the CogAT assessment to identify students who may not have been referred through other means. This screening is conducted annually, ensuring that all students have the opportunity to be considered for AIG services.

Diverse Assessment Approaches:
The assessment tools utilized for each student are determined by the AIG team after reviewing each learner's profile. For example:
A multilingual learner showing potential for giftedness may be assessed using the Naglieri Nonverbal Ability Test (NNAT) to accommodate language needs.

A student assessed for special education services may qualify for AIG services based on the Kaufman Test of Educational Achievement (KTEA).

Identification Pathways:
Pathway One - Aptitude & Achievement:
This pathway identifies students who may be intellectually and academically gifted, utilizing various assessments to classify students into the following categories:
AR (Academically Gifted- Reading Only)
AM (Academically Gifted- Math Only)
AG (Academically Gifted- Reading and Math)
AIG (Academically and Intellectually Gifted All Areas)

Criteria for Pathway One:
A student scoring 95 total score or above on the CogAT-7 qualifies for AIG.

Criteria for Pathway Two: (AR, AM,AG)
This pathway identifies students who may not qualify through standard gifted testing measures but demonstrate a need for higher academic rigor and intellectual challenge. The goal is to develop students' potential for future identification.

Identification Criteria for Pathway Two:
Students must be observed by the AIG teacher and meet a combination of the following:
1. Above grade-level achievement in the general education classroom.
2. Demonstrated personal interest and motivation.
3. Use of critical thinking skills observed by teachers.
4. Achievement Scores and/or Testing:
*85th percentile or higher on CogAT testing
and/or
*Level 5 STAR Benchmark testing
and/or
*Level 5 EOG testing.
and/or
*Subject Area Grade of A

AIG teachers will engage with all stakeholders, including the student, parent, and classroom teacher, to assess the appropriateness of gifted services.

Pathway Three Transfer or Private Entrance:
This pathway applies to students who have received a private evaluation funded by their parents, or assessments conducted by school psychologists, as well as students formally identified by another school district for gifted services and transferring to BC. Transferring students must provide records from their previous school, including the test used, test score, and eligibility criteria for identification.

BC involves all stakeholders in the identification process and clarifies these pathways and assessment processes, so all stakeholders understand how students qualify for AIG services and the types of gifted classifications available. This approach ensures that identification is fair, transparent, and tailored to meet the diverse needs of our student body.

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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.

BC is committed to ensuring that AIG screening, referral, and identification procedures effectively respond to underrepresented populations of gifted students, including those who are culturally and ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional.

To achieve this, the school utilizes a formal universal screening process with the CogAT for students in 2nd grade. This approach helps identify students who may not have been referred through other means, ensuring a broader reach for potential AIG candidates.

Professional Development:
As part of BC's ongoing professional development plan, all administrators, teachers, and school personnel working directly with students receive training focused on the core principles of academic and intellectually gifted education. This training specifically includes strategies for identifying underrepresented populations that may affect referrals and identification.

Individualized Assessment Plans:

BC collaborates with parents, students, AIG licensed teachers, and other school personnel to determine the most appropriate assessment plan for each student referred for consideration in the AIG program. Assessments, including formal aptitude tests, will be selected based on each student's individual needs.

For example:

A multilingual learner may be assessed with the Naglieri Nonverbal Ability Test (NNAT), which is non-verbal and does not rely on English language proficiency.

A student with autism may undergo a formal evaluation by a school psychologist using the Kaufman Assessment Battery for Children (K-ABC) and the Kaufman Test of Educational Achievement (KTEA) to determine if the student qualifies as twice-exceptional.

Data Analysis and Strategy Development:

As baseline data is established from the screening and identification processes, BC analyzes the demographics of students identified for the AIG program. This analysis helps identify which underrepresented populations are present and helps assess the effectiveness of current identification strategies.

Based on the findings, the BC expands and refines strategies to ensure there is equal access to AIG services for all student populations. This may include targeted outreach efforts to engage families from diverse backgrounds, providing resources in multiple languages, and creating awareness to encourage referrals from various community stakeholders.

BC aims to cultivate a more inclusive AIG program that reflects the diversity of our student body by proactively addressing the needs of underrepresented populations and continuously evaluating our identification processes.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	85.71%	---	---	---	---
Male	---	16.13%	>95%	---	---	---	18.33%
Total	47.62%	15.45%	>95%	---	68.42%	---	15.57%

Percent of Total AIG Students Identified as Dual Exceptionality

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* **Practice D**

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

BC is dedicated to monitoring the screening, referral, and identification processes to ensure consistent implementation across the Local Education Agency (LEA). To achieve this, the school provides universal screening to all students at least once per year in 2nd grade and parent and teacher referral testing in grades 3rd-6th. This approach aims to identify students who are at-risk as well as those who demonstrate characteristics of academically and/or intellectually gifted learners.

Collaboration in Professional Learning Communities (PLCs):

Staff members receive training to effectively utilize universal screenings and other data resources for identifying students who may require academic intervention or extension. Teachers and administrators engage collaboratively in PLCs weekly, where they specifically focus on analyzing student data. This data-driven approach informs continued planning, allowing each grade level team to provide targeted interventions for students needing remediation and extensions.

During PLC meetings, when patterns emerge that suggest a student may be academically or intellectually gifted, grade level teams take proactive steps to refer that student for AIG consideration. This collaborative approach fosters a supportive network where teachers can share insights and strategies, ensuring a consistent identification strategy is used for giftedness across all student populations.

Coordination with CMO:
BC partners with their Charter Management Organization (CMO), which enhances the coordination and collaboration within PLCs across multiple CMO managed schools. AIG teachers and school administrators work collectively to refine the implementation of AIG practices, benefiting from shared experiences and resources.

Monitoring and Review Processes:
To support the consistent implementation of screening, referral, and identification processes, the AIG team, along with campus administration teams, conduct reviews of screening and assessment outcomes and practices yearly. This structured review process ensures ongoing evaluation and refinement of identification practices.

All AIG documentation, including records of students referred for screening, will be collected and stored electronically in each school's AIG Google Drive. Additionally, students who qualify for the AIG program will be designated in Infinite Campus (IC). For students referred but not identified, as well as all 2nd graders who undergo universal screening, and 3rd-6th graders have their aptitude testing score sheets placed in their cumulative files and digitally attached in Infinite Campus.

BC is continuously enhancing the consistency and effectiveness of screening, referral, and identification processes, ensuring equal access to AIG services for all students by focusing on collaboration within PLCs and with the network.

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

BC is dedicated to disseminating information regarding the screening, referral, and identification processes for the AIG program to a variety of stakeholders, including school personnel, parents/guardians, students, and the community-at-large.

Annual Training for Staff:
The processes and procedures for identifying students for the AIG program are provided to teachers and school staff annually during training sessions.

Website Resources for Parents and Community:
The school provides an AIG website to provide clear and concise information about the program. To foster transparency and engagement, the website feature a dedicated section for parents and the community, detailing the AIG program and staff members to contact for further questions. This resource is designed to give parents and community members the information they need to support their students.

Ongoing Support through PLCs:
AIG teachers routinely participate in campus grade-level PLCs to support classroom teachers and staff in identification and instruction of AIG-identified students. This collaborative approach enhances the identification process and ensures that instructional strategies are aligned with the needs of gifted learners.

BC aims to ensure that all stakeholders are well-informed about the AIG program, fostering an inclusive environment that recognizes and supports the diverse needs of gifted learners.

* **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.

BC is committed to thoroughly documenting the evidence gathered and analyzed to support AIG identification decisions. This documentation is reviewed with parents/guardians and maintained in student records to ensure transparency and collaboration throughout the process.

AIG Assessment Results and Documentation:
Once the evaluation window has concluded and results from AIG assessments have been obtained, these results are documented using the AIG Results Letter. This letter includes a recommendation regarding the child's qualification for the AIG program. The documentation is reviewed by the school director before being sent to parents.

Intentional Review with Parents:
To ensure that parents are fully informed and engaged in the decision-making process, AIG Results Letters are accompanied by an invitation for parents to discuss the findings. If a parent disagrees with the recommendation, a meeting is scheduled that includes the student's parent(s), the classroom teacher, the AIG teacher, and the school director. During this meeting, the available data is reviewed in detail, allowing for a thorough discussion of the evidence and a collaborative decision regarding the student's placement in the AIG program.

Electronic Documentation and Student Records:
All AIG forms, including nomination forms from parents and staff, are securely stored electronically in the school's AIG Google Drive. Additionally, student qualifications for the AIG program are documented in Infinite Campus, allowing for efficient tracking and management of AIG identification evidence.

Planned Sources of Evidence:
The documentation process will include several planned sources of evidence:
1. Nomination forms submitted by parents and staff.
2. Purchase of CogAT test materials to ensure high-quality assessment.
3. A testing calendar for all school years, which will include CogAT testing dates.
4. An AIG webpage that will be created and regularly updated to provide ongoing information about the program.

BC uses Infinite Campus to document identification evidence for newly identified students, and for the intentional approach taken to review initial identification evidence with parents.

* **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.

BC at the start of each school year develops and documents a student plan for each AIG student, specifically a Differentiated Education Plan (DEP), to ensure that differentiated curriculum and instruction aligns with K-6 AIG students identified needs. This process includes active collaboration with parents/guardians to ensure effective programming, provides continuation of services, and supports school transitions.

Training and Data-Driven Instruction:
At the start of the school year, teachers receive comprehensive training on benchmarks for identifying high achievers. This training ensures that all classrooms are data-driven, providing high-achieving students with instruction tailored to their individual needs.

Collaboration in Developing DEPs:
Initial Development:
DEPs are created collaboratively, involving teachers, administrators, relevant support staff, and parents/guardians from the outset. This collaborative approach ensures that the unique insights and concerns of families are integrated into the plan.

Active Participation:
Parents are encouraged to engage actively in the development of the DEP, sharing their observations and expectations for their child's educational experience. This collaboration fosters a shared understanding of the student's strengths and areas for growth.

Annual Review Process:
DEPs are shared with parents during annual meetings, where they are invited to provide feedback and discuss the effectiveness of the strategies implemented.

After the revision process, which includes collaborative input from teachers, administrators, and parents, updated DEPs are shared with families to keep them informed about their child's instruction and any adjustments made.

