

The Capitol Encore Academy (26C) 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)

The Capitol Encore Academy has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, 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 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.

Our Mission: The Capitol Encore Academy's AIG Program enhances the educational experience for gifted students by focusing on the individual strengths of each student as a learner. In the pursuit of knowledge and wisdom, our program fosters creativity and innovative thinking in the development of self-directed and meaningful artists in an ever changing global society. Our program will incorporate activities that inspire our students to become innovative individuals who can address and provide solutions to global and local issues.

Our Vision: The Capitol Encore Academy's AIG program will: meet the students' individual needs; enrich student artistic interests and abilities; foster communication between educators, parents, and students; provide a curriculum with appropriate rigor, challenge, and choice; offer opportunities for artistic and academic interaction with like-ability peers, school community, and the artistic community surrounding our school; encourage critical and

creative exploration of ideas; approach instruction through inter-disciplinary and thematic problem-based studies; and recognize the social and emotional characteristics of our individual learners.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 44,000.00	* \$ 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, including universal screening, for every student to show their strengths and talents.

The Capitol Encore Academy (TCEA)'s AIG plan identification criteria will serve to identify an AIG student in all populations at TCEA to ensure that the process is fair, transparent, and consistent. For those learners who enroll in TCEA with an AIG label from a school with a state approved AIG Plan, they will be placed in the AIG program aligned with their grade level with a guardian meeting. For incoming students who have been targeted as potential AIG learners but their previous schools do not have a state approved AIG program, TCEA will place these students into the AIG program until the identification process is completed. The Capitol Encore Academy (TCEA) will use the following criteria to identify students for AIG Services:

Determine Infinite Campus identified students enrolled at TCEA as well as include a line on the records request for AIG records if applicable. For those students identified, the steps are as follows:

1. Communicate in written form with parents – letter or email
2. Team pulls AIG student information from previous school
3. Team prepares Individualized Plan for each identified learner (DEP/I/DEP form)
4. Hold initial conference to sign forms and discuss placement and service
5. Parental signature required on learner DEP/I/DEP before official placement For unidentified student referrals (students that exhibit AIG behaviors or enroll from schools without a state approved AIG Plan),

TCEA will follow these steps:

Basic Process of Formal Assessment for Gifted Services

1. The basic process of formal assessment for gifted services consideration is the same for any learner considered during the school year. The AIG Summer Testing Center functions as the AIG Teacher through step 10 for any learner formally evaluated over the summer. Students are formally nominated for gifted services evaluation via the screening process. The screening process steps are listed below.
 2. Parents/Guardians of students in grades 1, 3, 5, and 7 will be notified about NNAT testing. Parents/Guardians have the right to decline testing. Once testing is declined, the identification process stops. The parent keeps the Handbook of Parents' Rights and Responsibilities in Gifted Education.
 3. AIG teacher gathers existing qualitative and quantitative data sources, including not limited to:
 - a. Qualitative: Observational Data, Teacher Recommendations (to include those from EC, EL and MTSS teachers), Parent Recommendations, Student Recommendations, and Community Member Recommendations. Portfolio work review

- b. Quantitative: EOG Scores, MAP testing, mClass data, NC-check-in data, NNAT Test data, WIDA ACCESS scores, TABS observational scale, previous honor classes data, academic grades.
4. AIG teacher contacts subject matter, EL/EC/MTSS (where applicable) and Arts Teachers for further information and additional data.
 5. AIG teacher records the data from data sources on the AIG Pathway Qualification Sheet.
 6. The AIG teacher gathers the names of students who are to be tested (with permission to test).
 7. The AIG teacher either administers testing or makes arrangements for the testing coordinator or designee to administer the testing.
 8. The assessment(s) is/are scored and the results are entered into the spreadsheet. AIG teacher completes the AIG Pathway Qualification Spreadsheet. There are 3 Pathways.
 9. If a student qualifies for an AIG Pathway, the AIG teacher creates either a K-2 or 3-12 Individualized Differentiated Education Plan (Screening Document) for each student.
 10. AIG teacher collects AIG team signatures on the K-2 or 3-12 Individualized Differentiated Education Plan.
 11. The AIG teacher notifies the parents/guardians of the formal evaluation outcome by sending home the appropriate paperwork (AIG Conference Request). For students who do NOT qualify for services, this is the end of the process (AIG 1, AIG 3B, & MATRIX)
 12. Parents/guardians must attend an AIG conference for their student to be formally entered into the AIG program.
 13. Guardians of students who did not qualify will receive a notice of non-identification.
 14. Key stakeholders can complete the AIG Referral Form form throughout the school year as part of the ongoing referral process.
 15. The DEP will be reviewed yearly with stakeholders (Guardian(S), student, and teachers) involved.
- For learners who qualify for services:
1. For students who qualify for services, the parents are invited to the school to conference with the AIG specialist/teacher to discuss a plan for their student.
 2. The parent selects their placement decision by checking a box. Check either "I agree" consenting to services or "I disagree" exiting the student from service options, signs, and dates the form.
 3. Student data is entered into Infinite Campus.
- The DEP requires parent consent before enrollment into gifted services. The DEP/IDEP protects the right of service for the students in which the parent/guardian grants consent. Due to changes to the service model, further consent is required with transitions between the different school levels within the district (elementary, middle, and high). Parents/guardians are sent an invitation to the conference to sign the child's new (DEP) and/or (IDEP).

AIG Qualification Pool:

The Capitol Encore Academy is committed to having a large screening pool of potential AIG learners. To achieve that end, we have established the following procedures:

- The AIG program is open to students of any race, color, ethnicity, national origin, gender identity, language, ability, religion/creed, socio-economic status, or sexual orientation.
- Every student will be considered for the AIG pool.
 - The AIG program uses the NINAT test as one of its data sources. It is a non-verbal test to measure a student's general ability. This helps to remove cultural and language bias in the identification process.
 - Students identified as part of the talent development program will automatically be reviewed at the end of 2nd grade as they transition to 3rd to determine future eligibility.
 - The Capitol Encore Academy is an Arts-Integrated Charter School in Fayetteville, NC. As part of the AIG screening process, we consider the eligibility of students gifted in the arts.
 - At The Capitol Encore Academy, we have many military families. The referral process is ongoing throughout the school year to help accommodate for transfer students. Students who transfer can be identified during the year.
 - Additionally, students can be identified throughout the academic calendar.
 - Students are screened using the TABs observational scale, which measures aptitudes, thinking skills, creativity, and problem-solving abilities i.e., skills other than just achievement data.
 - It is important to note that The Capitol Encore Academy does not base a final decision on one test score, indicator, or academic event. It considers a multitude of data sources. Including MAP and mClass testing, EOG/EOC scores, TABs observational data, PreACT and ACT scores, classroom grades, WIDA/ACCESS scores, recommendations (peer, self, teacher, parents, and community member), portfolio rubrics/scores, etc.
 - All teachers in our school or district, including administrators, special education, EL and MTSS staff (this allows us to avoid overlooking Twice Exceptional Students and EL students), and arts, science, math, English, and social studies teachers, can recommend or refer students.
 - For those students who take the WIDA ACCESS testing, scores of 4.5 + in any domain will be considered as part of the achievement data.
 - All AIG materials can be translated into the primary language of families.
- If a student is not eligible currently, it does not mean they are permanently ineligible. Students' eligibility can be reviewed as new data sources are available.

After qualification, students are provided with a Differentiated Education Plan (DEP) that documents the specific environments and programs a student will receive based on their unique skills, talents, and aptitudes.

The Capitol Encore Academy Screening will be completed as follows:
Single Subject Acceleration (Grades K-2)

A nurturing program is in place to serve K-2 students that demonstrate academic potential. Students are selected using multiple criteria to participate in this challenging and nurturing program. In instances where a K-2 student shows signs of highly gifted characteristics, a body of evidence will be collected over time using multiple criteria. Once sufficient data is collected, the AIG teacher/Team will review the body of evidence. If testing is needed, the student will be referred for individual aptitude testing.

- MAPs, Waggle (HMH), and mClass data will be used to identify students in math and/or reading that are excelling.
- Where applicable WIDA ACCESS Scores
- teacher given assessment will be used to identify students that have mastered standards before their peers on 3 or more instances.
- TABS observational scale data
- NNAT testing (Grade 1)
- teacher, parent, community member nominations
 - Students identified in grades Kindergarten-2 will have single subject acceleration.
 - Initial K-2 screening will be completed by the 2nd quarter of each school year to ensure that identified students have ample time and instruction to meet their individual learning needs.

