

Bonnie Cone Classical Academy (61V) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Bonnie Cone Classical Academy has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Bonnie Cone Classical Academy local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Bonnie Cone Schools vision for local AIG program: The Bonnie Cone Schools AIG Plan provides a comprehensive plan of action to meet the academic, intellectual, social, and emotional needs of gifted and advanced learners. Bonnie Cone Schools' vision is to maximize gifted students' potential, develop individual talents, and challenge these students through project-based learning and achievement. The plan outlines goals and supports that are aligned with the rigorous core curriculum and the North Carolina Standard Course of Study. Programs are designed to nurture, identify, and foster educational excellence.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 50,880.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

Bonnie Cone Schools uses an assessment system that collects screening information, state assessment data, and formative and summative assessment data to create a learner profile for all students. Students who demonstrate advanced academic skills or aptitude based on their learner profile may be referred for further consideration to the AIG program.

All students will be specifically screened using the universal screener CogAT assessment in 2nd and those not previously screened in 5th grade. Achievers in kindergarten, first and third grade who are reading two grade levels above according to mClass Lexile level and tested in the 95th percentile on EOG will be designated as good candidates to screen. EOG data will be reviewed at the beginning of each year in grades 4-8 to screen potential achievers who could benefit from enrichment services both inside and outside the classroom in reading and math.

For students in grades 4th, and 6th through 8th, learner profiles will be reviewed as part of the teacher's Professional Learning Community (PLC) to refer to the AIG teacher for assessment. The AIG teacher will then reach out to the parents and obtain permission for further evaluation and determination of the appropriate evaluation procedure depending upon the student's unique learner profile.

Students who have parent permission will be administered the Cognitive Abilities Test (CogAT), a formal measure of cognitive aptitude, or other similar assessments such as the Otis-Lennon School Ability Test (OLSAT), the Naglieri Nonverbal Ability Test (NNAT), or the Kaufman Assessment Battery for Children (KABC). Academic measures of the student's performance that have already been obtained through the universal screening process will also be reviewed. If more academic information is needed, assessments such as the Iowa Assessments, and the Kaufman Test of Educational Achievement (KTEA) may also be administered. These assessment results, along with the student's learner profile and parent and teacher input will be used to determine if the student meets the criteria for the AIG program.

Students can only be referred for consideration in the AIG program one time per school year. The referral window will be published on the school's website and in parent newsletters. Teachers will also notify parents of the referral process in parent-teacher conferences.

Those students who enroll in Bonnie Cone Schools with an AIG label from a school with a state-approved AIG plan will be placed in the AIG program aligned with their grade level.

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Bonnie Cone Schools establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Students who demonstrate intellectual aptitude at the 95% percentile or higher will be considered Intellectually Gifted. Students who demonstrate academic achievement 2 or more grade levels above their current grade level in reading and/or math will be considered academically gifted. Universal screening will occur in grades 3rd through 5th using the CogAT assessment to identify any students who may not have been referred through other means.

The data used to make this determination may be collected through a variety of assessment tools designed to assess students with different needs and abilities. The assessment tool used for each student will be determined by the AIG team after reviewing each learner's profile. For example, a student who is a multilingual learner who has shown potential for giftedness based on interactions with his teachers, including the multilingual teacher may be assessed with Naglieri Nonverbal Ability Test (NNAT) instead of the CogAT to account for language needs. Similarly, a student who is assessed for special education services by the school psychologist may be qualified for AIG services based on the outcome of the Kaufman Test of Educational Achievement (KTEA). Student eligibility will be determined by using pathways one, two, or three.

Pathway One- Aptitude & Achievement

Pathway one identifies students that may be intellectually and academically gifted. Pathway one takes into account measurements and assessments using the following identifications for students:

AR- (Academically Gifted- Reading Only)

AM (Academically Gifted- Math Only)

AG (Academically Gifted- Reading and Math)

IG (intellectually Gifted), or AIG (Academically and Intellectually Gifted)

Grade Span	Academically Gifted- Reading Only	Academically Gifted- Math Only	Academically Gifted- Reading & Math	Intellectually Gifted or Academically and Intellectually Gifted
K-12	Aptitude & Achievement in Reading only	Aptitude & Achievement in Math only	Aptitude & Achievement in both Reading and Math	A student scoring 95 percent or above on the CogAT-7

Pathway Two- High Academic/intellectual Needs

Pathway two identifies students who cannot be identified through gifted qualification testing measures but require a higher level of rigor both academically and intellectually. The pathway's goal is to develop students' potential for future identification. Students who meet a combination of the identification criteria must be observed by AIG on campus. The AIG teacher will meet with all stakeholders including the student, parent, and classroom teacher to determine if gifted services are appropriate. Students identified using pathway two identification will be reevaluated by the AIG teacher on campus at the end of each quarter to determine if gifted services are still appropriate for the student.

Identification for this pathway must have a combination of the following:

- ? Students are above grade level achievement in the general education classroom.
- ? Student shows personal interest and motivation
- ? Students use critical thinking skills that can be observed by a teacher or AIG teacher.
- ? Achievement scores of 85% percentile or higher

Pathway Three-Transfer or Private Entrance

Pathway Three will be used to identify students who receive private evaluation paid for by their parent or a school psychologists assessment or a student already identified formally by another school district for gifted services that has transferred to the school. Student transfers will need a record from the prior school showing the test used, test score, and eligibility criteria that was used for identification.

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

*** Practice C**

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

By using a formal universal screening with the CogAT in grade levels 2nd and 5th, will allow Bonnie Cone Schools to identify any students who may not have been referred through other means. As part of Bonnie Cone Schools' ongoing professional development plan, all administrators, teachers, and school personnel working directly with students are trained in the core tenets of academic and intellectually gifted students. This training will include how to identify underrepresented populations. Bonnie Cone Schools will work with parents, students, AIG licensed teacher(s), and other school personnel to determine the best assessment plan for each student who is referred for consideration in the AIG program. Assessments such as formal aptitude tests will be chosen based

on a student's individual needs. For example, a multilingual learner may be evaluated with the NNAT because the test is non-verbal and does not rely on a student's ability to speak English. Likewise, a student who has autism may be more formally evaluated by a school psychologist with the K-ABC and KTEA to determine if the student qualifies as twice-exceptional.