Students that are only Gifted identified in one subject area (verbal, and or quantitative, and or nonverbal) will be reviewed using: STAR Benchmark Scores (Level 5), and/or EOG Scores (Level 5) to potentially be qualified in additional Gifted identification areas.

Documentation and Accessibility:
All DEPs are securely stored electronically in Infinite Campus and within student cumulative records, ensuring easy access for teachers and staff.

Teachers have ongoing access to the DEPs to monitor progress and adjust instruction as needed.

BC fosters a collaborative approach to enhance the educational experience for AIG students and builds strong partnerships with families by engaging families in the development and annual review of DEP's.

*** Ideas for Strengthening the Standard**

BC's student identification procedures for AIG are clear, equal, and comprehensive, and lead toward appropriate educational services.

Planned Sources of Evidence

*	Yearly Testing Calendar (included in the Academic Calendar)
*	Differentiated Education Plans (DEPs)
*	Annual Performance Review of DEPs at the end of the year

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	Yearly Testing Calendar (included in the Academic Calendar) Differentiated Education Plans (DEPs) Annual Performance Review of DEPs at the end of the year

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Standard 2: Comprehensive Programming within a Total School Community

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

* **Practice A**
Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

BC provides a comprehensive AIG program that meets the academic and intellectual needs of AIG students from K-6 and 7-12 (N/A), ensuring collaboration among various personnel. Our services are aligned with the advanced learning needs and AIG identification criteria.

1. Comprehensive Assessment System:
BC utilize a multi-faceted assessment system that includes:
*Universal screening with the CogAT assessment for all 2nd graders.

*STAR assessments conducted three times annually for students in kindergarten through 6th grade to evaluate reading and math skills.

*The STAR Diagnostic Report is used to identify students demonstrating proficiency two grade levels or more above their current grade level for further consideration.

2. Universal Screening Process:
All students undergo universal screening at crucial developmental stages:
*2nd Grade: CogAT assessment.

3. Ongoing Review Process:
At the start of each academic year, BC review End-of-Grade (EOG) data for students in grades 3-6 to identify potential candidates for enrichment services in reading and math.

Professional Learning Community (PLC) meetings allow for the review of learner profiles, referring students to AIG teachers for further assessment.

4. Identification of Candidates:
*Strong candidates for screening in 3rd through 6th grade are identified based on the following criteria:

*Reading at least two grade levels above as indicated by the STAR reading Diagnostic Report.

*Scoring in the 95th percentile on EOG assessments for 3rd-6th graders.

5. Referral and Evaluation Procedures:
AIG teachers communicate with parents of referred students to obtain consent for further evaluation, providing clear information regarding the process.

Students with parental permission undergo the Cognitive Abilities Test (CogAT), and academic performance measures are reviewed.

6. Final Determination:
A comprehensive evaluation process includes assessment results, learner profiles, and input from parents and teachers to decide eligibility for the AIG program.

Referrals for AIG consideration are accepted once per calendar year, with communication about the referral window through the campus website and parent newsletters.

7. Differentiated Education Plan (DEP):
Each AIG-identified student has a DEP developed collaboratively by the AIG teacher, classroom teachers, and parents, which is revised annually.

Opportunities for acceleration are available based on the student's best interests, which may include subject area acceleration or grade level advancement.

8. Transition for New Students:
Students transferring to BC with an AIG label from a previous school with a state-approved AIG plan will be placed in the AIG program appropriate for their grade level.

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

BC is dedicated to monitoring the screening, referral, and identification processes to ensure consistent implementation across the Local Education Agency (LEA). To achieve this, the school provides universal screening to all students at least once per year in 2nd grade and parent and teacher referral testing in grades 3rd-6th. This approach aims to identify students who are at-risk as well as those who demonstrate characteristics of academically and/or intellectually gifted learners.

Collaboration in Professional Learning Communities (PLCs):
Staff members receive training to effectively utilize universal screenings and other data resources for identifying students who may require academic intervention or extension. Teachers and administrators engage collaboratively in PLCs weekly, where they specifically focus on analyzing student data. This data-driven approach informs continued planning, allowing each grade level team to provide targeted interventions for students needing remediation and extensions.

During PLC meetings, when patterns emerge that suggest a student may be academically or intellectually gifted, grade level teams take proactive steps to refer that student for AIG consideration. This collaborative approach fosters a supportive network where teachers can share insights and strategies, ensuring a consistent identification strategy is used for giftedness across all student populations.

Coordination with CMO:
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Monitoring and Review Processes:
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All AIG documentation, including records of students referred for screening, will be collected and stored electronically in each school's AIG Google Drive. Additionally, students who qualify for the AIG program will be designated in Infinite Campus (IC). For students referred but not identified, as well as all 2nd graders who undergo universal screening, and 3rd-6th graders have their aptitude testing score sheets placed in their cumulative files and digitally attached in Infinite Campus.

BC is continuously enhancing the consistency and effectiveness of screening, referral, and identification processes, ensuring equal access to AIG services for all students by focusing on collaboration within PLCs.

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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.

BC is dedicated to integrating and connecting the AIG program and services with the schools' priorities and resources through effective policy and practice, ensuring comprehensive learning opportunities for all students.

1. Commitment to Inclusive Learning:
BC prioritizes effective classical core instruction and professional development through Professional Learning Communities (PLCs). This collaborative approach fosters synergy across instructional departments, ensuring that AIG services align with the broader educational objectives of the district.

2. Policy and Practice for Gifted Learners:
Policies have been established to emphasize the importance of addressing the diverse needs of gifted learners at all levels. Differentiated instruction practices are implemented in classrooms to accommodate various learning styles and paces.

An inclusive environment is promoted to ensure that all students, including those from underrepresented populations, receive the necessary support to thrive academically and socially.

3. Collaborative Resource Sharing:
A shared Google Drive houses all AIG resources, granting access to instructional materials and strategies tailored specifically for AIG-identified students. This platform fosters a unified approach to gifted education among all teachers and instructional staff.

4. Monthly Administrative Meetings:
The administrative team conducts monthly meetings with the Exceptional Student Services team, which includes the Exceptional Children, Multilingual Learners, Multi-Tiered System of Supports (MTSS), and AIG programs.

These meetings facilitate regular communication between the AIG program and administration, allowing for continuous feedback and improvement of services for gifted learners. This collaboration ensures that policies are responsive to the evolving needs of AIG students, including those who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional.

5. Data-Driven Dynamic Class Placement:
High-performing students and AIG students will be grouped together during the WIN (What I Need) periods through a pull-out model, allowing for flexible skill-based instrcution that adapts to student needs..

Placement criteria include:
*End-of-Grade (EOG) data
*STAR Reading and Math Benchmark Testing
*NCDPI assessments
*NC check-ins and pretest assessments

This data-driven approach ensures that students are placed in learning environments that align with their academic needs, promoting continuous growth and engagement.

6. Continuous Improvement and Responsiveness:
BC demonstrates a commitment to integrating AIG services with other program areas, ensuring comprehensive support for gifted learners at all levels. The campus is dedicated to collaboration and ongoing improvement, reinforcing a responsive educational environment that benefits all students.

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

BC develops intentional and flexible grouping practices to facilitate the achievement and growth of AIG (Academically or Intellectually Gifted) students and other learners with advanced needs.

1. Monitoring and Identification Procedures:
The screening, referral, and identification of AIG students are continuously monitored through:
*Yearly reviews of End-of-Grade (EOG) and Benchmark data.

*Intentional and flexible grouping strategies.

*Targeted Differentiated Education Plans (DEPs) for all students, with explicit transition plans for 6th grade students moving into 7th grade.

Targeted Lessons:
Teachers employ flexible grouping to create targeted lessons that address the specific needs of high achievers. This differentiated instruction ensures that AIG-identified students receive the necessary lessons for their academic success.

2. Data-Driven Decisions:
Data from various sources, including End-of-Grade (EOG) assessments and pre- and post-unit assessments, inform the grouping practices. This ensures that student placements in groups reflect their current progress and skill levels.

3. Grade-Level Specific Grouping Practices:
Kindergarten through 2nd Grade:
AIG-identified students engage in flexible grouping based on their unique skill sets and learner profiles. Teachers provide opportunities for high-achieving students to work with peers of similar abilities, fostering a supportive and challenging environment. Additionally, 2nd grade students receive pull-out support from the campus AIG teacher at least twice a week.

3rd through 6th Grade:
In grades 3-6, AIG-identified students are clustered together in pull-out, flexible groups during WIN (What I Need) periods, where students are supported in differentiated, targeted enrichment aligned to their areas of strength.

7th through 12th Grade: (If Applicable)
For students in grades 7-12 (if applicable), they would the option to select advanced classes that align with their interests and abilities. Teachers would ensure appropriate in-class flexible grouping based on learner profiles, readiness, and interests identified in their DEPs. This responsive practice supports the diverse needs of advanced learners and promotes their academic growth.

4. Commitment to Supporting Gifted Learners:
BC is committed to supporting the learning and growth of gifted and advanced learners. By implementing intentional and flexible grouping strategies, all AIG-identified students receive the instruction necessary to thrive academically.

* **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.

BC is committed to informing all teachers, school administrators, and support staff about the delivery of differentiated services and instruction for AIG students, as well as regulations related to gifted education and the local AIG program and plan.

1. Comprehensive Communication Plan:
To effectively disseminate information regarding the screening, referral, and identification processes for AIG-identified students, a detailed communication plan has been established. This plan ensures all stakeholders—including school personnel, parents/guardians, students, and the community—are well-informed.

2. Staff Training:
All staff members receive training on policies and procedures related to serving AIG-identified students, covering important information about the local AIG program and plan.

Training sessions are conducted before the school year begins and are also available throughout the year via the district Google Drive. In-person sessions, facilitated by AIG team members, ensure that all campus staff have access to essential information.

3. Procedure Manual and Quick Guide:
A comprehensive AIG procedure manual is made available to all staff, serving as a vital resource for understanding and consistently implementing AIG processes.

An AIG Quick Guide is also provided, offering concise and accessible information about key aspects of the AIG program, enabling teachers to reference it easily as needed.