Grades 3-5

Pathway 1:

After considering pathway 2, we look to the student's aptitude indicators to determine if Pathway 1 is an option for identification. In this pathway, a student needs to meet four different criteria between listed options in the same subject area to form a combination of 2 aptitude indicators AND 1 achievement indicator AND 1 performance indicator. In addition a student needs a TABS observational score of 80 percent or higher. This pathway allows us to identify particular needs of students; especially those who have a strength in one area and challenge in the other.

Pathway 1A:

Aptitude Indicator: Nationally-normed aptitude or IQ test = Full scale score of 98th percentile or higher AND/OR subtest composite score of 98th percentile or higher
Achievement Indicator: NC EOG = NC EOG score of 92nd percentile or lower (B) OR 84th percentile on an above grade level (B), nationally normed achievement test (MAPs); WIDA ACCESS scores of 4.5+ (where applicable)
Performance Indicator: Grade or Gifted Rating Scale = Course grade of 89% or lower (B) OR gifted rating scale scores of 89th percentile or lower from 2 different options
ABS Observational Score of 80+ percent.
Recommendations
Portfolio Samples or Scores

Pathway 1A identification indicates that a child's intellectual abilities and potential are subject specific and interest driven which means the student has demonstrated high potential as shown with the aptitude indicator, but the other indicators do not meet the criteria to qualify the student for services via Pathway 2 or 3. This type of identification profile usually indicates that the student may be underachieving in school and in need of additional support such as content differentiation, acceleration options, social-emotional support and/or college and career counseling. Students who qualify for services via Pathway 1A are identified as intellectually gifted (IG). Parents/Guardians must consent to or decline services by signing the student's Differentiated Education Plan (DEP). Placement into services is not automatic. The DEP must be renewed annually.

Pathway 1B:

Aptitude Indicator: Nationally-Normed aptitude or IQ test = full scale score of 89th percentile or higher AND/OR subtest composite score of 98th percentile or higher
Achievement Indicator: NC EOG = NC EOG score of 98th percentile or higher OR 93rd percentile on an above grade level, nationally normed

achievement test (MAPS); WIDA ACCESS scores of 4.5+ (where applicable)

Performance Indicator: Grade or Gifted Rating Scale = course grade of 90% or higher OR gifted rating scale score of 90th percentile or higher from 2 different options.

TABS Observational Score of 80+ percent.

Recommendations

Portfolio Samples or Scores

Pathway 1B identification indicates that a child's intellectual abilities and academic abilities are highly advanced when compared to peers of the same age in the same school setting. This means that the student has demonstrated high potential as shown with the aptitude indicator and shown high achievement with the other indicators. This student does meet the criteria of Pathway 2 or 3; however, they may require additional support with content modifications, acceleration options, social-emotional support, and/or college and career counseling. Students who qualify for services via Pathway 1B are identified as academically and intellectually gifted (AI). Parents/Guardians must consent to or decline services by signing the student's Differentiated Education Plan (DEP). Placement into services is not automatic. The DEP must be reviewed annually.

Pathway 2

In this pathway, a student needs to meet three different criteria between the listed options in the same subject area to form a combination of 2 aptitude indicators AND/OR 1 achievement indicator AND/OR 1 performance indicator.

Aptitude Indicator: Nationally-Normed Aptitude OR IQ Test = Full Scale Score of 93rd percentile or higher, AND/OR Subtest Composite Score Of 90th percentile or higher

Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test (MAPS) = NC EOG score of 93rd percentile or higher, OR

85th percentile higher one above grade level, nationally normed achievement test

Performance Indicator: Grade OR Gifted Rating Scale= Course grade of 90% or higher(A), OR Gifted Rating Scale Scores of 90th percentile or higher from two different options. The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar), WIDA ACCESS scores of 4.5+ (where applicable)
TABS observational scale of 85 percent or higher.

Recommendations

Students who qualify for services via Pathway 2, are identified as academically gifted in math (AM), reading (AR), or in both content areas (AG). Parents/Guardians must consent to or decline services by signing the student's Differentiated Education Plan (DEP). Placement into services is not automatic. Although Pathway 2 is considered first when identifying students, student data drives the decision making process. The different pathways allow for different kinds of identification to customize gifted services. This includes but is not limited to students with unusually high aptitude and/or students from traditionally underrepresented groups. Placement into services is not automatic. The DEP must be reviewed annually.

Pathway 3

Pathway 3 is for a student who has educational or situational circumstances for which traditional testing alone may not be sufficient to identify giftedness. The school's AIG Team completes the application process for a student who has a formal Pathway 3 nomination. Typically, these students are culturally or linguistically diverse, economically disadvantaged, have a physical and/or sensory disability, and/or have a documented learning and/or processing disability.

The design of Pathway 3 allows students more opportunities to demonstrate need for differentiated instruction through non-traditional performance indications along with aptitude and/or achievement indicators. Nontraditional measures include the use of the Gifted Rating Scale (GRS), Scales for Identifying Gifted Students (SIGS), portfolio process, and/or Behavioral Profile (BP).

In this pathway, a student needs to meet three different criteria between the listed options in the same subject area to form a combination of 1 aptitude indicator, AND/OR 1 achievement indicator, AND/OR 1-2 performance indicators

Aptitude Indicator: Nationally-Normed Aptitude OR IQ Test = Full Scale Score of 93rd percentile or higher, AND/OR Subtest Composite Score Of 90th percentile or higher

Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test = NC EOG score of 90th percentile or higher, OR 83rd percentile higher one above grade level, nationally normed achievement test (MAPs); WIDA ACCESS scores of 4.5+ (where applicable)

Performance Indicator: Grade OR Gifted Rating Scale = Course grade of 90% or higher(A), OR Gifted Rating Scale Scores (GRS) of 90th percentile or higher from two different options. The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar), AND/OR The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar) Portfolio score of 85% or higher using the TCEA Product or Portfolio Scoring Rubric. Scoring is conducted by the school's AIG team

Recommendations

TABS observational scale 80 percent +

Students who qualify for services via Pathway 3 are identified as academically gifted in math (AM), reading (AR), or in both content areas (AG). Parents/Guardians must consent to or decline services by signing the student's Differentiated Education Plan (DEP). Placement into services is not automatic. Gifted services offered by The Capitol Encore Academy are under the care and responsibility of the AIG Department.

The purpose of the AIG program is to address the needs of students with demonstrated high ability and aptitude for learning. The program provides differentiated instruction and curriculum approaches beyond that of the general education classroom that are evidence-based best practices for serving gifted students. Gifted services provide an array of learning environment service options, content modifications to the general education curriculum including a value-added replacement curriculum, and enrichment opportunities.

Grades 6-8

Pathway 1:

After considering pathway 2, we look to the student's aptitude indicators to determine if Pathway 1 is an option for identification. In this pathway, a student needs to meet four different criteria between listed options in the same subject area to form a combination of 2 aptitude indicators AND 1 achievement indicator AND 1 performance indicator.

This pathway allows us to identify particular needs of students; especially those who have a strength in one area and challenge in the other.

Pathway 1A:

Aptitude Indicator: Nationally-normed aptitude or IQ test = Full scale score of 98th percentile or higher AND/OR subtest composite score of 98th

percentile or higher

Achievement Indicator: NC EOG = NC EOG score of 92nd percentile of lower OR 84th percentile on an above grade level, nationally normed achievement test (MAPs); WIDA ACCESS scores of 4.5+ (where applicable)

Performance Indicator: Grade or Gifted Rating Scale = Course grade of 90% or lower OR gifted rating scale scores of 89th percentile or lower from 2 different options

Recommendations

TABS Observational scale 80+ percent.

Pathway 1B: Aptitude Indicator: Nationally-Normed aptitude or IQ test = full scale score of 89th percentile or higher AND/OR subtest composite score of 98th percentile or higher

Achievement Indicator: NC EOG = NC EOG score of 98th percentile or higher OR 93rd percentile on an above grade level, nationally normed achievement test (MAPs); WIDA ACCESS scores of 4.5+ (where applicable)

Performance Indicator: Grade or Gifted Rating Scale = course grade of 90% or higher OR gifted rating scale score of 90th percentile or higher from 2 different options
WIDA ACCESS scores of 4.5+ (where applicable)

Recommendations

TABS Observational scale 80+ percent.