*** Practice D**

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

Bonnie Cone Schools provides universal screening to all students at least one time per year to identify students who are at-risk and to identify students who are advanced and demonstrate characteristics of academically and/or intellectually gifted. Additionally, the staff is trained to use universal screenings and other data resources to identify students who may need academic intervention or extension through the Professional Learning Community (PLC) process.

Teachers and administrators also work together at least weekly in PLCs. These PLCs look specifically at student data and use the data for continued planning, including intervention for those needing remediation and extension for students who are ready to move on. When PLCs look at data and recognize patterns that may indicate a student as potentially academically or intellectually gifted, the team can refer the student for AIG consideration. Because teachers work together with their peers and administrators, they can support each other in identifying patterns that would ensure consistency of consideration for all student populations.

Bonnie Cone Schools works directly with Charter One, an education management organization. This allows Bonnie Cone Schools to coordinate and work in PLCs with other Charter One managed schools in North Carolina. AIG teachers and school administrators work collaboratively across the Charter One network to refine AIG implementation. To support Charter One schools in monitoring the consistent implementation of all screening, referral, and identification processes the, AIG PLC team and campus administrator teams will review screening and assessment outcomes and practices twice a year.

All AIG documentation including students referred for screening will be collected and saved electronically in each school's Google Drive. Students who qualify for the AIG program will be designated in Power School. Achievers who are referred and not identified and all of the third and fifth graders who are universally screened will have any testing score sheets placed in their cumulative files.

*** Practice E**

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

The processes and procedures for identifying students for the AIG program are provided to teachers and school staff annually during training and are documented in a procedure manual. The Bonnie Cone Schools website will also include a section of information for parents and the community with notations of which staff member to contact if there are additional questions about the AIG program.

As the AIG program at Bonnie Cone Schools is implemented, a brochure both physical and virtual will be developed and available to parents and staff at school curriculum nights, open houses, and parent-teacher conferences.

AIG teachers will routinely participate in grade-level PLCs to support teachers and staff in the identification and instruction of AIG-identified students.

*** Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

Once the evaluation window has been completed and results for AIG assessments are obtained, the results will be documented using the AIG Results Letter and a recommendation will be made as to the child's qualification for the program. These will be reviewed by the school director and then sent to parents.

If a parent disagrees with the recommendation, a meeting with the student's parent(s), teacher, AIG teacher, and director will be scheduled to review the available data and to make a final decision regarding the student's placement in the AIG program.

All AIG forms will be stored electronically in the school's Google Drive. Student qualifications for the AIG program will be entered into PowerSchool.

Planned Sources of Evidence:

- Nomination forms- parents and staff
- Purchase of CogAT test materials
- Testing calendar for all school years that will include CogAT dates
- AIG website page will be created and updated

*** Ideas for Strengthening the Standard**


Professional development for staff to increase their knowledge base in gifted education.






Topics would include:

- identification practices, giftedness overview, and differentiating instruction for gifted learners.
- Communication improvement with parents and school through email and paper notice reminders.
- Institute virtual or in-person meetings in a language of need based on the community.
- Create a partnership between AIG teachers and EC Staff, EL Staff, and title 1 staff to strengthen AIG Identification.
- Create a timeline for ongoing parent communication.

Planned Sources of Evidence

- * Nomination forms- parents and staff
- * Purchase of CogAT test materials
- * Testing calendar for all school years that will include CogAT dates
- * AIG website page will be created and updated
- * Parent letters informing them of testing
- * Gifted Behavior Identification Checklist
- * Differentiation for AIG Students' Presentation

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A		  AIG Gifted Behavior Identification Checklist

-  [AIG Parent Survey.](#)
-  [AIG Teacher Interview](#)
-  [Differentiation for AIG Students](#)
-  [AIG Permission to Test Form](#)
-  [Gifted Testing Referral Form](#)

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Elementary-aged AIG-identified students participate in differentiated instruction in the regular classroom as well as targeted instruction with their AIG peers through a pull-out model. The AIG teacher will push out project and problem-based learning materials into kindergarten through sixth grade classrooms at the beginning of the year and utilize results from the projects and beginning of year assessments to determine the potential of achievers and who shows signs of giftedness. Students will work on cross-curricular, project-based units that extend beyond the general lessons during the extension and intervention blocks in the schedule. This ensures students fully participate in the core instruction with differentiation and have the opportunity to extend learning. The AIG teacher will provide all teachers and specialists, with access to information DEPs (Differentiated Education Plans) added to the achiever's PLP (personalized learning plan). The AIG teacher will place materials into Canvas so the achievers have extension materials to work on when their classroom is complete. The AIG teacher will give direct and indirect support to the general education teachers and other school personnel by creating and sharing lessons that can be used in the classroom with students that are high achievers, attend PLCs (professional learning communities) monthly to share resources and support high achievers in the general education classroom. Projects will also be provided to extend the depth of thinking for high achieving students.

AIG-identified students in Middle and High School are given the opportunity to participate in honors, dual enrollment courses, Advanced Placement, and a variety of appropriately challenging electives courses. The nature of these courses allows students to extend their learning in the general curriculum.

All AIG-identified students will have a Differentiated Education Plan (DPE) that is developed by the AIG teacher, in collaboration with each student's teacher(s) and parents. The DEP will be provided to each teacher and revised annually. In addition, students are given opportunities to accelerate if the school and family believe it is in the best interest of the student. This could include accelerating in a particular subject area, acceleration of an entire grade level, or by utilizing the Credit by Demonstrated Mastery policy. The credit by examination policy allows students to take a competency assessment to earn credit for the course in replacement of taking the course.

Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional Information
K-3	*Teachers will use materials created by	*Teachers will use materials created	*Teachers will use materials created	*DEP will determine

	AIG teachers. *Gifted services will be determined by student DEP.	by AIG teachers. *Gifted services will be determined by student DEP.	by AIG teachers. *Gifted services will be determined by student DEP.	additional Gifted Services.
4-6	* Extension activities available in reading and math for high achieving students. *DEP determines Gifted services.	* Extension activities available in reading and math for high achieving students. *DEP determines Gifted services.	* Extension activities available in reading and math for high achieving students. *DEP determines Gifted services.	*DEP will determine additional Gifted Services.
7-8	* Extension activities available in reading and math for high achieving students. *Opportunities to enroll in advanced or honors courses in reading and math.	* Extension activities available in reading and math for high achieving students. *Opportunities to enroll in advanced or honors courses in reading and math.	* Extension activities available in reading and math for high achieving students. *Opportunities to enroll in advanced or honors courses in reading and math.	*DEP will determine additional Gifted Services.
9-12	*Opportunities to enroll in advanced or honors courses in reading and math. *Opportunities to participate in Dual Enrollment Program.	*Opportunities to enroll in advanced or honors courses in reading and math. *Opportunities to participate in Dual Enrollment Program.	*Opportunities to enroll in advanced or honors courses in reading and math. *Opportunities to participate in Dual Enrollment Program.	*DEP will determine additional Gifted Services.

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

*** Practice B**

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

The AIG teacher, campus administrators, and the AIG team across Charter One managed schools will work across departments, including Student Services, Exceptional Children's Services, Multilingual Learners, and the Health department to ensure the social and emotional needs of AIG-identified students are met. Teachers meet the NC state requirement for Social and Emotional Learning plan by working on Social and Emotional Lessons or skills using books, stories, and emotional identification exercises. Teachers and other staff will be provided training to support them in identifying and responding to the social and emotional needs of AIG-identified students. AIG teachers will ensure DEPs include strategies needed to support AIG-identified students and will reach out to other school staff, such as the school psychologist or behavior interventionist if an individual student needs additional support beyond the DEP to manage social-emotional needs.

High achieving students have the opportunity to choose from core classes, AP (Advanced Placement) classes and Honors classes. High School high achievers who meet the AIG criteria for Bonnie Cone Schools will be permitted to select the dual enrollment path. School leadership members will check in on middle school high achievers to ensure students are taking the correct class track at the end of each semester. High School student services staff will meet with 9-12 high achievers to ensure they are on a success path. The student services team will ensure that social/emotional needs of high achieving students are being met. Exceptional Children Teachers will ensure that specific needs of twice exceptional achievers are being met. The AIG teacher will meet with staff to support the needs of gifted learners.

*** Practice C**

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

Bonnie Cone Schools is committed to providing comprehensive and accessible learning to all students and does so by focusing on school-wide goals and achieving those goals by prioritizing effective core instruction and the PLCs process. These systems provide for collaboration across instructional departments to ensure AIG services are integrated and connected.

All AIG resources are provided to Charter One managed schools through a shared Google drive, ensuring all teachers and instructional staff have access to resources to support AIG-identified students. Additionally, Bonnie Cone Schools' administrative team meets monthly with the Exceptional Student Services team, which includes Exceptional Children, Multilingual Learners, MTSS, and Academically and Intellectually Gifted programs. This monthly meeting ensures the AIG program has regular interactions with administration and instructional leaders.

High achieving students are able to be moved into different classes at each quarter based on their current data. Classes can be moved using the following data points:

*EOG data

*Unit pre and post assessments

*NC DPI Assessments

*NC check-ins and pretest assessments

*** Practice D**

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

AIG-identified students must have opportunities to work with capable peers in both intentional and flexible groups within classrooms, within grade levels, and across grade levels as appropriate using data. When possible, AIG-identified students will be placed in clusters in classroom and teacher assignments. Additionally, teachers will use flexible grouping in their classrooms to ensure students have opportunities to work with appropriate peers. This allows teachers to create more targeted lessons to ensure that high achievers are getting the lessons they need to be successful. Data will be used from multiple sources including: EOG and pre and post unit assessments. Classes at the end of each quarter are restructured based on the progress of the high achieving students.

Kindergarten through 3rd Grade

AIG-identified students in kindergarten through the 3 grades will participate in flexible grouping based on their unique skill sets and learner profiles. Teachers will provide high-achieving and AIG-identified students opportunities to work with peers who have similar abilities within the classroom, grade levels, and across grade levels.

4th through 6th Grade

Bonnie Cone Schools intentionally provides grouping practices by clustering AIG-identified students into their classroom assignments in the 4th through 6th grades to allow students access to similar peer groups during the regular school day. AIG- identified students will receive English Language Arts and Math instruction from a gifted-trained teacher.

7th through 12th Grade

Students are able to select advanced classes in the 7th through 12th grades. Teachers in these grades will work to ensure appropriate in-class flexible grouping based upon the learner profile, student's readiness, and interest identified on the DEP within the advanced classroom setting.

*** 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.

Bonnie Cone Schools provides training to all staff regarding policies and procedures related to serving AIG-identified students including pertinent information regarding the local AIG program and plan. This training is conducted before school starts and is available to staff throughout the school year using the Charter One Learning Management System and in-person from the AIG team on campus.

The AIG procedures will be included in a procedure manual and available to staff and an AIG Quick Guide will be developed and distributed to teachers.

*** Practice F**

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

Bonnie Cone Schools teachers and administrators participate in PLCs weekly to facilitate communication and planning. To ensure this communication continues as students move to new grade levels, PLC teams will meet in vertical teams as students transition. This will support campus administration in appropriately placing students as schedules for the new school year are created. When students transition from the K-6 campus to the 7-12 campus, the AIG

team will meet with students, families, and Student Services to ensure the student's schedule is appropriate and meets each student's interests and needs. This process will ensure the continuation of services across grade levels and ensure that students have seamless transitions.