4. Communication with Parents/Guardians and the Community:
Regular newsletters and updates are sent to parents/guardians, providing information about the AIG program, including screening and referral processes, upcoming events, and opportunities for involvement.

Informational sessions are held for parents and guardians to discuss the AIG program, answer questions, and share resources to support gifted learners at home.

Community outreach initiatives aim to raise awareness about the AIG program and its benefits, ensuring that the community-at-large is informed and engaged.

5. Student Involvement:
Students are included in the communication plan through age-appropriate presentations and materials that explain the AIG program and the opportunities available to them as gifted learners. This empowers students to take an active role in their learning experiences and understand their educational journey.

6. Commitment to Ongoing Communication:
BC is dedicated to ensuring that all stakeholders are continuously informed about the AIG program, including updates on policies, practices, and opportunities for gifted learners. This commitment fosters a supportive environment that promotes academic growth and success for AIG-identified students.

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

BC is committed to ensuring effective communication among teachers and schools to facilitate the continuation of K-6 services and 7-12 (N/A) services (if applicable), particularly at key transition points for AIG (Academically or Intellectually Gifted) students.

1. Documentation and Transparency:
The AIG identification process is supported thorough documentation of evidence gathered and analyzed for identification decisions. This documentation is shared with parents/guardians and maintained in student records to ensure transparency and collaboration throughout the identification process.

2. Weekly Professional Learning Communities (PLCs):
Teachers and administrators engage in weekly PLCs to foster communication and collaborative planning. These meetings allow staff to discuss student progress, share insights, and refine instructional strategies specifically designed for AIG-identified students.

3. Vertical Team Meetings:
To maintain continuity as students advance to new grade levels, PLC teams meet in vertical teams during transitional periods. This strategy promotes a coordinated effort to understand each student's unique needs and strengths, ensuring that effective support is provided as they progress through grades.

4. Transition from K-6 to 7-12 (N/A):
When students transition from the K-6 campus to the 7-12 (N/A) campus (if applicable), the AIG team proactively meets with students, families, and Student Services. This meeting is essential for:
*Reviewing student documentation.

*Discussing AIG identification results.

*Tailoring the student's schedule to align with their interests and academic needs.

The AIG team provides guidance and support to families during this transition, reinforcing their commitment to address each student's individual needs in a new educational environment.

5. Focus on Key Transition Points:
Special attention is given to key transition points, such as moving from elementary to middle and high school. By prioritizing these transitions, BC ensures that students receive ongoing support and services throughout their educational journey.

The AIG team collaborates with campus administration and Student Services to facilitate appropriate placement and scheduling for students, thereby ensuring a seamless transition of services (If Applicable).

6. Comprehensive Support for Gifted Learners:
BC's approach to documenting evidence for AIG identification decisions and facilitating successful transitions for students fosters a supportive environment. This comprehensive strategy addresses the needs of gifted learners, allowing them to thrive as they progress through their academic careers.

* **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.

BC is committed to developing and documenting a comprehensive student plan that articulates differentiated curriculum and instruction tailored to meet the identified needs of K-6 AIG (Academically or Intellectually Gifted) students and 7-12 (N/A). This includes policies and procedures for a variety of acceleration opportunities such as compacted content, Credit by Demonstrated Mastery, dual enrollment, and subject and/or grade acceleration.

1. Differentiated Education Plans (DEPs):
DEPs are developed and reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions for AIG students.

2. Identification and Differentiation in Primary Grades:
Students in primary grades (K-6) are identified and provided with differentiated instruction by their classroom teachers. High achievers participate in leveled

reading and math groups, receiving instruction that is often one or two grade levels above their assigned grade.

The campus AIG teacher collaborates with high achievers, providing targeted support and enrichment opportunities for those exhibiting gifted tendencies.

3. Acceleration Opportunities:
Compacted Content: AIG students may engage in compacted curriculum that allows them to progress through the standard curriculum at an accelerated pace, ensuring they are challenged appropriately.

Credit by Demonstrated Mastery (N/A):
High school students have the opportunity to demonstrate mastery of content areas through assessments that allow them to earn credit for courses based on their proficiency, rather than seat time.

Dual Enrollment (N/A):
High school students who meet AIG criteria may participate in dual enrollment programs, allowing them to earn college credits while still in high school, thus providing advanced learning opportunities.

Subject and/or Grade Acceleration:
High-achieving students are afforded the flexibility to transition between targeted AIG groups each quarter based on their current performance data, which includes:
*End-of-Grade (EOG) Data
*STAR Reading and Math Benchmark Testing
*NCDPI assessments
*NC check-ins and pretest assessments.

4. Support and Training for Teachers:
Primary grade teachers receive ongoing support and training in differentiated instruction and strategies for gifted students from the campus AIG teacher. This collaboration ensures that teachers are equipped to effectively support AIG students.

The AIG teacher shares resources, including projects, lesson extensions, and strategies for fast finishers and quick learners, enhancing instructional practices.

5. Monthly PLC Meetings:
The campus AIG teacher attends monthly Professional Learning Community (PLC) meetings for grades K-5 and 6th grade, as requested. These meetings provide a platform for collaboration and discussion regarding the needs of AIG students.

6. Feedback Mechanisms:
To ensure programming is responsive to student needs, multiple avenues are provided for feedback:

Teacher Feedback:
Regular surveys and informal discussions during PLC meetings allow teachers to share insights on the effectiveness of differentiation strategies and suggest improvements.

Student Feedback:
Students are encouraged to participate in feedback sessions to express their thoughts on curriculum and instructional methods, recognizing them as critical stakeholders in their learning.

7. Parent/Guardian Involvement:
During the annual review of DEPs, parents/guardians are invited to provide input and feedback on their child's progress and the appropriateness of the services being provided.

8. Commitment to Continuous Improvement:
BC is dedicated to ensuring that differentiated curriculum and instruction not only meets the needs of K-6 AIG students and 7-12 (N/A) but is also continuously improved based on the insights of all stakeholders. This collaborative approach fosters an environment that supports effective programming and smooth transitions for all students.

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

BC is committed to cultivating and developing the potential of young (K-3) students through early intervention and talent development opportunities via purposeful and intentional programming. A key component of this is our wide range of extracurricular opportunities designed specifically to enhance the development of our AIG-identified students.

Nurturing Program for K-3 Students:
1. Battle of the Books:
This program encourages a love for reading and fosters critical thinking skills. Students engage in team-based competitions, enhancing their comprehension, teamwork, and communication abilities as they discuss and analyze literature.

2. The Stock Market Game:
This activity introduces students to financial literacy and economic concepts at an early age. It promotes analytical thinking, decision-making, and strategic planning as students research and manage a virtual investment portfolio. This game stimulates intellectual curiosity and real-world application of mathematical concepts.

3. Wax Museum:
Wax Museum project is an engaging and interactive Problem Based Learning Activity designed for highly capable students. This hands-on project allows students to research, create, and present information about historical figures, scientific innovators, or characters from literature, culminating in a "wax museum" exhibition where they embody their chosen figure.

4. Invention Convention:
The K-3 Invention Convention is designed for highly capable students explore their innovative ideas and problem-solving skills. This hands-on project encourages students to conceptualize, design, and present their own inventions, fostering critical thinking, collaboration, and creativity.

5. Student Clubs:
The formation of student clubs based on a student interest survey ensures that the extracurricular offerings reflect the true interests of high-achieving students. This student-driven approach promotes engagement and allows gifted learners to explore specific areas of passion, further enhancing their skills and interests.

BC actively supports the development of AIG identified students, by fostering critical thinking, creativity, leadership, and collaboration.

* **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.

BC is dedicated to developing mindsets, policies, and practices that promote excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including front loading, for students in grades 4-6 and 7-12 (N/A). We also recognize the importance of nurturing talent in our younger students K-3 as a foundational step toward this goal.

Identification and Support for K-6 and 7-12 (N/A) Students:
Differentiation in the Classroom:

Students in the primary grades are identified and provided with differentiation by their classroom teacher or classroom cluster teacher. K-6 high achievers participate in leveled reading and math groups, receiving instruction tailored to their needs, often one or two grade levels above their assigned grades. AIG students in 6th and 7-12 (N/A) are placed on an honors track. This differentiated approach ensures that all students are appropriately challenged.

Collaboration Among Teachers and Specialists:
To foster collaboration among general education teachers and specialists, the campus AIG teacher plays a pivotal role in supporting the identification of K-6 students with outstanding potential.

Regular meetings and training sessions are held where teachers can discuss observations, share insights, and identify students who may benefit from advanced learning opportunities.

The campus AIG teacher provides professional development focused on recognizing the characteristics of gifted learners, helping teachers understand how to identify potential in their students effectively.

Resource Sharing and Support:
The campus AIG teacher shares a wealth of resources, including projects, lesson extensions, and strategies for fast finishers and quick learners, with general education teachers and or cluster classroom teachers. This collaboration allows teachers to implement enrichment opportunities within their classrooms, ensuring that high-achieving students receive the support they need to thrive.

Monthly PLC Meetings:
The campus AIG teacher attends monthly Professional Learning Community (PLC) meetings for grades K-6, where collaboration is encouraged. These meetings serve as a platform for teachers to discuss student progress, share successful differentiation strategies, and refine instructional practices based on the needs of their students.

Feedback and Continuous Improvement:
An emphasis is placed on gathering feedback from teachers regarding the effectiveness of differentiation strategies and the identification process. This feedback loop is vital for adapting and improving our approaches to ensure that the needs of all students, especially those with outstanding potential, are being met.

BC actively supports the recognition and development of K-6 and 7-12 (If Applicable) students with outstanding potential. By fostering a culture of collaboration among teachers and specialists, we respond to the needs of our gifted learners, laying a strong foundation for their future academic success in grades K-6 and 7-12 (If Applicable) and beyond.

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

BC is committed to enhancing and further developing the talents and interests of AIG students through extracurricular programming both during and outside of the school day. Our AIG Plan articulates clear goals and processes for the identification of gifted learners, but it also outlines talent development efforts designed to promote excellence for all students across grade levels.

Talent Development Efforts:
Access to Rigorous Curriculum:
BC provide access to advanced learning opportunities for students who demonstrate a need for rigorous coursework through various data points, including unit assessments, EOG scores, and benchmark assessments. This ensures that students who are ready for advanced challenges are identified and supported.