Pathway 1A identification indicates that a child's intellectual abilities and potential are subject specific and interest driven which means the student has demonstrated high potential as shown with the aptitude indicator, but the other indicators do not meet the criteria to qualify the student for services via Pathway 2 or 3. This type of identification profile usually indicates that the student may be underachieving in school and in need of additional support such as content differentiation, acceleration options, social-emotional support and/or college and career counseling. Students who qualify for services via Pathway 1A are identified as intellectually gifted (IG). Parents/Guardians must consent to or decline services by signing the student's Differentiated Education Plan (DEP). Placement into services is not automatic. The DEP must be reviewed annually.

Pathway 1B identification indicates that a child's intellectual abilities and academic abilities are highly advanced when compared to same age peers in the same school setting. This means that the student has demonstrated high potential as shown with the aptitude indicator and shown high achievement with the other indicators. This student does meet the criteria of Pathway 2 or 3; however, they may require additional support with content modifications, acceleration options, social-emotional support, and/or college and career counseling. Students who qualify for services via Pathway 1B are identified as academically and intellectually gifted (AI). Parents/Guardians must consent to or decline services by signing the student's Differentiated Education Plan (DEP). Placement into services is not automatic. The DEP must be reviewed annually.

Pathway 2:

In this pathway, a student needs to meet three different criteria between the listed options in the same subject area to form a combination of 2 aptitude indicators AND/OR 1 performance indicator.

Aptitude Indicator: Nationally-Normed Aptitude OR IQ Test = Full Scale Score of 93rd percentile or higher, AND/OR Subtest Composite Score Of 90th percentile or higher

Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test = NC EOG score of 93rd percentile or higher, OR 85th percentile higher one above grade level, nationally normed achievement test (MAPs); WIDA ACCESS scores of 4.5+ (where applicable)

Performance Indicator: Grade OR Gifted Rating Scale= Course grade of 90% or higher(A), OR Gifted Rating Scale Scores of 90th percentile or higher from two different options. The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership

(L), or Artistic (Ar)
TABS Observation Scale 85%+
Recommendations

Students who qualify for services via Pathway 2, are identified as academically gifted in math (AM), reading (AR), or in both content areas (AG). Parents/Guardians must consent to or decline services by signing the student's Differentiated Education Plan (DEP). Placement into services is not automatic. The DEP must be reviewed annually. Although Pathway 2 is considered first when identifying students, student data drives the decision making process. The different pathways allow for different kinds of identification to customize gifted services. This includes but is not limited to students with unusually high aptitude and/or students from traditionally underrepresented groups.

Pathway 3:

Pathway 3 is for a student who has educational or situational circumstances for which traditional testing alone may not be sufficient to identify giftedness. The school's AIG Team completes the application process for a student who has a formal Pathway 3 nomination. Typically, these students are culturally or linguistically diverse, economically disadvantaged, have a physical and/or sensory disability, and/or have a documented learning and/or processing disability.

The design of Pathway 3 allows students more opportunities to demonstrate need for differentiated instruction through non-traditional performance indications along with aptitude and/or achievement indicators. Nontraditional measures include the use of the Gifted Rating Scale (GRS), Scales for Identifying Gifted Students (SIGS), portfolio process, and/or Behavioral Profile (BP). In this pathway, a student needs to meet three different criteria between the listed options in the same subject area to form a combination of 1 aptitude indicator, AND/OR 1 achievement indicator, AND/OR 1-2 performance indicators

Aptitude Indicator: Nationally-Normed Aptitude OR IQ Test = Full Scale Score of 93rd percentile or higher, AND/OR Subtest Composite Score Of 90th percentile or higher

Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test (MAPs); WIDA ACCESS scores of 4.5+ (where applicable)

Performance Indicator: Grade OR Gifted Rating Scale = Course grade of 90% or higher(A), OR Gifted Rating Scale Scores (GRS) of 90th percentile or higher from two different options. The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar), AND/OR The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar) Portfolio score of 85% or higher using the TCEA Product or Portfolio Scoring (Scored by the AIG Team)

TABS Observational scale 80%+

Recommendations

Students who qualify for services via Pathway 3 are identified as academically gifted in math (AM), reading (AR), or in both content areas (AG). Parents/Guardians must consent to or decline services by signing the student's Differentiated Education Plan (DEP). Placement into services is not automatic. The DEP must be reviewed annually. Gifted services offered by The Capitol Encore Academy are under the care and responsibility of the AIG Department. The purpose of the AIG program is to address the needs of students with demonstrated high ability and aptitude for learning. The program provides differentiated instruction and curriculum approaches beyond that of the general education classroom that are evidence-based best practices for serving gifted students. Gifted services provide an array of learning environment service options, content modifications to the general education curriculum including a value-added replacement curriculum, and enrichment opportunities.

Secondary Gifted Education (9th-12th Grades)

In addition to the pathways mentioned previously in grades 6-8, High School Students may also qualify through the HS specific pathway.

HS Specific Pathway:

In this pathway, a student needs to meet four different criteria between the listed options in the same subject area to form a combination of 2 achievement indicators, AND 2 performance indicators

Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test = (1) NC EOC score of 96nd percentile or higher AND/OR 92nd percentile on an Honors or PLTW course nationally normed achievement test AND/OR Has scored a combined 180+ index or a 12+ Reading and/or Math index on the PSAT, 122+ on the SAT or 27 on the ACT AND/OR Identified as capable of scoring a “3” on AP or PLTW exam; WIDA ACCESS scores of 4.5+ (where applicable)

Performance Indicator: Grade OR Gifted Rating Scale = Course grade of 90% or higher in an Honors/AP/PLTW course AND/OR 3 year A average in English and/or Math and willingness to take Honors, AP, or PLTW classes in subject AND/OR Achievement at a substantially high level of performance in Honors or AP or PLTW classes in ways other than through the classroom or standardized testing (demonstrated through products, contests, competitions,etc.) AND/OR identified with high performance in the Honors, AP, PLTW classroom, yet has language patterns, experiences, or cultural differences that might make it difficult to demonstrate potential through standardized testing AND/OR Top 5% GPA/class rank TABS Observational score 80%+

Recommendations

Some students consistently demonstrate achievement in reading and/or math that exceeds grade level expectations prior to classroom instruction. These gifted students are primarily served by classroom teachers in flexible cluster groups. They receive specialized services in the area of need as described in the DEP screenings are completed each Fall for students and will include the following test data to determine eligibility:

Screening: The screening process is an ongoing process, addressed several times throughout the year, that allows the AIG Needs determination team to create a list of students who may be in need of differentiated services beyond those provided by the regular classroom. A screening pool should be established and maintained throughout each current school year. At the end of each school year, the screening pool log is filed with the AIG records and can be referred to as needed. At the beginning of each school year, the AIG team and AIG teacher reviews the identification process with the school staff and discusses the definition of giftedness, the characteristics of gifted students, the performance indicators available for teachers to use in recommending students for identification, and the services available for gifted students. Following the training, the team asks the teachers to recommend students to be screened for possible identification. Screening referrals may be submitted by school personnel, parents/guardians, students (self-nominations) and/or community members with academic knowledge of students.

Military Transfer Policy Per Senate Bill 1541 Article V (Interstate Compact on Education Opportunities for Military Children) students from military families who move into The Capitol Encore Academy system and who were identified in a previous system are eligible for AIG services. Official records and paperwork showing prior identification must be provided to the AIG team before services can begin. Reassessment The Capitol Encore Academy does not routinely reassess students previously identified for AIG services. Students who present compelling data changes may qualify for a change in identification and/or services. Parents or teachers who notice data changes that may indicate a need for a change in placement and/or services should contact their child's AIG teacher to arrange for a meeting to review all data.

*** 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.

The AIG program offered at The Capitol Encore Academy will offer comprehensive services that address the needs of those learners who are gifted across all grade levels.

AIG services are aligned to each student's AIG identification by:

- Providing information relating to the academic, intellectual, social, and emotional needs of students in grades K - 12.
- Identify and provide the academic, intellectual, social, and emotional needs of AIG students in grades K - 12.
- Collaborate with guidance counselors and or social workers to incorporate topics that address the social and emotional needs of students in lesson plans.
- K - 8 AIG students will have access to resource supports, content enrichment, advanced level computer based instruction, differentiated instruction, and independent study.
- High school students will have access to advanced level courses, FTCC connections programs, and online courses.
- The AIG Implementation Team will invite staff from schools where our students are transitioning from (pre K- middle schools) and transitioning to (high schools) to ensure a smooth continuation of services.
- We will also ensure that a copy of a student's IDEP and DEP are sent with students when transferring from our school.
- The AIG coordinator will consult not only with classroom staff but also with EC, MTSS and EL specialists. In addition there should be consultation with the arts staff.