*** 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.

Compacted Content: The AIG Coordinator will work with general education teachers to compact the reading and math curriculum for high achievers who show through their learning that they are ready to move rapidly through reading and math standards and will need further enrichment. The determination for compacting will be determined using informal and formal assessments (pre-assessments), district benchmarks, and EOG scores. The general education teachers will provide acceleration within the classroom which will allow high achieving students exposure to grade level standards and above grade level standards.

Subject Acceleration: Students who are working significantly above grade level in a particular content area may accelerate to classes held at a grade level above. This decision will be based upon multiple data points, observations of the student, and input provided by parents and the teacher. The school director will have the final decision-making authority.

Grade Acceleration: Students who are working significantly above grade level in most academic areas may be considered for grade acceleration. This decision will be based upon multiple data points, observations of the student, input provided by parents and the teacher, and consideration of the student's mental maturity and ability to self-advocate. The principal will have the final decision-making authority.

Credit By Demonstrated Mastery: Students may request Credit by Demonstrated Mastery to earn credit for courses by taking a competency assessment in replacement of taking the course. Parents and students will work with student services to navigate this process.

Honors Courses: Students will be eligible to enroll in honors courses based on performance testing, which may include district benchmark assessments, state testing, or initial placement tests.

AP Courses: AP stands for Advanced Placement and are courses that follow the College Board course of study, designed to prepare students for a course-specific AP exam. A score of 3 or better on an AP exam may allow the student to earn credit at the post-secondary school of choice or to earn placement in a higher level course at the institution.

Career & College Promise (CCP) and Concurrent Enrollment (CE) Courses: CCP and CE Courses are college level courses that allow students to earn college credit(s) while satisfying high school credit requirements. Bonnie Cone Schools offers students the opportunity to participate in CCP and CE Courses through local and national two- and four-year post-secondary institutions. Upon acceptance into a CCP program, students may begin taking courses at no cost. Any credit earned through CCP is protected under the North Carolina Comprehensive Articulation Agreement (CAA), ensuring a smooth transition between NC community colleges and NC public universities.

*** Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

Bonnie Cone Schools has developed policies and practices that promote equity and excellence for all students by ensuring access to advanced learning opportunities at all grade levels. The AIG teacher creates opportunities for talent development to foster the potential of high achievers across the K-12 curriculum. Students who have demonstrated a need for rigorous coursework through various data points (Unit assessments, EOG scores, and benchmark assessments) will have the opportunity to participate in a variety of advancement opportunities. These are provided by ensuring students in Kinder through 3rd grade have access to well developed extension activities, clustering our 4th through 6th grade AIG-identified students and ensuring honors courses are available to our 7th through 12 graders while AP, CCP, and CE opportunities are available to 9th through 12th grade students.

As Bonnie Cone Schools implements an AIG program for the first time, broader opportunities for students such as job-shadowing, Career and Technical Education coursework, and other interest based activities will be developed.

*** Practice I**

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

Bonnie Cone Schools has a wide-range of extracurricular opportunities for all students, including AIG-identified students. Extracurricular activities available to high achieving students will include: Battle of the Books, The Stock Market Game, Student Government, Fine Arts programs, and various athletic programs. Student clubs will be determined by a student interest survey to reflect the true interests of high achieving students.

*** Ideas for Strengthening the Standard**

- Establish collaboration between the EC staff for any gifted students that are twice exceptional or an EL (English Learner).
- Institute a variety of services to meet the needs of students' social and emotional needs within each grade level and classroom setting.
- Form an AIG team of support including key participants: teachers, instructional support members, and administration with the objective of creating social and emotional support for gifted students.
- Examine current AIG student achievement and growth data to create grouping procedures and practices.
- Provide a school-wide training that discusses the specifics of the AIG Plan.
- Provide time for AIG teachers to attend school-wide PLCs no less than twice per month to discuss and collaborate with regular education teachers about current AIG students and their specific needs for differentiation and any additional supports that may be needed. During PLCs, practices can be identified and implemented to give advanced learners of under-represented populations opportunities for advanced work including extension activities, tiered assignments, and choice boards.
- AIG teachers develop personalized DEPs (differentiated education plans) based on the needs of AIG students needing grade acceleration materials.
- Create student interest inventories to collect information directly from students within under-represented groups to develop additional service options beyond regular education services.
- Offer enriching experiences during school hours and additional engaging opportunities after school. Offer opportunities for AIG students to exhibit their learning.

Planned Sources of Evidence

- * AIG student achievement and growth collection document
- * PLC Attendance Sheet
- * Differentiated Education Plan (DEP) Document
- * Student Interest Inventory
- * AIG Whole School Training (Differentiation for AIG Students)

Documents

Document/Link

AIG Standard 2 Additional Resources

N/A

 [AIG-Student Achievement and Growth Collection](#)

 [DEP](#)

 [Differentiation for AIG Students](#)

 [PLC Agenda-Attendance](#)

 [Student Interest Questionnaire](#)

Standard 3: Differentiated Curriculum and Instruction

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Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

Curriculum and instruction will be differentiated for students with DEPs by the classroom teacher with guidance from the schools AIG teacher. Collaboration between the general education teacher and the AIG teacher will allow for opportunities for reading and math compacting based on student data points including pretests, benchmarks exams, units exams, and EOG test scores. The AIG teacher will be present during PLCs to help assist general education teachers in grouping high achievers, sharing materials, and offering strategies for acceleration of curriculum to meet the diverse needs of high achieving students. Differentiation can include among other things, project based learning.

*** Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

Teachers at Bonnie Cone Schools have received professional development in reading, writing, math workshops, small groups, and problem and project based learning.

DEPs will be developed for each student based on their individual needs. Classroom teachers will integrate these into their planning and instruction. DEPs will be updated biannually and revised annually to reflect student development.

Enrichment time built into the daily school schedule allows teachers to meet the diverse needs of gifted and talented students by differentiating content, processes, products and learning environments.