Extension Activities for Early Learners:
For students in Kindergarten through 5th grade, we offer extension activities that promote critical thinking and creativity. These activities are designed to challenge students, cater to their interests, fostering a love for learning, and exploration. 2nd Grade AIG students receive pull-out services with the campus gifted teacher.

Clustering for Peer Interaction:
In grades 3 through 5, AIG-identified students are clustered together to facilitate collaborative learning experiences. This grouping allows them to engage with peers who share similar interests and abilities, enhancing their learning through teamwork and shared challenges. The campus gifted teacher also offers push-in support in AIG cluster classrooms.

Honors and Advanced Courses (If Applicable):
Honors courses are available to our students in grades 7 through 8, allowing them to engage in more rigorous academic pursuits. For students in grades 9 through 12, we offer Advanced Placement (AP), College Credit Plus (CCP), and College Enrollment (CE) opportunities, which provide pathways for students to earn college credit while still in high school.

Broader Opportunities for Career Exploration:
BC develops opportunities such as job-shadowing experiences and Career and Technical Education (CTE) coursework. These opportunities allow students to explore various career paths and interests, helping them to connect their academic pursuits with real-world applications.

Interest-Based Activities:
Interest-based activities are offered to encourage students to explore their passions outside of the traditional curriculum. These may include clubs, competitions, and workshops that cater to diverse interests ranging from science and technology to the arts and humanities.

School-Wide Enrichment Opportunities:
The Gifted Teacher/Coordinator at the campus collaborates with all K-6 teachers to offer support for highly capable students within each classroom to offer differentiated rigorous activities and opportunities.

BC actively works to broaden access to advanced learning opportunities and promote excellence in our gifted services. We fostering an inclusive environment that nurtures unique talents and interests of each student, laying the groundwork for their continued success and growth.

*** Ideas for Strengthening the Standard**

BC provides a K-6 and 7-12 (If Applicable) AIG program with an array of services to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services develop students' strengths through intentional learning experiences in various domains for all students that are not dependent on the student's demographic background or economic means.

Ideas for Strengthening the Standard:
1. Establish Collaboration: Foster collaboration among the EC staff to support gifted students who are twice exceptional or English Learners (EL).

2. Institute Support Services: Implement a variety of services aimed at addressing the social and emotional needs of students across all grade levels and classroom settings.

3. AIG Support Team: An AIG support team includes key participants such as teachers, instructional support members, and administration, with the goal of providing comprehensive social and emotional support for gifted students.

4. Analyze Student Data: Further examine current AIG student achievement and growth data to develop effective grouping procedures and practices that cater to diverse needs.

5. School-Wide Training: Conduct school-wide training sessions that detail the specifics of the AIG Plan to ensure all staff members are informed and engaged.

6. Collaborative Planning Time: Allot time for AIG teachers to participate in school-wide Professional Learning Communities (PLCs) at least once to twice a month. This collaboration allows for discussions with regular education teachers regarding the specific needs of current AIG students, focusing on

differentiation and additional support. During PLCs, identify and implement practices that provide advanced learners from underrepresented populations with opportunities for advanced work, including extension activities, tiered assignments, and choice boards.

7. Develop Personalized DEPs: AIG teachers create personalized Differentiated Education Plans (DEPs) tailored to the needs of AIG students requiring grade acceleration materials.

8. Conduct Student Interest Inventories: Develop student interest inventories to gather insights directly from students in underrepresented groups, facilitating the creation of additional service options beyond regular education.

9. Offer Enriching Experiences: Provide enriching experiences during school hours and engaging opportunities after school, allowing AIG students to showcase and exhibit their learning.

Planned Sources of Evidence

*	AIG Whole School Training (Differentiation for AIG Students)
*	PLC Attendance Sheet
*	Differentiated Education Plan (DEP) Document
*	Student Interest Questionnaire

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	AIG Whole School Training (Differentiation for AIG Students) PLC Attendance Sheet Differentiated Education Plan (DEP) Document Student Interest Questionnaire

Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.

* **Practice A**
Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Curriculum and instruction at BC are differentiated for students with Differentiated Education Plans (DEPs) using the encrichment extensions within the school's clasical curricula, with guidance from the campuses AIG teacher, to address a range of advanced ability levels in language arts, mathematics, and other content areas through various strategies tailored to meet the unique needs of gifted learners.

Collaboration between the general education teacher and the AIG teacher will create an inclusive learning environment. This partnership facilitates opportunities for reading and math compacting based on student data points, including pretests, benchmark exams, unit exams, and End-of-Grade (EOG) test scores. By analyzing this data, teachers can identify students ready for more advanced material and provide appropriately challenging content.

The AIG teacher will be actively involved during Professional Learning Communities (PLCs) to assist general education teachers in offering strategies for accelerating the curriculum. This collaboration ensures high-achieving students receive the enrichment and extension necessary to foster their growth.

Additionally, the curriculum incorporates tiered assignments that provide varying levels of complexity, ensuring that all learners are challenged according to their ability. Enrichment activities are integrated into the curriculum to support the diverse needs of gifted students.

The curriculum at BC is adapted to meet the diverse needs of gifted learners at all levels. It promotes their academic and personal growth while fostering a love for learning.

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

Teachers at BC have undergone comprehensive professional development in various areas, including ELA and math, as well as general Socratic instruction. This training equips teachers with the necessary skills to effectively address the diverse learning needs of gifted students.

To meet the unique needs of each student, Differentiated Education Plans (DEPs) are developed based on individual student abilities, readiness levels, and interests. Classroom teachers integrate these plans into their daily planning and instruction, ensuring that each student's learning pathway is tailored to their specific strengths and areas for growth. DEPs are updated biannually and revised annually to reflect student development and progress.

Additionally, enrichment time is built into the daily school schedule, allowing teachers to meet the diverse needs of gifted students. During this time, teachers differentiate content, processes, products, and learning environments to provide appropriately challenging and engaging learning experiences.

The AIG teacher plays a critical role in this process by attending grade-level Professional Learning Communities (PLCs). This collaboration supports general education teachers in implementing effective instructional practices that align with the NC AIG Program Standards. The AIG teacher provides guidance on using student data to inform instruction, facilitates discussions on best practices for differentiation, and assists in the development of advanced learning opportunities that resonate with students' interests and abilities.

BC ensures that a range of learning needs is addressed K-6 and 7-12 (If Applicable), promoting growth and engagement among gifted learners by using students' identified abilities, readiness, and interests,. This approach aligns with the NC AIG Program Standards and effectively supports the academic and personal development of all students.

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

AIG teachers at BC utilize a variety of evidence-based resources to address the academic, intellectual, and social-emotional needs of AIG students. These resources are integrated into daily instruction in the following ways:

Curricula with Embedded Opportunities for Enrichment and Extension:
AIG teachers strategically incorporate curricula that include embedded enrichment and extension opportunities, ensuring that students have access to advanced content. This allows for differentiation within the classroom, enabling high-achieving students to engage further with the material.

Specific Curricula Utilized:
The curricula used, such as Eureka Math, Core Knowledge Language Arts (CKLA), Core Knowledge History and Geography (CKHG), and Core Knowledge Science (CKSci), are selected for their rigorous standards and their ability to promote critical thinking. These resources are woven into instructional practices, where teachers align lessons with student interests and readiness levels, facilitating deeper exploration of concepts.

BC integrates evidence-based resources into instruction. AIG teachers enhance student learning by providing a rich, engaging, and supportive environment that meets the diverse needs of AIG students. This ensures they are appropriately challenged and supported while promoting their social and emotional development.

* **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.

At BC, AIG teachers implement various strategies to foster the development of durable skills and mindsets that support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility. BC puts this into practice by developing future-ready skills including:

Professional Development Opportunities:
AIG teachers provide ongoing professional development for educators. These training sessions equip teachers with tools and strategies to create engaging academic experiences. By emphasizing Socratic learning approaches, teachers encourage students to ask questions, explore topics deeply, and develop critical thinking and creativity.

Engaging Classroom Environments:
BC classroom environments are designed to nurture collaboration, communication, and critical thinking through engaging instruction. Teachers facilitate Socratic discussions to help students develop deep understanding of concepts while fostering a learning community.

Differentiated Lesson Planning:
BC teachers and AIG teachers are trained to use the Socratic method to differentiate within each lesson. This teaching method naturally addresses studnts with varying needs and abilities.

Supporting Sense of Wonder and Depth for Inquiry:
BC supports the development of a sense of wonder and depth of inquiry. This happnes primarily in the classroom but also extends to encourging students to further their knowledge in ares of interest during WIN periods.

BC aims to develop long-lasting skills and mindsets in students, preparing them for success beyond the classroom.

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

BC teachers offer pre-assessments to high-achieving students to help them plan their instruction effectively, compact the curriculum, and identify areas for re-teaching. Unit assessments are used to inform teachers whether or not high achievers have reached their learning targets.

BC uses a balanced assessment approach that includes formative assessments (such as quizzes, annotative records, and exit tickets), summative assessments, and benchmark assessments. This comprehensive assessment strategy allows teachers to gather insights into student performance.

High achievers receive feedback on their progress, allowing them to adjust their efforts to meet the standards.

Ongoing assessments play a critical role in informing flexible grouping. By analyzing data from formative and summative assessments, teachers are able to identify students' strengths, weaknesses, and areas of interest. This information allows for a dynamic grouping of students based on their current needs and learning objectives. For example, high achievers may be grouped together for advanced projects that challenge their skills, while students needing additional support could work in smaller groups focused on specific areas.

Teachers regularly review assessment data to inform instructional strategies and plan the next steps for students who meet and exceed the standards, while creating support plans for students who need targeted support. BC utilizes ongoing assessments to ensure that all students and high achievers receive tailored instruction that fosters their growth and achievement.

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

BC implements the following strategies to support the recruitment and retention of AIG-licensed teachers, with a particular focus on attracting professionals from diverse backgrounds:

1. Establish a Collaborative AIG Network:
Creating a well-connected AIG team across CMO-managed schools facilitates collaboration among AIG teachers and educators.