The AIG identification process (both screening and referral) is ongoing throughout the school year. There is an AIG tracking sheet that can be used by teachers during the year to document students who are advanced but not yet AIG identified. Recommendations can be sent at any point in the year; however the recommendation must be current (within that school year)

The AIG Team reviews multiple data sources:

Qualitative: Observational Data, Teacher Recommendations (to include those from EC teachers), Parent Recommendations, Student Recommendations, and Community Member Recommendations. Portfolio work review. Gifted Rating Scales

Quantitative: EOG Scores, MAP testing, mClass data, NC-check-in data, NNAT Test data, WIDA ACCESS scores, TABS observational scale, previous honor classes data, academic grades.

TCEA adopts the North Carolina definition of giftedness to use in the identification of students and the provision of services. This definition describes giftedness as "having the ability or potential" for substantially high levels of accomplishment, as compared to other students of similar age and circumstance. Key to this definition is the acknowledgement that gifted students are present in all cultural groups, across economic strata and in all human endeavors. In this definition, being identified as gifted is tied directly to the provision of differentiated services. By adopting this definition, TCEA commits to these conditions for identification and services.

- Gifted behavioral characteristics documented on acceptable checklists and scales, completed by reliable sources.
- Classroom performance recorded on progress report, grade cards, and other official school documents
- Classroom observations completed by trained school personnel
- Documented recommendations from appropriate sources verifying exemplary academic achievement within and/or outside of school
- Demonstrated performance through academic products, contests/competitions, and other opportunities for exemplary achievement
- Standardized test scores: aptitude, achievement, intelligence and other tests
- Anecdotal information appropriately documented and verified
- Using the following criteria for referral, the AIG team reviews those students who are included on the AIG screening pool log and selects those who are high performers and those who have potential for high performance to continue in the identification process.

Pathways to identification and placement:

Grades K-2:

Small group pull-out lessons will be provided for those students in grades K - 2 who display high potential, but have not yet been identified. After participation in the Program's small group sessions for one grading period, selected K-2 students will continue to participate in the pull out Program. Report cards, math assessments, NC Check-In assessments, Waggle, MAPs, WIDA Access, and other relevant data may be used to determine student selection and participation. If testing is needed, the student will be referred for individual testing. Standardized achievement test score of 99th percentile in reading and/or math and an aptitude score of 99th percentile, will be required for placement.

Recommendations

TABS Observational Scale

Grades 3 - 8:

There are 3 pathways for identification. Students may be identified for services in either pathway after meeting the screening criteria

Pathway 1: This pathway is intended to identify students who are IG. A student needs to meet four different criteria between the listed options in the same subject area to form a combination of 2 aptitude indicators, AND 1 achievement indicator, AND 1 performance indicator. This pathway allows us to identify particular needs of students—especially those who have a strength in one area and challenge in the other.

Pathway 1A:

1. Aptitude Indicator: Nationally-Normed Aptitude OR IQ Test Full Scale Score Of 98th Percentile or higher, AND/OR Subtest Composite Score Of 98th percentile or higher; Local norms are also considered for students who participate in the universal screener in grades 2, 4, and 6
2. Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test; NC EOG score of

92nd percentile or lower, OR 84th percentile on an above grade level, nationally normed achievement test; MAPs, WIDA 4.5+ where applicable.

3. Performance Indicator: Grade OR Gifted Rating Scale; Course grade of 89% or lower(B), OR Gifted Rating Scale Scores of 89th percentile or lower from two different options. The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar)

4. Recommendations
5. TABS Observational Scale 80%+
6. Portfolio Scores

Identification indicates that a child's intellectual abilities and potential are subject specific and interest driven which means the student has demonstrated high potential as shown with the aptitude indicator, but the other indicators do not meet the criteria to qualify the student for services via Pathway 2 or 3. This type of identification profile usually indicates that the student may be underachieving in school and in need of additional support such as content differentiation, acceleration options, social-emotional support and/or college and career counseling. Students who qualify for services via Pathway 1A are identified as intellectually gifted (IG). Parents/Guardians must consent to or decline services by signing the student's Differentiated Education Plan (DEP). Placement into services is not automatic. The DEP must be renewed annually.

Pathway 1B

1. Aptitude Indicator: Nationally-Normed Aptitude OR IQ Test Full Scale Score Of 98th Percentile or higher, AND/OR Subtest Composite Score Of 98th percentile or higher; Local norms are also considered for students who participate in the universal screener in grades 2, 4, and 6.
2. Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test; NC EOG score of 98th percentile or higher, OR 93rd percentile on an above grade level, nationally normed achievement test; MAPs, WIDA ACCESS 4.5+ where applicable.
3. Performance Indicator: Course grade of 90% or higher(A), OR Gifted Rating Scale Scores of 90th percentile or higher from two different options. The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar)

 4. Recommendations
 5. TABS Observational Scale 80%+
 6. Portfolio Scores

Identification indicates that a child's intellectual abilities and academic abilities are highly advanced when compared to peers in the same school setting. This means that the student has demonstrated high potential as shown with the aptitude indicator and shown high achievement with the other indicators. This student does meet the criteria of Pathway 2 or 3; however, they may require additional support with content modifications, acceleration options, social-emotional support, and/or college and career counseling. Students who qualify for services via Pathway 1B are identified as academically and intellectually gifted (A). Parents/Guardians must consent to or decline services by signing the student's Differentiated Education Plan (DEP). Placement into services is not automatic.

Pathway 2:

Students who qualify for services via Pathway 2, are identified as academically gifted in math (AM), reading (AR), or in both content areas (AG). Pathway 2 is considered first when identifying students, but student data drives the decision making process. The different pathways allow for different kinds of identification to customize gifted services. This includes but is not limited to students with unusually high aptitude and/or students from traditionally underrepresented groups.

1. Aptitude Indicator: Nationally-Normed Aptitude OR IQ Test Full Scale Score of 93rd percentile or higher, AND/OR Subtest Composite Score Of 90th percentile or higher; Local norms are also considered for students who participate in the universal screener in grades 2, 4, and 6.
2. Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test; NC EOG score of 93rd percentile or higher, OR 85th percentile higher one above grade level, nationally normed achievement test; MAPs, WIDA ACCESS 4.5+ where applicable
3. Performance Indicator: Course grade of 90% or higher(A), OR Gifted Rating Scale Scores of 90th percentile or higher from two different options. The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar)
4. Recommendations
5. TABS Observational Scale 85%+
6. Portfolio Scores

Parents/Guardians must consent to or decline services by signing the student's Differentiated Education Plan (DEP). Placement into services is not automatic. The DEP must be reviewed annually.

In this pathway, a student needs to meet three different criteria between the listed options in the same subject area to form a combination of 1-2 aptitude indicators,
AND/OR 1 achievement indicator, AND/OR 1 performance indicator.

Pathway 3:

Pathway 3 is for a student who has educational or situational circumstances for which traditional testing alone may not be sufficient to identify giftedness. The school's AIG Team completes the application process for a student who has a formal Pathway 3 nomination. Typically, these students are culturally or linguistically diverse, economically disadvantaged, have a physical and/or sensory disability, and/or have a documented learning and/or processing disability. The design of Pathway 3 allows students more opportunities to demonstrate need for differentiated instruction through non-traditional performance indications along with aptitude and/or achievement indicators. Non-traditional measures include the use of the Gifted Rating Scale (GRS), Scales or Identifying Gifted Students (SIGS), portfolio process, and/or Behavioral Profile (BP). In this pathway, a student needs to meet three different criteria between the listed options in the same subject area to form a combination of 1 aptitude indicator, AND/OR 1 achievement indicator, AND/OR 1 performance indicators.

1. Aptitude Indicator: Nationally-Normed Aptitude OR IQ Test Full Scale Score of 93rd percentile or higher, AND/OR Subtest Composite Score Of 90th percentile or higher; Local norms are also considered for students who participate in the universal screener in grades 2, 4, and 6.
 2. Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test; NC EOG score of 90th percentile or higher, OR 83rd percentile higher one above grade level, nationally normed achievement test; MAPs, WIDA ACCESS 4.5+ where applicable.
 3. Performance Indicator: Grade OR Gifted Rating Scale; Course grade of 90% or higher(A), OR Gifted Rating Scale Scores (GRS) of 90th percentile or higher from two different options. The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar), AND/OR The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar) Portfolio score of 85% or higher using the TCEA Product or Portfolio Scoring Rubric. Scoring is conducted by the school's AIG team
4. Recommendations
 5. TABS Observational Scale 80 %+
 6. Portfolio Scores

Parents/Guardians must consent to or decline services by signing the student's Differentiated Education Plan (DEP). Placement into services is not automatic. The DEP must be renewed annually.