The AIG teacher will attend grade level PLCs to support general education teachers with effective instructional practices.

*** Practice C**

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

The AIG teacher for grades K-8 will use a variety of research based processes including:

- Curricula with embedded opportunities for enrichment and extension.
- Curricula includes: Eureka Math, Core Knowledge Language Arts, CKHG, and CKSci.
- Problem/Project based learning activities

*** Practice D**

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

Bonnie Cone Schools AIG teacher will provide additional professional development opportunities on project-based learning, problem-based learning, novel studies, research development, and genius hour.

- Leadership curriculum embedded into every lesson.
- Classroom environments nurture collaboration, communication and critical thinking through engaging instruction.

General education teachers and AIG teachers are required to specify on their lesson plans how they are differentiating all lessons for students that are high achieving.

*** Practice E**

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

Teachers will offer pre-assessments to students that are high achieving to plan their instruction, compact curriculum, and plan for re-teaching. Unit assessments will inform teachers whether or not the high achievers have reached their learning targets.

- Bonnie Cone Schools employs a balanced assessment approach of formative (quizzes, annotative records, exit tickets), summative, and benchmark assessments along with regular progress monitoring. Teachers will offer high achievers feedback on their progress, which will allow students to change their efforts to be able to meet the standards. Project/problem-based learning will include rubrics so high achievers know the expectations that are expected before completion of any projects.
- Teachers review data and use it to inform instructional strategies and plan next steps for students that meet and exceed the standards.

*** Practice F**

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

- Teachers at Bonnie Cone Schools will collaborate in their PLC's and with campus administration to meet the social and emotional needs of gifted and talented students.
- Teachers at Bonnie Cone Schools will implement curricula and student projects that encourage social and emotional self-awareness.

*** Practice G**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

- Students in primary grades are identified and provided with differentiation by the classroom teacher. K-5 high achievers will participate in leveled reading and math groups that will receive instruction based on their needs that are one or two grade levels above their assigned grades. The AIG teacher will also work with high achievers in grades K-5 that have gifted tendencies.
- Primary grade teachers at Bonnie Cone Schools receive support and training in differentiated instruction and methods for gifted and talented students through the AIG teacher on campus. The AIG teacher will share resources (projects, lesson extensions, fast finishers, and quick learners) with general education teachers. The AIG teacher will attend PLCs in grades K-6 once a month to support differentiation of curriculum and instruction for the general education teachers.

*** Practice H**

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

Classroom teachers with support from Charter One specialists, collaborate to develop plans and methods for differentiated instruction tailored to specific needs of their individual students. The AIG teacher will attend PLCs in grades K-6 once a month to support differentiation/acceleration of curriculum and instruction for the general education teachers. During PLCs if acceleration of curriculum is needed for high achievers AIG teachers will help general education teachers create rubrics, choice boards, ELA and math contracts, and problem/project based learning. AIG teachers will ask general education teachers questions as they go through the process of creating these items to assist in reflection for the differentiation for the gifted learners.

Questions:

- How are you offering your gifted learners opportunities to extend their learning beyond the basic level of understanding?
- What opportunities are you offering your gifted learners to expand their knowledge in areas of interest?
- How are you challenging your gifted learners in areas they are struggling in to help foster their potential and talents?
- How are you communicating with EC teachers for any students that have needs as twice exceptional achievers?

*** Practice I**

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

At the start of the school year, teachers receive training at Bonnie Cone Schools on the benchmarks for identification of high achievers. All classrooms will be data driven to ensure high achieving students receive instruction based on their individual needs.

- DEPs are generated in collaboration with teachers, administrators, and relevant support staff.
- DEPs are shared with parents during annual meetings.
- DEPs are stored electronically in PowerSchool and in student cumulative. Teachers will have access to the DEP's.
- DEPs are revised annually in collaboration with teachers, administrators, and relevant support staff. They are shared with parents after the revision is complete.

*** Ideas for Strengthening the Standard**

*Compacting Reading & Math 3-8

*AIG lesson plans that contain content-based units for each grade level with extension ideas, PBLs, projects, choice boards, and tiered assignments for AIG student differentiation.

*Collaboration between AIG teacher, general education teacher, EL (English Learner) teachers, and SE (Special Education) teachers to offer modified assignments to AIG students and high achieving students.

*Create units of study that support the social and emotional needs of AIG students.

*Create learning acceleration for AIG students in K-8 that incorporate differentiated personalized learning environments that accelerate the pacing of materials.

Planned Sources of Evidence

* AIG Lesson Plans
* Yearly Testing Calendar (on Academic Calendar)
* Differentiated Education Plan (DEP)
* DEP-Annual Performance Review-End of Year
* AIG Classroom Observation
* Professional Development Sign-In Sheet

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 <u>AIG-Classroom Observation Form</u>  <u>AIG Teacher Interview</u>  <u>DEP</u>  <u>DEP-Annual Performance Review</u>  <u>Professional Development-Sign-In Sheet</u>

Standard 4: Personnel and Professional Development

Bonnie Cone Classical Academy (61V) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Bonnie Cone Schools will employ AIG licensed teachers to support the development and implementation of the AIG program. School administrators will consult with these teachers as necessary to ensure the success of the program, to monitor implementation of the AIG plan, and the success of students participating in the AIG program.

Primary Responsibilities of AIG licensed teachers:

- Modify and develop daily curriculum techniques specific to students with different learning modalities.
- Develop approved lesson plans to meet the standards of the curriculum within the classroom and assist in developing lesson plans to support AIG-identified students.
- Develop and implement compacting in reading and math to advance achievers who are accelerated in reading and math.
- Consistently communicate and correspond with parents, administrators, and teachers to ensure the needs of AIG-identified students are met
- Coordinate Differentiated Education Plans and annual reviews for AIG-identified students
- Coordinate and facilitate AIG screenings
- Participate in professional development, including regional and statewide meetings to support gifted programs
- Participate in local AIG plans through the creation, planning, executing, and evaluating phases.
- Work with upper school to ensure that students in the AIG program are transitioned properly to honors, AP, and dual enrollment classes.