2. Professional Development Opportunities:
Providing ongoing professional development tailored to the needs of AIG-licensed teachers, including training from the North Carolina Association for the Gifted and Talented, with resources offered by the North Carolina Department of Public Instruction.

3. Support for Praxis Exam Access:
Campus administrators and the Human Resources department are equipped to support teachers in accessing information about taking the Praxis exam.

4. Coaching and Evaluation Support:
Campus administrators are provided with training on how to effectively coach and evaluate teachers who work with AIG-identified students. This support helps maintain a high standard of instruction.

5. Alignment with School-Wide Goals:
Professional development plans are aligned with school-wide goals, ensuring that recruitment and retention strategies reflect the overall mission of the school to promote excellence in education. Regular assessments of these strategies are conducted to ensure they meet the needs of the school community.

BC implements intentional strategies, to create a pool of AIG-licensed professionals dedicated to fostering the growth and development of AIG-identified students.

*** Ideas for Strengthening the Standard**

BC employs challenging, rigorous, and relevant curriculum and instruction to accommodate the academic, intellectual, social, and emotional needs of K-6 gifted learners and 7-12 (If Applicable).

Ideas for Strengthening the Standard:
1. Compacting Reading & Math for Grades 2-5: Implement compacting strategies in reading and math to enable advanced learners to progress through the curriculum more efficiently.

2. Collaborative Support: Foster collaboration among AIG teachers, general education teachers, English Learner (EL) teachers, and Special Education (SE) teachers to provide modified assignments tailored for AIG and high-achieving students.

3. Social and Emotional Support: Create units of study designed to address the social and emotional needs of AIG students.

4. Learning Acceleration: Develop differentiated personalized learning environments for AIG students that accelerate the pacing of materials to enhance learning outcomes.

Planned Sources of Evidence

*	AIG Lesson Plans Template & Template With Example
*	Yearly Testing Calendar (included in the Academic Calendar) K-8
*	Differentiated Education Plan (DEP)
*	Annual Performance Review of DEPs at the end of the year
*	Professional Development Sign-In Sheets

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	AIG Lesson Plans Template AIG Template With Example Yearly Testing Calendar (included in the Academic Calendar) K-8 Differentiated Education Plan (DEP)

- Annual Performance Review of DEPs at the end of the year
- Professional Development Sign-In Sheets

Standard 4: Personnel and Professional Development

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

* **Practice A**
Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

BC employs AIG-licensed educators to support the development and implementation of the AIG program. School administrators consult with these educators, particularly the AIG Coordinator, to ensure the success of the program and the progress of students participating in the AIG program.

Primary Responsibilities:
Program Leadership:
The CMO AIG Coordinator leads the planning, development, implementation, and revision of the local AIG program, ensuring adherence to state and national gifted standards.

Curriculum Development:
AIG teachers serve AIG students with different learning modalities, ensuring that all lesson plans align with the state and national standards.

Lesson Planning:
AIG teachers help develop approved lesson plans to meet curriculum standards in the classroom for AIG-identified students.

Compacting:
AIG teachers develop and implement compacting strategies in reading and math to advance students who are accelerated in these subjects.

Communication:
AIG teachers regularly communicate and correspond with parents, administrators, and teachers to ensure the needs of AIG-identified students are met.

Differentiated Education Plans (DEPs):
AIG teachers coordinate and facilitate the development and annual review of Differentiated Education Plans (DEPs) for AIG-identified students.

Screening Coordination:
The CMO AIG Coordinator coordinates AIG screenings and the campus AIG teacher facilitates AIG screenings to identify eligible students.

Professional Development:
AIG teachers participate in ongoing professional development, including regional and statewide meetings, to enhance knowledge and support for gifted programs.

Local AIG Plans:
The CMO AIG Coordinator creates, plans, executes, and evaluates of local AIG plans to ensure continuous improvement.

Transition Support: (If Applicable)
The Campus AIG Teacher works closely with upper school staff to ensure that students in the AIG program are appropriately transitioned into honors, AP, and

dual enrollment classes.

Primary Qualifications of the AIG licensed teachers:
*Academically or Intellectually Gifted Licensure, with a Master's Degree preferred.
*Knowledge of North Carolina Standard Course of Study.
*Understanding of North Carolina State and National Gifted Standards.

BC incorporates these roles and responsibilities of the District AIG Coordinator and the Campus AIG teacher to ensure a comprehensive approach to meet the needs of our gifted students.

* **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.

The BC administrators collaborate closely with AIG-certified teachers to ensure that the academic, intellectual, and social and emotional needs of gifted learners are effectively addressed.

Roles and Responsibilities of AIG Personnel:
District AIG Coordinator:
The District AIG Coordinator oversees the implementation of the AIG program, ensuring alignment with state and national standards, while communicating between teachers, administrators, and parents regarding the needs and progress of AIG-identified students.

AIG Teachers:
AIG-licensed teachers engage in tasks that specifically address the diverse needs of K-6 AIG students and 7-12 (If Applicable). AIG teachers modify curricula, differentiate lesson plans, and implement personalized instructional strategies to meet the unique learning needs of their AIG students.

Professional Learning Communities (PLCs):
School administrators work closely with PLC teams and AIG-licensed teachers monitoring the implementation of the AIG plan and assess student success. Regular PLC meetings provide a platform for AIG personnel to collaborate, share best practices, and refine strategies for supporting gifted learners.

Collaboration:
BC partners with AIG personnel across the district. This collaboration enhances the exchange of ideas and strategies for AIG implementation, allowing for a comprehensive support system for gifted students to be implemented.

To ensure the academic, intellectual, social, and emotional needs of AIG-identified students are met, the AIG district team holds regular meetings, focusing on:
1. Data Analysis:
Reviewing AIG student performance data to identify areas of need and adjust instructional strategies accordingly.

2. Resource Sharing:
Sharing instructional resources, strategies, and materials that effectively support AIG students.

3. Professional Development:
Engaging in ongoing professional development opportunities to enhance knowledge and skills related to gifted education.

BC strives to strengthen the AIG program to provide comprehensive support for our gifted learners by clearly defining the roles and responsibilities of AIG personnel,

* **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.

BC is committed to providing comprehensive training for all personnel involved in AIG programs and services. This training is designed to ensure that classroom teachers, instructional specialists, student services personnel, and campus administrators are well-equipped to support AIG-identified students effectively.

Types of Professional Development for Various Stakeholders:
1. Initial Training for All Staff:
Before the school year begins, all staff participate in mandatory training that covers policies and procedures related to differentiated services and instruction for AIG-identified students.

This training includes the state definition of AIG students, the need for curriculum extensions (such as compacting and choice boards), and a comprehensive list of resources to support the implementation of AIG strategies.

2. Ongoing Professional Development:
Throughout the school year, staff have access to an online professional development platform that allows them to revisit training materials as needed. This platform provides flexibility for educators to enhance their understanding of gifted education at their own pace. Additional Professional Development (PD) is provided by an Instructor to the campus Instructional Coach ongoing throughout the school year with opportunities tailored specifically to campus needs associated with AIG students.

3. Targeted Training for Instructional Specialists and AIG Teachers:
Instructional specialists and AIG teachers receive specialized training focused on advanced instructional strategies, assessment techniques, and curriculum development tailored specifically for gifted learners. This training includes workshops on how to effectively implement differentiation strategies and identify appropriate resources to meet the needs of AIG students.

4. Professional Development for Administrators:
Campus administrators participate in training that emphasizes leadership in their AIG program implementation. This include guidance on how to support teachers with differentiated instruction and monitoring the effectiveness of AIG services.

Training includes data analysis techniques to assess the progress of AIG-identified students and make informed decisions regarding program adjustments.

5. Collaboration Through Professional Learning Communities (PLCs):
PLCs serve as a collaborative space for teachers and administrators to share best practices, discuss challenges, and identify resources for supporting AIG students.

Regular meetings focus on analyzing student performance data, sharing instructional strategies, and developing action plans to enhance AIG service delivery.

6. Additional Training as the Program Evolves:
BC offers additional professional development opportunities to support ongoing learning for all staff. This may include guest speakers, workshops, and access to online resources that focus on the latest research and best practices in gifted education.

BC is dedicated to meeting the diverse needs of our gifted learners effectively. The BC website also provides information regarding procedures for the identification of students who may qualify for the AIG program, ensuring transparency and clarity for all staff and stakeholders.

* **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.

BC AIG-identified students are provided with tailored educational experiences through the following standards:

1. Qualified Personnel:
General education services are delivered by personnel who have earned an AIG add-on license or have met the LEA requirements for that position. This ensures that AIG students receive instruction from qualified educators.

2. Placement in Classrooms:
Kindergarten to First Grade:
AIG-identified students are placed with teachers who receive specialized training in instructing gifted students. This training equips teachers with the necessary skills to meet the unique needs of these learners.

Second Grade:
AIG-identified students receive AIG pull-out services with the AIG Campus Teacher/Coordinator.

Third to Sixth Grade:
AIG-identified students receive core instruction in English Language Arts and Math led by AIG licensed teachers or educators who have met the LEA professional development requirements. Push-in support is provided by the AIG Campus Teacher/Coordinator for AIG students and the AIG Teacher.

Seventh to Twelfth Grade: (If Applicable)
AIG-identified students have access to honors, AP, and dual enrollment courses taught by educators who are trained specifically to provide advanced instruction and instruction to gifted students. This access broadens their academic opportunities and challenges.

3.Professional Development for Teachers:
Teachers can obtain AIG licensure through a college or university at their own expense, ensuring that they are properly credentialed to support gifted learners.

Teachers can also earn AIG certification by achieving a passing score on the Praxis exam.

Additional professional development opportunities are made available through both internal and external resources, including attendance at the North Carolina Association for the Gifted and Talented events and programs offered by the North Carolina Department of Public Instruction.

BC ensures that AIG-identified students receive a high-quality education that fosters their unique talents and potential.

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

BC implements the following strategies to support the recruitment and retention of AIG-licensed teachers, with a particular focus on attracting professionals from diverse backgrounds:

1. Establish a Collaborative AIG Network:
Creating a well-connected AIG team across CMO-managed schools facilitates collaboration among AIG teachers and educators seeking AIG add-on licensure.