Grades 3 - 8 Anecdotal considerations:

- If student has scored within one to three points needed for identification on the standardized testing required in pathway 2
Has the highest test scores and/or grades in his/her class and has a history of outstanding academic performance when compared to others of his/her age, experience, or environment.
Has the highest test scores and/or grades of his/her ethnic group in his/her classroom ad has a history of outstanding performance when compared to others of his/her age, experience, or environment
Has manifested many gifted behavioral characteristics as measured on gifted behavior checklists and performance scales.

Grades 9 - 12:

A HS student, may qualify using one of the 3 pathways mentioned previously or through a High School Specific Process.

In this pathway, a student needs to meet four different criteria between the listed options in the same subject area to form a combination of 2 achievement indicators, AND 2 performance indicators

1. Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test = (1) NC EOC score of 96nd percentile or higher AND/OR 92nd percentile on an Honors or PLTW course nationally normed achievement test AND/OR Has scored a combined 180+ index or a 12+ Reading and/or Math index on the PSAT, 122+ on the SAT or 27 on the ACT AND/OR Identified as capable of scoring a "3" on AP or PLTW exam. WIDA ACCESS 4.5+
2. Performance Indicator: Grade OR Gifted Rating Scale = Course grade of 90% or higher in an Honors/AP/PLTW course AND/OR 3 year A

average in English and/or Math and willingness to take Honors, AP, or PLTW classes in subject AND/OR Achievement at a substantially high level of performance in Honors or AP or PLTW classes in ways other than through the classroom or standardized testing (demonstrated through products, contests, competitions, etc.) AND/OR identified with high performance in the Honors, AP, PLTW classroom, yet has language patterns, experiences, or cultural differences that might make it difficult to demonstrate potential through standardized testing AND/OR Top 5% GPA/class rank

3. Recommendations
4. TABS Observational Scale 80 %+
5. Portfolio Scores

Grades 9 - 12 Anecdotal considerations:

Has maintained an "A" or "B" average for three or more years in Reading/Math and is willing to take Honors/AP/PLTW courses in that area

Has scored within 1 - 3 points of identification on ACT/SAT

Has a record of outstanding achievement through exceptional performances in academic contests competitions and extracurricular activities

Has manifested many gifted behavioral characteristics as measured on gifted behavior checklists and performance scales

Has demonstrated at least a 90% probability to score a "3" on an AP/PLTW exam

Please also refer to the following supplements

K-2 School Gifted ID Process Flow Chart

3-8 School Gifted ID Process Flow Chart

9-12 School Gifted ID Process Flow Chart

K-2 Pathway Qualification Worksheet

3-12 Pathway Qualification Worksheet

K-2 Pathway Matrix

3-12 Pathway Matrix.

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

*** 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.

1. The screening procedures used for identification from the previous 3 years did not result in an AIG population resembling the Capitol Encore Academy population. It should be noted that the current coordinator was not involved in creating the previous AIG plan.
2. Several Changes will be implemented in the 2025-2026 school year:
 - a. Start the year with the current demographics of the Capitol Encore Academy while screening data is being gathered. This allows for early detection to see if new screening and data collection procedures are adequate in helping increase a diverse population of students in the AIG pool.
 - b. Allow families to submit a recommendation for their student from someone in their community. Community members may be (but not limited to) a club or religious leader, someone who manages a service project, a job manager, a teacher of an extracurricular activity, etc. It can be anyone who is not directly related to the student. This can be used instead of or in addition to a teacher's recommendation.
 - c. WIDA ACCESS domain scores of 4.5+ will be considered data sources on the qualification sheets.
 - d. Additional data sources also include mClass Data, PreACT/ACT scores, MAP testing, NC Check-In Data, and recommendations from other teachers beyond core subjects (arts, MTSS, EL, and EC).
 - e. Stakeholders to review internal data: administrators, teachers, specialists (EL, MTSS, and EC), and testing coordinators.
 - f. Allowing for student self-recommendations or interviews as part of the screening process.
 - g. Allowing for student portfolios and presentations to be submitted as data on all pathways.
 - h. The inclusion of the GAPS-TABS as part of the screening process to identify student giftings outside of just academic grades.
 - i. Allowing teachers to submit additional names throughout the year through either a referral form or the AIG Tracking During the School Year.
 - j. Greater awareness of the AIG Program on the Capitol Encore Academy's website and the processes for screening and identification:
 - k. Provide the brochures to teachers for open houses, conferences, or other school events.
 - l. Using school-wide Dojo once per quarter to post reminders about the website and or screening procedures.
 - m. Greater awareness will lead to additional parent and community member recommendations and inquiries about the AIG program.

- n. Offering follow-up meetings with guardians of students who just missed eligibility to inform them of what indicators their student needs to improve on.
 - o. Review the effectiveness of the screening process after the 2025-2026 school year and make modifications as necessary.

p. New and improved webpage on the school's website.

Percent Ethnicity Identified as AIG as of January 5, 2025

Asian Male: 0%

Black Male: 16%

Hispanic Male: 7%

White Male: 22%

Multi Male : 3%

Native American: 0%

Pacific Islander: 0%

Asian Female: 2%

Black Female 19%

Hispanic Female: 7%

White Female: 22%

Multi Female: 2%

Native American: 0%

Pacific Islander: 0%

Twice Exceptional: 0%

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	7.34%	---	---	---	---	17.24%
Male	---	6.29%	---	---	---	---	15.91%
Total	---	6.82%	6.41%	---	---	---	16.57%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

TCEA AIG Implementation Team will:

1. Provide forms, checklists, and flowcharts to aid in the identification of students following the plan developed.
2. Provide ongoing and targeted professional development for all grade level as well as the arts teams on screening, referral, and identification procedures to ensure consistent implementation across the school.
3. The AIG Coordinator and school administration will attend state meetings to enhance the TCEA program.
4. The AIG coordinator will attend professional development webinars, workshops and conferences to keep up to date and researched based practices surrounding AIG screening and identification.
5. New information from state meetings and professional development will be shared with staff.
6. TCEAs Student Services Team will audit and monitor the AIG Process every three years to ensure screening, referral, and identification processes are implemented consistently across the district.
7. As we have added new data points and sources (MAPS, Woggle, WIDA ACCESS, TABS Observational Score, etc.) the screening process will be reviewed after the 2025-2026 school year in-depth.

*** Practice E**

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

The Capitol Encore Academy will use the following methods to disseminate information regarding our AIG Process:

1. AIG Web Page
2. The local plan to the TCEA website under AIG page
3. AIG Program Brochures Informational Sessions for Guardians Each September (see attached presentations and brochure)
4. Produce parent handbook that includes identification process include the process in the TCEA Family Handbook Post procedures on TCEA AIG Web Page
5. Include identification process in new teacher orientation and opening work days for returning teachers
6. Communicate with teachers administrators, guardians, and students through various means, ie., newsletters, Dojo, program update e-mails, etc.
6. Share videos on Dojo with referral, screening, and identification processes to stakeholders, guardians, school personnel, and the community at large
6. Direct guardians to the family handbook in additional interactions and communication between families and TCEA throughout the year.

*** 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.

The Capitol Encore Academy will use the following methods to disseminate information regarding our AIG Process:

1. AIG Web Page
2. AIG Program Brochures
3. Informational Sessions for Guardians Each September
4. Produce parent handbook that includes identification process include the process in the TCEA Family Handbook Post procedures on TCEA AIG Web Page
5. Include identification process in new teacher orientation and opening work days for returning teachers

6. Direct guardians to the family handbook in additional interactions and communication between families and TCEA throughout the year
- Expectations for AIG Students 7. Is 7. Expectations of the TCEA Staff in meeting the needs of student.
8. The DEP (DEP) Qualification Details Parental understanding of how to support their AIG child towards self-efficacy.
9. Students will be identified in Infinite Campus to document that they qualify for services.