Primary Qualifications of the AIG licensed teacher:

- Academically or Intellectually Gifted Licensure, Master's Degree preferred
- Knowledge of North Carolina Standard Course of Study
- Knowledge of North Carolina State and National Gifted Standards

*** Practice B**

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

The Bonnie Cone Schools administrators will work with the AIG certified teachers to ensure the academic, intellectual, and social and emotional needs of gifted learners. School administrators will work closely with PLC teams and AIG-licensed teachers to ensure the success of the program, to monitor implementation of the AIG plan, and the success of students participating in the AIG program.

Bonnie Cone Schools works directly with Charter One, an education management organization. This allows Bonnie Cone Schools to coordinate and work in PLCs with other Charter One managed schools in North Carolina. AIG teachers and school administrators work collaboratively across the Charter One network to refine AIG implementation. To support Charter One schools in ensuring the academic, intellectual, social, and emotional needs of K-12 AIG-identified students are met, the AIG team will hold regular PLC meetings.

*** 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.

Bonnie Cone Schools provides training to all staff regarding policies and procedures related to the differentiated services and instruction for AIG- identified students, regulations related to gifted education, and the local AIG program and plan. Training will include the state definition for AIG students, why extensions (compacting the curriculum and choice boards) is necessary for AIG students, and a list of resources to get started. This training is conducted before school starts and is available to staff through the school year through an electronic professional development system that allows staff to revisit as needed. The AIG procedures will be available to all staff as necessary and the Bonnie Cone Schools website will reflect the procedures for identification of students who may qualify for the AIG program.

Additionally, as the program is introduced to Bonnie Cone Schools additional professional development and training will be created to support both AIG teachers in implementing the program and all instructional staff on the best practices for working with gifted students. PLCs will also be used by teachers and administration to collaborate and identify best path, practices, and resources available for students.

*** Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

AIG-identified students are placed in cluster and/or subject grouped classes with AIG licensed teachers, teachers previously credentialed by the state or district, or teachers enrolled in ongoing professional development.

AIG-identified students in kindergarten through the third grades will be placed with teachers who have training in providing instruction to students who are identified as gifted.

AIG-identified students in fourth through sixth grades will be provided English Language Arts and Math core instruction in a clustered class with an AIG licensed teacher.

AIG-identified students in the seventh through twelfth will have access to honors, AP, and dual enrollment teachers who have training in providing instruction to students who are identified as gifted.

Teachers may obtain AIG licensure through a college or university at their own expense. They may also earn AIG certification by obtaining a passing score on the Praxis.

Additional professional development opportunities will be provided through internal and external means. Teachers may be provided opportunities to attend the North Carolina Association for the Gifted and Talented and through the opportunities provided by the North Carolina Department of Public Instruction.

*** Practice E**

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

Bonnie Cone Schools will implement the following strategies to support the recruitment and retention of AIG-licensed teachers.

- Establish a well-connected AIG team through Charter One managed schools to allow AIG teachers and teachers seeking AIG add-on licensure have a network of professionals to collaborate with.
- Provide opportunities for professional development including North Carolina Association for the Gifted and Talented and through the opportunities provided by the North Carolina Department of Public Instruction.
- Ensure hiring managers, campus administrators, and the Human Resources department can support teachers to access information about taking the Praxis exam.
- Ensure campus administrators are supported in coaching and evaluating teachers who work with AIG-identified students.

The professional development plan is aligned with the school-wide goals.

*** Practice F**

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. As the AIG program develops at Bonnie Cone Schools, professional learning opportunities will be developed across Charter One managed schools to support all educators in realizing the equity and excellence in gifted education and to develop best practices for identification and serving AIG-identified students. In addition, campus administrators, teachers and AIG licensed teachers will have opportunities for professional learning through the North Carolina Association for the Gifted and Talented and through the opportunities provided by the North Carolina Department of Public Instruction. The AIG teacher will collaborate with school leaders to discuss the social and emotional needs of AIG students and to create professional development for teachers that work with gifted learners and high achieving students. The gifted teachers will meet with administration weekly to discuss data and professional development needs.

*** 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. Bonnie Cone Schools is committed to providing a meaningful learning experience to all students, including AIG-identified students. To ensure professional development opportunities are aligned to Bonnie Cone Schools ongoing initiatives, AIG-licensed teachers will be included in the professional development planning process that supports the school as a whole. The AIG teacher will attend PLCs throughout the year to assist teachers in creating curriculum at a pace that will meet the needs of identified students and high achieving students in their class. The gifted teachers will meet with administration weekly to discuss data and professional development needs.

*** Ideas for Strengthening the Standard**

- *Collaborate with regular education teachers and support staff in areas of differentiation including strategies for differentiation, product choices (based on learning styles), choice boards, and independent study agreements for extension activities.
- *Will attend a few school board meetings to discuss AIG licensure.
- *The AIG teacher will create training on the following topics: Differentiation for AIG students, Gifted Identification, Characteristics of Giftedness, and the Importance of Identification.
- *The AIG teacher will analyze student data to identify staff needs for additional support in ensuring equity and excellence are achieved in AIG education.
- *The AIG teacher will frequently visit general education teachers' classrooms to offer support, coaching, and reflection on professional development after it is offered to ensure training principles are implemented into their classrooms.
- *The AIG teacher will offer perspective in all professional development training offered throughout the school year through a gifted perspective or lens.
- *AIG add-on licensure with teachers with at least one teacher per grade level in grades K-12.