2. Diverse Recruitment Initiatives:
Actively recruiting AIG-licensed professionals from diverse backgrounds by partnering with organizations and universities.

3. Professional Development Opportunities:
Providing ongoing professional development tailored to the needs of AIG-licensed teachers, including training from the North Carolina Association for the Gifted and Talented, with resources offered by the North Carolina Department of Public Instruction.

4. Support for Praxis Exam Access:

Campus administrators, the CMO Gifted Coordinator, and the Human Resources department are equipped to support teachers in accessing information about taking the Praxis exam. This includes offering workshops and informational sessions to ensure teachers feel prepared and confident in their pursuit of AIG licensure.

5. Coaching and Evaluation Support:
Campus administrators are provided with training on how to effectively coach and evaluate teachers who work with AIG-identified students. This support helps maintain a high standard of instruction.

6. Alignment with School-Wide Goals:
Professional development plans are aligned with school-wide goals, ensuring that recruitment and retention strategies reflect the overall mission of the school to promote excellence in education. Regular assessments of these strategies are conducted to ensure they meet the needs of the school community.

BC implements intentional strategies, to create a pool of AIG-licensed professionals dedicated to fostering the growth and development of AIG-identified students.

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

BC is committed to providing professional learning that promote excellence and equal opportunities in gifted education. The following strategies are implemented across District-managed schools to support all educators in enhancing their practices related to AIG-identified students:

1. Professional Learning Framework:
BC has developed a systematic framework for professional learning that aligns with the NC AIG Program Standards. This framework emphasizes changing mindsets, policies, and practices to ensure that all educators understand the importance of identification and support for gifted students with equal opportunities.

2. Collaborative Learning Communities:
BC has established collaborative learning communities where educators engage in discussions about best practices for identifying and serving AIG-identified students. These communities focus on sharing experiences, strategies, and resources to support diverse learners.

3. Training on Social and Emotional Needs:
BC AIG teachers work closely with campus administrators and teachers to address social and emotional needs of AIG students. Professional development sessions are designed to equip educators with strategies to support the development of gifted learners, fostering an environment that nurtures each students unique needs.

4. Access to External Resources:
BC campus administrators, teachers, and AIG-licensed professionals have access to professional learning opportunities provided by the North Carolina Association for the Gifted and Talented and the North Carolina Department of Public Instruction. Participation in these programs enhances educators' skills and knowledge in gifted education.

5. Data Review Meetings:
BC gifted teachers meet with school administration to discuss data related to AIG-identified students. These meetings serve as a platform for identifying professional development needs and evaluating the impact of current practices, ensuring that the support provided aligns with the needs of students.

6. Mindset Shifts and Policy Review:
Training sessions are focused on changing mindsets regarding gifted education. This includes addressing biases and misconceptions surrounding gifted education, as well as reviewing school policies to ensure they promote equal opportunity practices in the identification and support of AIG students.

7. Evaluation and Feedback Mechanism:
BC has established ongoing evaluation and feedback regarding professional learning opportunities. This involves input from educators on the effectiveness of training and identifying areas for further development, ensuring that our campuses approach remains responsive to the needs of both our educators and students.

BC has created an inclusive environment that promotes excellence and equal opportunity in gifted education. Through collaboration, continuous learning, and a commitment to best practices, we serve our AIG-identified students and support all educators in their professional growth.

* **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.

BC is dedicated to providing a meaningful learning experience for all students, including those identified as AIG. To ensure that professional development opportunities are in alignment with the ongoing initiatives of BC and the goals of the local AIG program, the following strategies will be implemented:

1. Involvement of AIG-Licensed Teachers:
AIG-licensed teachers actively participate in the professional development planning process. Their insights ensure that the training provided is relevant and supports the overarching goals of the school while addressing the needs of AIG-identified students.

2. Participation in Professional Learning Communities (PLCs):
AIG teachers attends PLCs throughout the year to collaborate with educators in developing curriculum that meets the unique needs of identified and high-achieving students. This ongoing collaboration helps refine instructional strategies and promote best practices in differentiation.

3. Data Review Meetings:
AIG teachers meet with school administration to analyze data regarding AIG-identified students. These meetings help identify professional development needs and ensure that instructional practices are effectively supporting equal opportunity and excellence in gifted education.

4. Collaboration with Regular Education Teachers:
AIG teachers encourage collaboration with regular education teachers and support staff to enhance differentiation strategies. This includes developing product choices based on learning styles, creating choice boards, and creating independent study agreements for extension activities.

5. Training Development by AIG Teacher:
AIG teachers design and deliver training sessions on key topics such as Differentiation for AIG Students, Gifted Identification, Characteristics of Giftedness, and the Importance of Identification. These sessions are aligned with best practices in gifted education.

6. Support and Coaching in Classrooms:
AIG teachers frequently visit general education classrooms to provide support and coaching. This approach facilitates the reflection and application of professional development principles, ensuring that training is effectively integrated into classroom practices.

7. Perspective in Professional Development:
AIG teachers contribute a gifted perspective to all professional development training offered throughout the school year. This ensures that the unique needs of AIG-identified students are consistently considered in all instructional practices.

8. Promotion of AIG Add-On Licensure:
BC aims to have at least one teacher per grade level in grades K-6 obtain AIG add-on licensure and 7-12 (If Applicable). This will enhance the capacity of the school to meet the needs of gifted learners effectively.

BC aligns professional development opportunities with local AIG program goals, district initiatives, and best practices in gifted education, to meet the needs of

AIG-identified students.

*** Ideas for Strengthening the Standard**

BC 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.

Ideas for Strengthening the Standard:
1. Collaboration with Educators:
Facilitate collaboration between AIG teachers and regular education teachers, as well as support staff, in areas of differentiation. This includes sharing strategies for differentiation, product choices based on learning styles, developing choice boards, and creating independent study agreements for extension activities.

2. Development of Training Programs:
The AIG teacher could create and deliver training on key topics, including differentiation strategies for AIG students, gifted identification processes, characteristics of giftedness, and the importance of identification.

3. Data Analysis for Staff Support:
The AIG teacher could analyze student data to identify staff needs for additional support, ensuring equal access to gifted services and excellence are achieved in AIG education.

4. Classroom Support and Coaching:
The AIG teacher could frequently visit general education classrooms to provide support, coaching, and reflective feedback on the implementation of professional development training in practice.

5. Perspective in Professional Development:
The AIG teacher could contribute a gifted education perspective in all professional development training sessions offered throughout the school year, ensuring that the needs of gifted learners are considered.

6. AIG Add-On Licensure:
Campuses could strive to have at least one teacher per grade level in grades K-6 and 7-12 (If Applicable) holds AIG add-on licensure to enhance the capacity for supporting gifted students.

AIG Add-On Licensure:
Ensure that there is at least one teacher with AIG add-on licensure for each grade level from K-6 and 7-12 (If Applicable).

Planned Sources of Evidence

*	Professional Development-Differentiation for AIG Students
*	Professional Development Attendance Records

*	AIG Add-On Licensure Information
*	Professional Development-Gifted Education, K-6
*	AIG Booster Shots- Mini PD Sessions

Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	Professional Development-Differentiation for AIG Students Professional Development Attendance Records AIG Add-On Licensure Information Professional Development-Gifted Education, K-6 AIG Booster Shots- Mini PD Sessions

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Standard 5: Partnerships

The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

* **Practice A**
Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

BC campus administrators are committed to fostering meaningful partnerships with parents and guardians to support the academic, intellectual, and social-emotional needs of AIG students. The following strategies are incorporated to enhance family involvement and collaboration:

1. Opportunities for Parent and Family Involvement:
Campus administrators create various opportunities for parents to volunteer in support of AIG activities. This includes participation in the review committee process, ensuring that parents have a voice in the development and evaluation of the AIG program.

2. Collaboration on Developmental Education Plans (DEPs):
AIG licensed teachers work closely with each AIG-identified student and their family to ensure that Differentiated Education Plans (DEPs) are developed with parental input. This collaboration helps ensure that the plans effectively address the individual needs of each student.

3. Active Participation in Professional Learning Communities (PLCs):
AIG teachers participate in PLC meetings with each grade level to facilitate the development of appropriate support strategies for AIG students during their school day. This collaborative forum enables teachers to address the social-emotional needs of AIG-students and enhance communication between general education teachers, AIG teachers, and families.

4. Family Engagement Events:
To strengthen the school to home connection, BC hosts family events, such as Literacy Night, Fall Festival, and various showcase nights. These events provide opportunities for families to engage with the school community and learn more about AIG programming.

5. Parent Nights for Sixth Grade Families:
AIG teachers organize parent nights in the spring for interested sixth-grade families to discuss acceleration pathways and options available for gifted learners. This initiative ensures that families are informed and can make educated decisions regarding their children's education.

BC has developed two-way partnerships with parents and guardians, to support the needs of AIG students.

* **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.

BC is committed to pursuing and maintaining strategic partnerships within our community, including local colleges, businesses, industry partners, and other institutions that support AIG-identified students. These partnerships are designed to enhance our AIG program and services in several ways including:

1. Support for College Courses:
Our partnerships with local colleges enables us to offer College Credit Plus (CCP) and College Enrollment (CE) courses, providing AIG students with opportunities for advanced academic experiences and facilitating their transition to higher education.

2. College Admissions Guidance:
Collaborations with higher education institutions allow us to provide guidance and resources for college admissions, helping our AIG students navigate the application process.

3. Service Projects and Project-Based Learning:
BC actively seeks additional partnerships to support AIG service projects and project-based learning initiatives that are tied to the content students are exploring in their coursework, this fosters real-world connections while enhancing the learning experience.

4. Website Updates:
To ensure transparency and accessibility, BC updates our website with comprehensive information regarding AIG identification, services, and assessment processes. This serves as a vital resource for students, parents, and community members.

5. Parent Communication:
A letter detailing the screening and identification process is sent home to parents of high achievers. This letter informs families about the AIG program and provides them with the option to opt out of testing, ensuring they are fully informed and engaged in the process.

Existing Partnerships:
To further enhance our AIG program, we currently collaborate with various stakeholders, including:
1. Local Colleges and Universities: These partnerships provide resources for advanced coursework and college readiness programs.
2. Businesses and Industry Partners: Collaborations with local businesses offer students opportunities for internships, mentorships, and real-world learning experiences related to their career interests.
3. Community Organizations: We engage with community organizations that support educational initiatives, helping us broaden the resources available to our AIG students.