Key student documents:

The Individualized Differentiated Education Plan's (IDEP) purpose is to:

- record student data from qualification
- record a student's classification
- provide a record of qualification to be sent to another school if the student transfers
- provides a record to guardians as to how their student qualified
- records the decision of the AIG Team

From that IDEP, parents are invited to conference with the AIG Coordinator. In that conference, a Differentiated Education Plan (DEP) is completed. During the conference, the guardians will be provided with resources to support their student.

The DEP's purpose is to:

- identify what curriculum modifications a student may need
- record a student's AIG goals
- identify if a student needs a specific environment (push-in, pull out, in-class)

The DEP and IDEP will be placed in a student's permanent record. It will be shared with any teachers or specialist a student may have. Parents are provided with copies.

The DEP will be reviewed annually. A DEP or IDEP is developed for every student who is identified as needing differentiated services. The initial DEP/IDEP is reviewed with the parent/guardian at the time the student is identified as gifted and in need of differentiated instructional services. Thereafter, the parent is invited annually to review the DEP/IDEP. At the Annual Review, a list of curriculum activities for the year is explained and given to the parents. Parents may also review portfolio collections of the students' work, hear presentations for the students about their learning, receive information from regular classroom teachers and counselors, and learn about their extracurricular opportunities, the testing program, and post-secondary expectations.

TCEA AIG program implements and maintains documentation that fully explains the identification process and service options. The AIG staff reviews annually the following documentation with parents, guardians, school staff, and the community differentiated education plans, AIG student portfolios, progress reports quarterly, and performance reviews.

AIG Student Portfolio: All identified AIG students must submit exemplary work samples in their area(s) of identification. These work samples are maintained in student portfolios as documentation of performance and participation in AIG curriculum services.

*** Practice G**

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

The AIG programs at all K-12 levels have clearly articulated plans of differentiated instruction that match the needs of all identified students. The curriculum strategies and student services are reviewed annually to ensure effective programming, a continuum of services, and appropriate school transitions. The differentiated education plans and individualized differentiated education plans, when needed, serve as documentation of compliance in service delivery.

Grades K-2: employs researched-based curriculum, as well as teacher-made curriculum, that reflects best practices for nurturing young students with potential. A myriad of materials are used during instruction from both the classroom teacher and the AIG licensed teacher.

Grades 3-5: Research-based curriculum, as well as teacher-made curriculum, that reflects best practices for enhancing learning for gifted learners. Academic guidelines are established by the AIG Team on the DEP for the classroom and cluster teachers.

Grades 6-8: Research-based curriculum, as well as teacher-made curriculum, that reflects best practices for enhancing learning for gifted learners. Academic guidelines are established by the AIG Team on the DEP for the classroom and cluster teachers.

Grades 9 - 12: Consists of honors, AP, FTCC Connections, and PLTW courses, in addition to enrichment activities, college planning/campus tours and academic advisement conferences. Differentiated Curricula/Instructional Practices: Any curriculum provided by TCEA academic leadership team builds upon and extends the North Carolina Standard Course of Study. The curriculum provides challenging learning experiences that match the service options and the students' learning needs. Any curriculum that is developed must: Be based upon a grade level objective taken from the Standard Course of Study Provide instruction reflective of the highest levels of selected educational taxonomies (Revised Blooms, Marzano, etc.) Incorporate critical thinking skills, problem solving and flexible thinking activities into the instruction.

AIG curriculum is evaluated annually by AIG certified staff for necessary updates and changes to better meet the needs of gifted students and to ensure that the curriculum reflects current best practices in gifted education.

Differentiated Education Plan: The DEP is developed to describe the service(s) in which the student will be involved, the learning environment where the service(s) will be offered, the content modifications that will occur for the student, and the array of special programs available to enhance the students' learning. The DEP is updated and reviewed with the parent annually or when program changes are needed for the student.

Students may choose to attend the DEP meeting upon guardian permission. That process will allow for greater student voice in writing the DEP. Additionally students will be surveyed as to what activities they would like to like offered. Students with like abilities will be grouped together.

At the DEP Annual Review, a list of curriculum activities for the year is explained and given to the parents/guardians. Parents/guardians may also review portfolio collections of the students' work, hear presentations from the students about their learning, receive information from regular classroom teachers and counselors, and learn about extra-curricular opportunities, the testing program, and post-secondary expectations. During the parent/teacher conferences held at the end of each semester, educators will meet with parents to discuss the goals created for each AIG student.

AIG team members will be available to attend these meetings as requested by teachers and/or parents. In our Arts Program, students will have an opportunity to share what they have learned with the public during each public event held at the school. Elementary Students: These events will be at the end of each quarter displayed during parent/teacher conferences as well as The Arts' Showcases. These events will be held at the end of each quarter K-7. These events will be held at the end of each quarter during the High School Showcase Nights and Days.

* Ideas for Strengthening the Standard

The Capitol Encore Academy recognizes the following needs:

1. The need for expanded identification and services for students in grades K-3
2. The need for a more equitable identification process to ensure the AIQ demographics match the whole school demographics.
3. The need for continually and ongoing identification processes

To meet the above needs from 2025-2028, we are committed to providing more enrichment resources for teachers and guardians. In addition, we will provide NNAT testing to students in grade 1. Teachers will have professional development opportunities specifically about gifted students. We will expand the data sources considered to create an equitable identification process. Those data sources include: VIDA ACCESS, NC Check-Ins, Portfolio Rubrics, TABS Observational Scale, MCClass, MAP Testing etc. Lastly, the referral links will remain open throughout the school year for ongoing identification of gifted students.

Planned Sources of Evidence

* TABS Observational Scale					
* K-2 Guardian Conference Letter					
* K-2 Pathway Qualification Sheet					
* K-2 DEP Plan					
* K-2 IDEP Plan					
* K-2 Pathway Identification Matrix					
* K-2 Gifted ID Flow Chart					
* 3-12 DEP Plan					

* 3-12 Pathway Qualification Sheet
* 3-12 IDEP Plan
* 3-12 Pathway Identification Matrix
* AIG Conference Request Form
* AIG Standard 1 Presentation
* AIG Demographics
* AIG Month Meeting Minutes Template
* AIG Program Progress Report
* 3-12 Gifted ID Flowchart
* AIG Due Process Procedures
* Academically and Intellectually Gifted Teacher Recommendation Form
* AIG Student Meeting Minutes
* AIG Referral Form
* AIG Parent Recommendation
* Notice of Non-Identification
* AIG Community Member Recommendation Form

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A		<ul style="list-style-type: none"> ● TABS Observational Scale ● K-2 Guardian Conference Letter ● K-2 Pathway Qualification Sheet ● K-2 DEP Plan ● K-2 IDEP Plan ● K-2 Pathway Identification Matrix ● K-2 Gifted ID Flow Chart ● 3-12 DEP Plan ● 3-12 Pathway Qualification Sheet ● 3-8 Gifted ID Flow Chart ● 3-12 IDEP Plan ● 3-12 Pathway Identification Matrix ● AIG Conference Request Form ● AIG Standard 1 Presentation ● AIG Demographics ● AIG Month Meeting Minutes Template ● AIG Program Progress Report ● 9-12 Gifted Identification Flow Chart

- [AIG Due Process Procedures](#)
- [Academically and Intellectually Gifted Teacher Recommendation Form](#)
- [AIG Student Meeting Minutes](#)
- [AIG Referral Form](#)
- [DEP Annual Review Conference Request](#)
- [AIG Parent Recommendation](#)
- [Notice of Non-Identification](#)
- [AIG Community Member Recommendation Form](#)
- [AIG Needs Determination Team](#)
- [AIG Qualification Simplified Flow Sheet](#)
- [AIG Brochure](#)
- [AIG EOGE/EOC Data Tracker 2025-2028](#)
- [Policy for Transfer Students into AIG Program](#)

Standard 2: Comprehensive Programming within a Total School Community

The Capitol Encore Academy (26C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

* Practice A

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

At The Capitol Encore Academy, the NC Standard Course of Study is the central document used when planning units of study and lessons.