Planned Sources of Evidence

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- * *Google Slides- Professional Development--Differentiation for AIG Students and AIG Professional Development- Gifted Identification/Giftedness/Importance of Identification.
- * *Professional Development- attendance sheet and feedback form.
- * *AIG Binder- showing district plan with program standards 1-6.
- * **AIG add-on-licensure information through NCDPI provided to staff. <https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectual>

Documents	
Type	Document Template Document/Link
AIG Standard 4 Additional Resources	<ul style="list-style-type: none">  AIG PD Gifted Identification  Differentiation for AIG Students  Professional Development-Sign-In Sheet.  PD Staff Feedback Form

Standard 5: Partnerships

Bonnie Cone Classical Academy (61V) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

As Bonnie Cone Schools implements the AIG program, campus administration will work to develop opportunities for parent and family involvement. Campus administrators will provide opportunities for parents to volunteer to support AIG activities and to participate in the comprehensive review committee process.

The AIG licensed teacher will also work directly with each AIG-identified student and his/her family to ensure DEP's are developed with input from parents and meet the needs of students. This relationship will also allow the AIG teacher and parent to collaborate regarding the unique needs of gifted learners.

The AIG teacher will also participate in PLC meetings with each grade level to allow for development of appropriate support for students during their school day. This forum allows for teachers to work together to support any social emotional needs of our AIG-identified students and to support the general education and AIG teachers in communication with families. Family events could include: Literacy Night, Fall Festival, and various showcase nights. The AIG teacher will host parent nights for interested eighth grade families in spring to discuss acceleration pathways.

*** 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.

Bonnie Cone Schools will work to pursue and maintain partnerships within the community including colleges, local businesses, industry partners and other institutions that support AIG-identified students. These partnerships will support CCP and CE courses as well as college admissions. Additional partnerships will be sought to support AIG service projects and project-based learning initiatives tied to topics students are learning in their course work.

At Bonnie Cone Schools we will update our website with identification information, services, and assessment. Parents of high achievers will have a letter sent home detailing the screening and identification process to all families to decide if they would like to opt out of testing.

*** 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.

Bonnie Cone Schools parents and families will be informed regularly through a school AIG website page that includes information on screening, identification, and updated AIG program information. An advisory committee will be established to include parents of AIG students, an AIG licensed teacher, community

member(s), a school administrator, and general education teacher(s). This committee will be responsible to ensure that the AIG plan is carried out with fidelity and in compliance with state legislation and policy. The committee will meet routinely and will formally conduct a comprehensive review of the program every three years.

*** Practice D**

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

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

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

Bonnie Cone Schools parents and families will be informed regularly through a school AIG website page that includes information on screening, identification, and updated AIG program information. Parents and other stakeholders will be informed of the local AIG plan through the consistent communication from the AIG teacher and in regular newsletters sent to families from the school Director. This information will include community opportunities for AIG students and their families. Additionally, a brochure both physical and virtual will be developed and available to parents and staff at school curriculum nights, open houses, and parent-teacher conferences.

If a family requires a language other than English, schools will ensure those communications are translated to the native language of the parent.

*** Ideas for Strengthening the Standard**

- Create an advocacy group including parents and other individuals that support gifted learners in our school's AIG program.
- The school AIG teacher will provide staff, parents, and gifted specialists with additional information about the various needs of gifted learners.
- The school's gifted teacher will meet with the school administration to discuss any strategies they are using to collaborate with and engage families of gifted learners in a continued partnership.
- Will offer opportunities for parents of gifted learners to join the school's newly formed AIG advisory board.
- Contact gifted organizations including the NAGC (National Association for Gifted Children) to possibly partner with them to enhance the gifted program and offer staff professional development.
- Reach out to local media outlets including the local newspaper to showcase events or successes of AIG students.

Planned Sources of Evidence

* Schools AIG Page- Maintain and update.

* Advisory Board- AIG Advisory Board Meetings Attendance Sheet

*

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

Standard 6: Program Accountability

Bonnie Cone Classical Academy (61V) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

Bonnie Cone Schools 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 the plan, student data will be used and best practices. The initial advisory committee, which will include the AIG teacher, campus administrators, and teachers will develop procedures to assess the implementation of the program, seek feedback regarding proposed revisions with applicable stakeholders, including parents. Upon board approval, our plan will be submitted to the state board of education for review and approval.

*** 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.

As the AIG programs are established, campus administrators, in collaboration with the AIG licensed teachers, and the AIG advisory committee will be responsible to ensure that the AIG plan is carried out with fidelity and in compliance with state legislation and policy. The campus administrators and AIG teacher will routinely collaborate regarding the fidelity of implementation and pay attention to any changes in legislation or state policy. If a change in legislation or policy is imminent, the advisory committee will convene, make proposed revisions, and seek feedback from stakeholders prior to proposing changes to the Board. The AIG teacher will discuss the implementation and review our performance. We will revise and add to our processes as needed. We will revise and add to our processes as needed. The review committee will formally review the plan every three years.

*** 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.

All Charter One managed schools are supported by a robust finance team that supports school leaders in managing budgets and allotted state and local funds to support AIG programs. In addition, Bonnie Cone Schools routinely monitors the budget in collaboration with Charter One and has provisions in place to ensure that state and local funds are applied appropriately to programs. If schools receive funds specifically for the AIG program, they will be used in accordance with state policy.

*** 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.

As part of the Bonnie Cone Schools annual data review process, the campus administration will maintain, analyze and share student achievement, growth data and dropout data for students in the AIG program on an annual basis. It is reviewed at the beginning of the year and shared with faculty as a group and in grade level teams. Testing data is compiled at the end of the year, analyzed by the administration team, and used to create classrooms and inform program revisions. Performance data from these classes to make changes to the program.

*** 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.

Campus administrators will monitor the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. If disparities exist, plans to ensure underrepresented populations will have equitable access will be implemented. Some of these practices may include:

- Screening the top 10% of underrepresented student groups
- Providing universal screening to all third grade students and fifth grade students not previously screened
- Coordinating with Exceptional Children and Multilingual Learner staff to identify students who may not have been referred for consideration

 [Click here to remove the table and use only the narrative field.](#)

Percent Ethnicity Identified as AIG

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

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

AIG licensed teacher's credentials will be verified prior to hire and maintained with the HR department. Teachers who obtain AIG certification during their employment will provide their information to HR to ensure consistency in the process.