BC has created a robust support system that addresses the diverse needs of our AIG learners by leveraging these partnerships and actively seeking new ones.

* **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.

BC recognizes the importance of establishing a comprehensive advisory group to guide the development and implementation of our local AIG program. This advisory group is inclusive and representative of our diverse community, consisting of the following members:

1. AIG Parents/Guardians:
Parents of AIG students provide valuable insights and feedback on the program's effectiveness and areas for improvement.

2. AIG Licensed Teacher:
An AIG teacher is included to share expertise in gifted education and ensure that the program aligns with best practices.

3. Community Members:

Community partners represent various populations within our district, contributing diverse perspectives that enhance our AIG plan.

4. School Administrator:
A school administrator oversees the implementation of the plan and ensures compliance with state legislation and policies.

5. General Education Teachers:
General education teachers provide input on how the AIG program integrates with the overall curriculum and supports all students.

Goals and Timelines:
To ensure successful implementation of our AIG program, the advisory group focuses on the following specific goals and timelines:
1. Establish Advisory Group (Timeline: Month 1): Form the advisory group and schedule the first meeting to outline roles, responsibilities, and expectations.

2. Conduct Needs Assessment (Timeline: Months 2-3): Gather input from stakeholders through surveys, focus groups, and community forums to identify the needs and priorities of diverse populations regarding gifted education.

3. Develop AIG Plan (Timeline: Month 4): Collaboratively draft the local AIG plan based on the needs assessment findings, ensuring it reflects the diverse perspectives of all stakeholders.

4. Implementation and Monitoring (Timeline: Month 5 and ongoing): Implement the AIG plan and establish a monitoring system to assess progress and effectiveness that reviews data and makes necessary adjustments.

5. Comprehensive Review (Timeline: Every 3 years): Conduct a formal comprehensive review of the AIG program every three years, assessing its alignment with state legislation, community needs, and best practices in gifted education.

BC has created a dynamic and responsive AIG program that meets the diverse needs of our gifted learners and their families by involving internal stakeholders and external partners in our advisory group.

* **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.

BC ensures that all parents, families, and the community are regularly informed through a dedicated AIG website page. This page will include comprehensive information on:

1. Local AIG Plan.
2. Local AIG Program Services.
3. Policies and Procedures relating to advanced learning and gifted education.
4. Ways to Access advanced learning opportunities.
5. Communication will be ongoing and tailored to respond to the diverse language and other needs of the community.

Parents and stakeholders receive regular updates about the local AIG plan through consistent communication from the AIG teacher and in newsletters sent from the school Director. This information also highlights community opportunities available for AIG students and their families.

Additionally, a brochure is available in both physical and virtual formats, and is distributed to parents and staff during school curriculum nights, open houses, and parent-teacher conferences.

BC has enhanced accessibility, all communications are proactively translated into multiple languages, ensuring that translated information is readily available to all families, not just upon request. This has helped foster an inclusive environment where every stakeholder can engage with the AIG program.

*** Ideas for Strengthening the Standard**

BC ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Ideas for Strengthening the Standard:
1. Establish an Advocacy Group:
Create an advocacy group that includes parents, educators, and other stakeholders who support gifted learners in the school's AIG program. This group will foster collaboration and share insights on best practices.

2. Provide Information on Gifted Learners:
The school AIG teacher will offer workshops and informational sessions for staff, parents, and gifted specialists to better understand the diverse needs of gifted learners. This will help in tailoring support and resources effectively.

3. Collaborative Meetings with Administration:
The school's gifted teacher will regularly meet with school administration to discuss strategies for collaborating with and engaging families of gifted learners. This ensures that the partnership remains active and responsive to the needs of the community.

4. AIG Advisory Board Participation:
Offer opportunities for parents of gifted learners to join newly formed AIG advisory boards. This board will serve as a platform for parents to voice their perspectives and contribute to the development of the program.

5. Partnership with Gifted Organizations:
Reach out to gifted organizations, such as the National Association for Gifted Children (NAGC), to explore potential partnerships. Collaborating with these organizations can enhance the gifted program and provide professional development opportunities for staff.

6. Local Media Engagement:
Contact local media outlets, including newspapers, to highlight events and successes of AIG students. This will raise awareness of the AIG program within the community and celebrate student achievements.

BC ensures meaningful participation of stakeholders in the AIG program, fostering strong partnerships that benefit gifted learners and their families.

Planned Sources of Evidence

*	BC-AIG Program Webpage
*	Advisory Board Documentation
*	24-25 NC Testing Calendar K-8

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 5 Additional Resources	N/A	BC-AIG Program Webpage 24-25 NC Testing Calendar K-8 Advisory Board Documentation

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Standard 6: Program Accountability

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

* **Practice A**
Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

BC developed 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.

BC intends to conduct a comprehensive review and revision of the AIG plan every three years, and as needed, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 {Article 9B}).

In creating this plan, we utilized student data and implemented best practices in gifted education. The initial advisory committee, which includes the campus AIG teacher, campus administrator, and campus classroom teachers, has developed procedures to assess the implementation of the program. This committee also seeks feedback regarding proposed revisions from applicable stakeholders, including parents and community members.

Upon completion of the plan, it is presented to the local board of education for their approval. Once approved by the local board, the plan is submitted to the State Board of Education (SBE) and the Department of Public Instruction (DPI) for review and comment. It is important to note that while the SBE and DPI provide feedback and recommendations, only the local board of education can provide approval of the local AIG plan.

BC ensures that the AIG plan remains aligned with state requirements and effectively meets the needs of gifted learners in our community.

* **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.

BC ensures that what is documented as practice and policy in the local AIG (Academically or Intellectually Gifted) plan is effectively carried out. BC implements a structured monitoring system that incorporates various school-wide tools and clear defined roles including:

1. Collaborative Oversight:
BC campus administrators work closely with the Charter Management Organization (CMO), AIG licensed teachers ,and the AIG advisory committee to oversee the implementation of the campus AIG plan. Regular meetings are scheduled to discuss progress, challenges, and fidelity of implementation.

2. Monitoring Tools:
BC utilizes data-driven tools to track AIG student progress and program effectiveness. These tools may include assessment data analysis, surveys, and observation checklists that focus on the key components of the AIG program.

3. Feedback:

Stakeholder feedback is actively sought through surveys and focus groups involving parents, teachers, and students. This feedback is crucial in identifying areas for improvement and ensuring that the campus AIG plan meets the needs of all students.

4. Advisory Committee Role:
The AIG advisory committee takes a proactive role in monitoring implementation. The AIG Advisory Committee convenes to review data, discuss any impending changes to legislation or state policy, and make recommendations for revisions to the campus AIG plan based on stakeholder feedback.

5. Regular Review and Revision:
BC completes an annual review evaluating the fidelity of implementation of the campus AIG plan. The campus AIG teacher leads discussions around performance metrics and suggests necessary revisions or additions to the processes. The review committee formally assesses the campus AIG plan every three years, ensuring that it remains aligned with current legislation and state policies.

6. Professional Development:
Ongoing professional development is provided for all staff involved with the AIG program. Training focuses on best practices for gifted education and keeping staff informed about any changes in legislation or policy.

BC ensures that the local AIG plan is documented and actively practiced, with accountability measures in place to monitor its effectiveness and compliance with state legislation and policies by utilizing these strategies.

* **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.

BC a District managed school has a dedicated finance team that collaborates with school leaders to effectively manage their budget and allocate both state and local funds to support their AIG (Academically or Intellectually Gifted) program.

Key Strategies for Budget Management:
Strategic Budget Development:
The budget at BC is developed to align with the goals of the local AIG plan, addressing specific needs of students and stakeholders. This ensures that resources are utilized efficiently to support program implementation.

Monitoring and Oversight:
BC routinely monitors the budget with the district. This collaboration includes regular reviews of budget allocations and expenditures to ensure compliance with state policy and appropriate application of funds.

AIG-Specific Funds:
Funds received specifically for the AIG program are utilized strictly in accordance with state policy. The finance team oversees these allocations to ensure that AIG funding is directed toward enhancing AIG services and resources at BC.

Stakeholder Engagement:
Input from stakeholders at BC is sought to ensure that budgetary decisions reflect the needs of students and the community. This includes stakeholders surveys and or stakeholder meetings to discuss budget priorities to gather additional feedback.

Transparent Reporting:
BC shares regular budget reports with school administrators, the AIG advisory committee, and additional AIG stakeholders. This transparency promotes accountability and allows for informed decision making regarding future funding and resource allocations.

Evaluation of Impact:
The effectiveness of budget expenditures at BC is evaluated periodically to assess their impact on the AIG program. Data on student achievement and program

outcomes is routinely analyzed to determine if funding aligns with AIG program goals while producing positive results.

BC a District managed school, ensures that the budget is not only aligned with AIG program goals but also responsive to the growing needs of students and stakeholders, while fostering a rigorous AIG program in compliance with state policies.

* **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.

BC's annual data review process includes, campus administration maintaining, analyzing, and sharing student achievement, growth data, and dropout data for students in the AIG program on an annual basis. This comprehensive review occurs at the beginning of the year and is shared with faculty both as a whole group and within grade level teams.

BC administration compiles testing data at the end of the year, analyzing it to identify patterns and trends, and using the insights gained to inform instructional strategies, classroom placements, and necessary program revisions. This analysis focuses on disaggregating data to identify disparities and ensure that all students, particularly those in the AIG program, have equal opportunities for success.

Data drives discussions around mindsets, policies, and practices aimed at fostering an environment of equal opportunity and excellence. For example, by analyzing achievement gaps, the school can implement targeted interventions and support systems that address specific needs of AIG students. Regular feedback loops are implemented to ensure that faculty are engaged in data-driven decision-making, promoting a culture of continuous improvement.

BC administration encourages collaboration among educators to reflect on data findings and to promote the sharing of effective practices that promote student learning. This data-informed approach resides in our policies and classroom practices, BC aims to create a educational experience that supports the growth and achievement of all students. This structured review is essential in driving AIG program improvements and ensuring that we meet the diverse needs of our student population.