1. The arts are integrated into those units and lessons whenever possible, and four times per year in an interdisciplinary Arts Integrated Project.
2. Teachers will utilize the common grade level pacing guides created by lead teachers and the instructional coaches to extend and expand on standards being taught.
3. Teachers serving AIG students in K- 12 grades will plan opportunities for these students to engage and challenge their students while keeping in mind the 4 I's of TCEA: Inquire, Inspire, Imagine and Innovate.
4. Staff will also encourage many opportunities for students to build on their current knowledge through the use of STEAM(Science, Technology, Engineering, Arts, and Math) activities.
5. AIG students will receive enrichment opportunities that further extend the NC Standard Course of Study.
6. Based on student identification and needs, AIG students may be served in the regular classroom, small group setting, or through independent study.
7. AIG student's unique needs will be addressed by the AIG Team through a variety of modes: SEL activities that address the unique social and emotional needs of the gifted student.
8. Enrichment opportunities during pull-out and small group activities lead by the AIG specialist Curriculum enrichment opportunities within the classroom small groups made with the AIG Team

TCEA Continuum of AIG Identification/Enrichment: For AM, AR, AG (and one part of AI)

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
	AIG Team provides Multi-Tiered Classroom Teacher Support and Resources with Push in and Pull out Opportunities				
Tiered Levels of Support (varies by teacher/student needs)	<ul style="list-style-type: none">• Tiered Levels of Support<ul style="list-style-type: none">• Minimum of 15 whole class push-in lessons• Small group support• Support as needed• Pull out support as needed	<ul style="list-style-type: none">1st semester<ul style="list-style-type: none">• 10 - 12 whole class push in lessons• Small group support as needed• Pull out support as needed	<ul style="list-style-type: none">• (for students formally identified for gifted services)	<ul style="list-style-type: none">• 1 - 3 hours per week in AIG resource classroom with certified AIG teacher• Classes target students with high aptitude through enrichment and novelty studies. Units incorporate	AIG Resource Classes

<ul style="list-style-type: none"> SEL and subject-specific activities advanced reading and math groups; math labs, science labs 	<ul style="list-style-type: none"> SEL and subject-specific activities. advanced reading and math groups; math labs, science labs 	<ul style="list-style-type: none"> SEL and subject-specific activities. Students with 1st semester portfolios participate in small group pull out enrichment activities advanced reading and math groups; math labs, science labs 	<ul style="list-style-type: none"> technology, project-based learning, career readiness, and personal development. AI resource lessons incorporate TCEA AIG curriculum in their objectives for learning. Students may participate in academic competitions, as well as attend 1 additional field trip per year, that relates to an AIG topic of study. Students will complete projects related to their specific AIG classification SEL and subject-specific activities.
Talent Development Identification (1st Grade NNAT Testing) Nurturing Program			AIG Testing (3rd and 5th) and Identification
6th Grade			8th Grade
<p>All 6 - 8 students identified as AIG at TCEA will have 1 - 3 hours of pullouts weekly with a certified AIG teacher to receive enrichment opportunities outside of the classroom. These lessons include SEL and subject-specific activities (related to a student's classification).</p>	<p>Advanced Math Opportunities</p> <p>During the 6th grade year Students identified as AIG in math will receive 1 - 2 hours of enrichment classes with an AIG certified teacher. Students in 6th grade take the 6th grade math EOG.</p>	<p>Advanced Language Arts Opportunities</p> <p>During the 7th grade year Students will develop flexible and strategic ways to read and write about a wide variety of texts in a fast paced and fluid environment. Students in 7th grade take the 7th grade Reading EOG.</p>	<p>Advanced Math Opportunities-Math 1</p> <p>This course will incorporate the 8th grade Math standards into the Math 1 course standards and curriculum. Students in this course will take the Math 1 EOC</p>
<p>Advanced Math Opportunities</p> <p>During the 6th grade year Students identified as AIG in math will receive 1 - 2 hours of enrichment classes with an AIG certified teacher. Students in 6th grade take the 6th grade math EOG.</p>	<p>Advanced Language Arts Opportunities</p> <p>During the 7th grade year students will develop flexible and strategic ways to read and write about a wide variety of texts in a fast paced and fluid environment. Students in 7th grade take the 7th grade Reading EOG.</p>	<p>Advanced Math Opportunities-Math 1</p> <p>This course will incorporate the 8th grade Math standards into the Math 1 course standards and curriculum. Students in this course will take the Math 1 EOC</p>	<p>Advanced Language Arts Opportunities</p> <p>During the 8th grade year students will develop flexible and strategic ways to read and write about a wide variety of texts in a fast paced and fluid environment in preparation for English 1 Honors in High School. Students in 8th grade take the 8th grade Reading EOG.</p>
<p>AIG-Identified students will be clustered (at least 4 per class), and receive like-skilled peer interaction through intervention classes and AIG certified teacher enrichment activities at least 1 hour per week.</p> <p>Students demonstrating gifted behaviors during middle school years may be nominated and tested for AIG identification. In addition, all 7th grade</p>			<p>AIG Testing and Identification:</p> <p>AIG Testing and Identification:</p> <p>Students demonstrating gifted behaviors during middle school years may be nominated and tested for AIG identification. In addition, all 7th grade</p>

9th Grade	10th Grade	11th Grade	12th Grade
<p>All 9 - 12 AIG identified students will receive advanced course placement in ELA, Math, and/or Science. In addition, AIG students will receive individualized advisement on high school and beyond planning, enrichment opportunities to include (but not limited to) college and university tours, community service programs, apprenticeships, interview and resume skills, public speaking, reflection activities, SEL skills. High School students may also be eligible for Dual Enrollment courses through FTCC.</p>			
Advanced Courses	Enrichment Activities	Advanced Courses	Enrichment Activities
Math <ul style="list-style-type: none"> • Math 2 • PLTW Engineering Essentials (semester 2) • English I Honors • Science Honors • Earth Science Honors • PLTW Principles of biomed Science (semester 2) 	<ul style="list-style-type: none"> • Community Service Program • Public Speaking • SEL Skills • Field Trips • Guest Speakers • Individualized advisement 	Math <ul style="list-style-type: none"> • Math 3 • PLTW Intro to Engineering Designs (semester 2) • English II Honors • Honors Science • Biology Honors • PLTW Principles of Human body Systems (Semester 2) 	<ul style="list-style-type: none"> • Community Service Program • Public Speaking • SEL Skills • Field Trips • Guest Speakers • College/ University Tours • Interview and Resume Skills • SAT/ACT • Honors Chemistry • Honors PLTW Medical Interventions
ELA <ul style="list-style-type: none"> • English II Honors • Honors Science • Biology Honors • PLTW Principles of Human body Systems (Semester 2) 	<ul style="list-style-type: none"> • English III Honors • Honors Science • Biology Honors • PLTW Principles of Human body Systems (Semester 2) 	Math <ul style="list-style-type: none"> • Advanced Math • PLTW Principles of Engineering (semester 2) • ELA • Guest Speakers • PSAT • Individualized advisement 	Math <ul style="list-style-type: none"> • Advanced Math • PLTW Aerospace Engineering • PLTW Civil Engineering • Engineering and Architecture • English IV Honors • English IV Honors Science • Physics • PLTW Biomedical Innovation

AIG-Identified students will be clustered with like-skilled peers in honors classes and PLTW classes. In addition, the AIG Team will provide enrichment opportunities throughout the year in a seminar-style setting.

Students demonstrating gifted behaviors during high school years may be nominated for AIG identification. Students may qualify for AIG identification through the pathway.

TCEA Continuum of AIG Identification/Enrichment: For IG (and one part of AI)

Activities for intellectually gifted individuals can include: complex puzzles and brain teasers, advanced science experiments, coding and programming, debate clubs, chess tournaments, creative writing workshops, attending lectures on diverse topics, exploring advanced math concepts, participating in Model UN, joining specialized clubs like robotics or astronomy, visiting museums and art galleries, and engaging in independent research projects aligned with their interests.

Key points to consider:

Challenge their thinking:
Look for activities that require critical thinking, problem-solving, and creative approaches, going beyond basic knowledge application. Tailor to interests.

Identify their specific passions and find activities that allow them to delve deeper into those areas.

Encourage independent learning:

Provide opportunities for self-directed exploration and research, fostering a love of learning.