Bonnie Cone Schools and HR utilize a learning management system that supports management of professional learning and training teachers have participated in. This, in addition to documentation of teachers who are AIG certified, Bonnie Cone Schools will systematically maintain records and ensure the appropriate staff are available to maintain the AIG plan. Bonnie Cone Schools encourages teachers to enroll in professional development and administration team alerts staff of professional development that may be beneficial to the school's vision.

*** Practice G**

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

Surveys will be requested of families who have students participating in the AIG program to provide an avenue for feedback of the effectiveness of the AIG program annually and reviewed by the AIG committee. Teachers and other stakeholders will also have the opportunity to share their perspectives in survey format annually and during the comprehensive review process. The AIG program committee includes the following stakeholders: parents, teachers, and AIG program staff. Additionally, the AIG teacher will maintain close relationships with the families of AIG-identified students to ensure open and regular feedback. PLC teams will provide avenues for teachers and other staff to provide feedback directly to campus administration and the AIG teacher. The AIG teacher will gather information from collaborative teams during PLC to gather informal feedback for constant reflection that is both directly and indirectly involved in the AIG program.

*** Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

During comprehensive review of the AIG program, Bonnie Cone Schools and the advisory committee will review data provided from multiple sources including state assessments, universal screeners, academic growth of students in the AIG program and any other relevant data related to the review process. The AIG teacher will attend grade level PLC meetings and attend data meetings that discuss progress of high achievers. This data will be used by the advisory committee when preparing proposed changes to the AIG program every three years.

*** Practice I**

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

A report of the findings in the comprehensive review process will be available to the public as part of the comprehensive review process. Administrators will share program data, including evaluation data to share with the board annually. This information will be available on the school's website and provided to stakeholders upon request. Board meetings are open to the public and minutes are available to the public. Student performance data is public and can be viewed on the school report card.

*** Practice J**

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Bonnie Cone Schools protects the rights of all students in the AIG program, their parents, and families with procedures and policies that protect privacy and ensure parent consent is obtained for assessment and placement into the AIG program. We safeguard the rights of AIG students and their parents through established policies, procedures, and practices with consent for identification forms, consent for placement forms, transfer procedures, and reassessment procedures.

These procedures include informed consent from a student's parent prior to screening and includes information regarding the identification, placement and reassessment process. Students who transfer to Bonnie Cone Schools from other schools and were identified for the AIG program will be placed in Bonnie Cone Schools' program upon receipt of records indicating AIG placement.

If a parent or guardian has questions or concerns about the AIG program they should first contact their student's teacher and/or the AIG teacher. If the parent or guardian's concern cannot be resolved there, the parent can request a meeting with the school director.

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Process	Procedure
Informed consent for identification	* <input type="text"/>

Informed consent for placement	*	<input type="text"/>
Transfer procedures	*	<input type="text"/>
Reassessment procedures	*	<input type="text"/>
Procedures to resolve disagreement	*	<input type="text"/>

*** Ideas for Strengthening the Standard**

- Create a document to analyze trends in the areas of referrals for AIG, identification, and populations that may be underrepresented. AIG teachers will track this data electronically and will discuss any trends or patterns found with the school administration at the conclusion of each testing session.
- Create staff surveys throughout the year to create more staff participation and engagement.
- Program brochures and the material will be translated into the student's family's native language for any materials that are sent home.
- Create an outline of AIG students' rights for the AIG parent and AIG specialist handbook.

Planned Sources of Evidence

* Attendance- AIG Advisory Board
* Parent Letter- Universal Screening Letter
*

Documents

Document/Link

N/A

 [AIG Advisory Board](#)

 [Universal Screening Parent Letter](#)

AIG Standard 6 Additional Resources

Local Board of Education Approval

Bonnie Cone Classical Academy (61V) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

09/28/2022 

Original Application Submission Date: 10/26/2022

Type Documents Document Template Document/Link

Local Board of Education Approval Signatures [Upload at least 1 document(s)]

 [Local Board of Education Approval Template](#)

 [Board Approval Letter](#)

 [Board Meeting Notes](#)

AIG Related Documents

Bonnie Cone Classical Academy (61V) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents

Type Document Template Document/Link

Local Board of Education Approval Signatures [Upload at least 1 document(s)] [Local Board of Education Approval Template](#)
[Board Approval Letter](#)
[Board Meeting Notes](#)

Optional Documents

Type Document Template Document/Link

AIG Glossary [Upload up to 1 document(s)] N/A

AIG Standard 1 Additional Resources N/A

- [AIG Gifted Behavior Identification Checklist](#)
- [AIG Parent Survey](#)
- [AIG Teacher Interview](#)
- [Differentiation for AIG Students](#)
- [AIG Permission to Test Form](#)
- [Gifted Testing Referral Form](#)

AIG Standard 2 Additional Resources N/A

- [AIG-Student Achievement and Growth Collection](#)
- [DEP](#)
- [Differentiation for AIG Students](#)
- [PLC Agenda-Attendance](#)
- [Student Interest Questionnaire](#)

AIG Standard 3 Additional Resources N/A

- [AIG-Classroom Observation Form](#)
- [AIG Teacher Interview](#)
- [DEP](#)
- [DEP-Annual Performance Review](#)
- [Professional Development-Sign-In Sheet](#)

AIG Standard 4 Additional Resources

N/A

 [AIG PD Gifted Identification](#)


 [Differentiation for AIG Students](#)

 [Professional Development Sign-In Sheet](#)

 [PD Staff Feedback Form](#)

AIG Standard 5 Additional Resources


N/A

 [AIG Advisory Board](#)

AIG Standard 6 Additional Resources

N/A

 [AIG Advisory Board](#)

 [Universal Screening Parent Letter](#)

Glossary

Bonnie Cone Classical Academy (61V) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

Type	Documents Document Template Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A