* **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.

BC campus administrators actively monitor and analyze the representation, performance, and retention of underrepresented populations within the local AIG program. This includes students who are culturally and ethnically diverse, economically disadvantaged, English Language Learners (ELL), highly gifted, and Twice-Exceptional. To ensure that students' racial, ethnic, economic, and other demographic factors do not hinder their access to and participation in gifted education, we implement a robust framework for referral, identification, services, and retention.

To align with this standard, BC analyzes demographics specific to both the charter and AIG programs, which allows us to gain a understanding of the diverse needs of our student population. Strategies have been developed to maintain and analyze data on the referral and identification processes, including:

1. Screening Practices:
BC screens the top 10% of underrepresented student groups to ensure their abilities are recognized. Additionally, we will provide universal screening for all second-grade students who have not previously been screened.

2. Collaboration with Support Staff:
BC coordinates with Exceptional Children and Multilingual Learner staff to identify students who may not have been referred for consideration, ensuring that we reach all potential candidates for AIG services.

3. Ongoing Data Analysis:

Regular data reviews are conducted to assess the effectiveness of our referral and identification processes. These regular reviews help identify any disparities and inform us of necessary adjustments to our practices.

4. Targeted Interventions:
If disparities are identified, BC implements targeted interventions designed to provide equal access to AIG services for underrepresented populations. This may include mentorship programs, workshops, and outreach efforts to engage families and communities.

5. Feedback Mechanisms:
BC has established feedback loops that involve teachers, parents, and students to ensure that our strategies are effective and responsive to the needs of all students.

BC incorporates these strategies into our program improvement efforts, to create a more inclusive environment for all students in the AIG program, while ensuring that every student has the opportunity to thrive and succeed.

* **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.

BC ensures that the credentials of personnel serving K-6 and 7-12 (If Applicable) AIG students are carefully maintained and utilized to align with the goals and strategies outlined in our local AIG plan.

To achieve this, we verify AIG licensed teachers' credentials prior to hiring, with all documentation maintained through our Human Resources (HR) department. Teachers who obtain AIG certification during their employment are required to provide their updated information to HR, ensuring a consistent and accurate tracking process.

BC and HR utilize a learning management system designed to support the management of professional learning and track the training that teachers have participated in. This system not only documents teachers who hold AIG certification but also records their professional development experiences.

The data collected plays a crucial role in aligning staff qualifications with the goals of our local AIG plan.
Specifically, at BC we will:
1. Analyze Professional Development Needs:
By reviewing the credentials and training history of AIG personnel, we are able to identify areas for further professional development that align with our AIG goals. This ensures that our teaching staff is equipped with the skills necessary to meet the diverse needs of AIG students.

2. Strategic Staffing Decisions:
The data informs staffing decisions by ensuring that AIG classes are taught by qualified personnel who possess the necessary credentials and training. This alignment is essential for implementing effective instructional strategies and supporting student success.

3. Monitoring and Evaluation:
Regular evaluations of staff credentials and professional development participation are conducted to ensure ongoing compliance with our AIG plan. This allows us to make data-driven decisions regarding staff development and program improvement.

4. Encouragement of Professional Growth:
BC actively encourages teachers to enroll in relevant professional development opportunities, and the administration team alerts staff of beneficial training aligned with the school’s vision. Feedback from teachers regarding their professional learning experiences is also collected to ensure that the training offered meets their needs and supports the goals of our AIG program.

BC maintains records of personnel credentials and ensures that the appropriate staff is available to effectively implement and support our AIG plan, while enhancing the educational experience for all AIG students.

* **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.

To align with the Gifted Standard of eliciting regular feedback from all stakeholders, including students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of our local AIG program, the following strategies have been implemented At BC:

1. Annual Surveys:
Families of students participating in the AIG program are requested to complete surveys annually. These surveys serve as an avenue for providing feedback on the effectiveness of the AIG program and are reviewed by the AIG committee.

Teachers and other stakeholders, including support staff and administrators, have the opportunity to share their perspectives through annual surveys and during the comprehensive review process.

2.Student Feedback:
Students are engaged as critical stakeholders by incorporating their feedback through age-appropriate surveys and focus groups. This will ensure their voices are heard regarding the strengths and needs of the AIG program.

The campus AIG teacher conducts regular check-ins with AIG-identified students to gather informal feedback about their experiences and any suggestions they may have for improvement.

3. AIG Program Committee:
The AIG program committee consists of parents, teachers, AIG program staff, and student representatives. This diverse membership provides a well-rounded perspective on the program's effectiveness.

4. Professional Learning Communities (PLC):
PLC teams offer structured avenues for teachers and staff to provide feedback directly to campus administration and the campus AIG teacher. This collaboration facilitates open communication regarding the
AIG program.

The AIG teacher actively participates in grade-level PLC meetings and data meetings focused on the progress of high achievers. Feedback and insights from these meetings will be documented and utilized as part of the campuses continuous improvement.

5. Comprehensive Review Process:
During the comprehensive review of the AIG program, BC and the advisory committee analyze data from multiple sources, including state assessments, universal screeners, and academic growth metrics of students in the AIG program.

The advisory committee also evaluates the feedback collected from families, teachers, staff, and students to identify areas for enhancement in the AIG program.

6. Three-Year Review Cycle:
Feedback collected through surveys, PLC meetings, and comprehensive reviews is used to inform proposed changes to the AIG program every three years. By using this cycle approach BC ensures that the AIG program remains responsive and effective in meeting the needs of all stakeholders.

BC has created a comprehensive and responsive AIG program that continuously evolves based on the insights and experiences of all stakeholders by incorporating feedback.

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

BC is committed to transparency and accountability, and reports all findings from comprehensive reviews making them available to the public. The campus makes opportunities for stakeholder feedback and involvement in the evaluation process. Administrators share program data, including evaluation data, with the school board annually. A clear procedure has been established for stakeholders to request additional data or information related to AIG programming. This information is accessible on the school's website and can be provided to stakeholders upon request. Regular updates and communication with parents/guardians and families is provided regarding program evaluation and student performance.

BC board meetings are open to the public, and minutes from these meetings are readily available for community review. Student performance data is public and can be accessed on the school report card, ensuring all stakeholders can stay informed about student outcomes.

BC is dedicated to continuous improvement and values the input of our community members in supporting our AIG program's effectiveness.

* **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.

BC is committed to safeguarding the rights of all students in the Academically and Intellectually Gifted (AIG) program, as well as their parents and families. We have established written policies, procedures, and practices to ensure privacy protection and obtain necessary parental consent throughout the identification and placement process.

Key Procedures Include:
1. Informed Consent:
Prior to the screening process, informed consent is obtained from a student's parent or guardian. This consent includes detailed information regarding the identification, placement, and reassessment procedures within the AIG program.

2. Identification and Placement:
We utilize consent for identification and consent for placement forms, ensuring that parents are fully informed and agree to their child's participation in the program.

3. Reassessment Procedures:
Our reassessment procedures are clearly outlined and communicated to parents.

4. Transfer Procedures:
Students transferring to BC from other school districts who have been identified for the AIG program will be promptly placed in our program upon receipt of official records confirming their AIG status.

5. Grievance Procedures:
In alignment Article 9B, should a parent or guardian have questions or concerns regarding the AIG program, they are encouraged to first contact their child's teacher and/or the AIG teacher. If concerns remain unresolved, the parent or guardian may request a meeting with the school director. Additionally, a formal grievance procedure is available for parents to address any disputes that may arise regarding the program.

BC ensures that the rights of AIG students and their families are protected and that all relevant policies and procedures are adhered to in compliance with state regulations. We value the partnership with parents and strive to maintain open lines of communication to support each students' educational journeys.

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*** Ideas for Strengthening the Standard**

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

Ideas for Strengthening the Standard:
1. Data Analysis Document:
Develop a comprehensive document to analyze trends related to referrals for AIG, identification processes, and populations that may be underrepresented. AIG teachers will track this data electronically and engage in discussions with school administration regarding any identified trends or patterns at the conclusion of each testing session.

2. Staff Engagement Surveys:
Implement staff surveys throughout the academic year to enhance participation and engagement among educators in the AIG program, fostering a collaborative environment.

3. Multilingual Program Materials:
Ensure that program brochures and related materials are translated into the native languages of students' families for any communication sent home, promoting accessibility and understanding.

4. Outline of AIG Students' Rights:
Create a clear outline detailing the rights of AIG students to be included in the AIG parent and specialist handbook, ensuring that all stakeholders are informed of these rights.

Planned Sources of Evidence

*	Attendance Records for AIG Advisory Board Meetings
*	Universal Screening Letter
*	AIG Student Feedback- Student Interest Questionnaire

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	Attendance Records for AIG Advisory Board Meetings Universal Screening Letter AIG Student Feedback- Student Interest Questionnaire

Local Board of Education Approval

Bonnie Cone Classical Academy (61V) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
06/17/2025

AIG Related Documents

Bonnie Cone Classical Academy (61V) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents

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

Optional Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	Yearly Testing Calendar (included in the Academic Calendar) Differentiated Education Plans (DEPs) Annual Performance Review of DEPs at the end of the year
AIG Standard 2 Additional Resources	N/A	AIG Whole School Training (Differentiation for AIG Students) PLC Attendance Sheet Differentiated Education Plan (DEP) Document Student Interest Questionnaire
AIG Standard 3 Additional Resources	N/A	AIG Lesson Plans Template AIG Template With Example Yearly Testing Calendar (included in the Academic Calendar) K-8 Differentiated Education Plan (DEP) Annual Performance Review of DEPs at the end of the year Professional Development Sign-In Sheets
AIG Standard 4 Additional Resources	N/A	Professional Development-Differentiation for AIG Students

		Professional Development Attendance Records AIG Add-On Licensure Information Professional Development-Gifted Education, K-6 AIG Booster Shots- Mini PD Sessions
AIG Standard 5 Additional Resources	N/A	BC-AIG Program Webpage 24-25 NC Testing Calendar K-8 Advisory Board Documentation
AIG Standard 6 Additional Resources	N/A	Attendance Records for AIG Advisory Board Meetings Universal Screening Letter AIG Student Feedback- Student Interest Questionnaire

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Phrase	Definition