Social interaction:
Join clubs or groups where they can engage with peers who share similar intellectual curiosity.
Specific activity examples:

Academic Enrichment:

- Advanced math competitions (**Math Olympiad**)
- Science fairs with complex research projects or (**Science Olympiad**)
- Debate teams focused on current affairs.
- Coding bootcamps or competitions

Creative pursuits:

- Writing workshops with focus on advanced literary techniques
- Filmmaking clubs
- Music composition and theory classes
- Digital art and design projects
- Writing scripts

Intellectual stimulation:

- Attending lectures at universities on diverse topics
- Philosophical discussion groups
- Brain teaser challenges
- Logic puzzles and riddles
- Community engagement:
 - Model UN conferences
 - Mock trial competitions
 - Volunteering opportunities related to their interests

Exploration and discovery:

- Visiting specialized museums (science, art, history)
- Attending science conferences
- Participating in research projects with local universities

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
AIG Team provides Multi-Tiered Classroom Teacher Support and Resources with Push in and Pull out Opportunities					
Tiered Levels of Support (varies by teacher/student needs)	Tiered Levels of Support <ul style="list-style-type: none"> • Push-in support • Small group support • Pull out support • support • 1:1 support • SEL and subject-specific activities 	Minimum of 15 whole class push-in lessons <ul style="list-style-type: none"> • Small group support as needed • Pull out support as needed • SEL and subject-specific activities. 	1st semester <ul style="list-style-type: none"> • 10 - 12 whole class push in lessons • Small group support as needed • Pull out support as needed • SEL and subject-specific activities. 	AIG Resource Classes <p>(for students formally identified for gifted services)</p> <ul style="list-style-type: none"> • 1 - 3 hours per week in AIG resource classroom with certified AIG teacher • Classes target students with high aptitude through enrichment and novelty studies. Units incorporate technology, project-based learning, career readiness, and personal development. • AIG resource lessons incorporate TCEA AIG curriculum in their objectives for learning. • Students may participate in academic competitions, as well as attend 1 additional field trip per year, that relates to an AIG topic of study. 	

<ul style="list-style-type: none"> Activities that involve creative thinking or unique problem-solving ARTS and STEAM projects. 	<ul style="list-style-type: none"> unique problem-solving • ARTS and STEAM projects. 	<ul style="list-style-type: none"> participate in small group pull out enrichment activities Activities that involve creative thinking or unique problem-solving ARTS and STEAM projects. 	<ul style="list-style-type: none"> Students will complete projects related to their specific AIG classification SEL and subject-specific activities Activities that are from the following categories: enrichment, creative pursuits, intellectual stimulation, community engagement, and exploration and discovery.
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Talent Development Identification (1st Grade NNAT Testing) Nurturing Program	AIG Testing (3rd and 5th) and Identification
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6th Grade	7th Grade	8th Grade
All 6 - 8 students identified as AIG at TCEA will have 1 - 3 hours of pullouts weekly with a certified AIG teacher to receive enrichment opportunities outside of the classroom. These lessons include SEL and subject-specific activities (related to a student's classification).	<p>During the 7th grade year Students identified as AIG in math will receive 1 - 2 hours of enrichment classes with an AIG certified teacher. Students in 7th grade take the 7th grade math EOG.</p> <p>During the 7th grade year students will develop flexible and strategic ways to read and write about a wide variety of texts in a fast paced and fluid environment. Students in 7th grade take the 7th grade Reading EOG.</p> <p>SEL and subject-specific activities.</p> <p>Activities from the following categories: enrichment, creative pursuits, intellectual stimulation, community engagement, and exploration and discovery.</p>	<p>This course will incorporate the 8th grade Math standards into the Math 1 course standards and curriculum.</p> <p>Students in this course will take the Math 1 EOC</p> <p>During the 8th grade year students will develop flexible and strategic ways to read and write about a wide variety of texts in a fast paced and fluid environment in preparation for English 1 Honors in High School. Students in 8th grade take the 8th grade Reading EOG</p> <p>SEL and subject-specific activities.</p> <p>Activities from the following categories: enrichment, creative pursuits, intellectual stimulation, community engagement, and exploration and discovery..</p>
<p>During the 6th grade year Students Identified as AIG in math will receive 1 - 2 hours of enrichment classes with an AIG certified teacher. Students in 6th grade take the 6th grade math EOG.</p> <p>During the 6th grade year students will develop flexible and strategic ways to read and write about a wide variety of texts in a fast paced and fluid environment. Students in 6th grade take the 6th grade Reading EOG.</p> <p>SEL and subject-specific activities.</p> <p>Activities from the following categories: enrichment, creative pursuits, intellectual stimulation, community engagement, and exploration and discovery.</p>		<p>Students demonstrating gifted behaviors during middle school years may be nominated and tested for AIG identification. In addition, all 7th grade students will be tested. Students may qualify for AIG identification through one of 3 pathways</p>

<p>AIG-Identified students will be clustered (at least 4 per class), and receive like-skilled peer interaction through intervention classes and AIG certified teacher enrichment activities at least 1 hour per week.</p>	<p>AIG Testing and Identification:</p> <p>Students demonstrating gifted behaviors during middle school years may be nominated and tested for AIG identification. In addition, all 7th grade students will be tested. Students may qualify for AIG identification through one of 3 pathways</p>
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9th Grade		10th Grade		11th Grade		12th Grade	
Advanced Courses		Enrichment Activities		Advanced Courses		Enrichment Activities	
Math • Math 2 • PLTW Engineering Essentials (semester 2) ELA • English I Honors Science • Earth Science Honors PLTW Principles of biomed Science (semester 2)	• Community Service Program Public Speaking SEL Skills • Field Trips • Guest Speakers • Individualized advisement SEL and subject specific activities. Activities from the following categories: enrichment, creative pursuits, intellectual stimulation, community engagement, and exploration and discovery.	Math • Math 3 • PLTW Intro to Engineering Designs • SEL Skills (semester 2) ELA • English II Honors Science • Biology Honors PLTW Principles of Human body Systems (Semester 2)	• Community Service Program Public Speaking SEL Skills • Field Trips • Guest Speakers • English III PSAT • English II Honors Science • Biology Honors PLTW Principles of Human body Systems (Semester 2)	Math • Advanced Math PLTW • Principles of Engineering (semester 2) ELA • English III Honors Science • Chemistry Honors PLTW Medical Interventions Activities from the following categories: enrichment, creative pursuits, intellectual stimulation, community engagement, and exploration and discovery.	• Advanced Math PLTW • Public Speaking SEL Skills • Field Trips • Guest Speakers • College/ University Tours Interview and Resume Skills SAT/ACT • Honors Science • Chemistry Honors PLTW Medical Interventions Activities from the following categories: enrichment, creative pursuits, intellectual stimulation, community engagement, and exploration and discovery.	Math • Advanced Math PLTW • Aerospace Engineering PLTW Civil Engineering • Engineering and Architecture ELA • English IV Honors Science • Physics PLTW Biomedical Innovation	Community Service Program Public Speaking SEL Skills Field Trips Guest Speakers College/ University Tours Interview and Resume Skills SAT/ACT Apprenticeships Reflection Activities Individualized advisement SEL and subject specific activities. Activities from the following categories: enrichment, creative pursuits, intellectual stimulation, community engagement, and exploration and discovery.
<p>All 9 - 12 AIG Identified students will receive advanced course placement in ELA, Math, and/or Science. In addition, AIG students will receive individualized advisement on high school and beyond planning, enrichment opportunities to include (but not limited to) college and university tours, community service programs, apprenticeships, interview and resume skills, public speaking, reflection activities, SEL skills. High School students may also be eligible for Dual Enrollment courses through FTCC.</p>							
<p>AIG-Identified students will be clustered with like-skilled peers in honors classes and PLTW classes. In addition, the AIG Team will provide enrichment opportunities throughout the year in a seminar-style setting.</p>							
<p>AIG Testing and Identification: Students demonstrating gifted behaviors during high school years may be nominated for AIG identification. Students may qualify for AIG identification through the pathway.</p>							
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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.

Socio-Emotional Needs of AIG Students K-12

At the Capitol Encore Academy, we recognize students' diverse social and emotional needs. According to the Davidson Institute, "two of the main terms associated with the emotional development of gifted children are intensity and asynchrony." Intensity means a profound power and desire to learn at its best, but it also means regrouping after setbacks is difficult. Asynchronous development is defined as uneven development between students' academic abilities and thinking processes and their social development, especially with peers.

SEL Programming for AIG students is centered around

- Self-Awareness
- Self-Management
- Decision Making
- Social Awareness
- Relationship Skills

Special Skills for Grade Bands:

Kindergarten - Grade 2:

- **Self-awareness:**
 - Identifying basic emotions like happy, sad, and mad, recognizing physical signs of emotions in themselves and others, and labeling feelings with simple words.
- **Self-management:**
 - Taking turns, following simple rules, calming strategies like deep breaths, and asking for help when needed.

- Social awareness:
 - Showing empathy through simple gestures like sharing, listening attentively, and understanding basic social cues.
 - Relationship skills:
 - Sharing toys, playing cooperatively, greeting others, and saying "please" and "thank you".
 - Responsible decision-making:
 - Making simple choices based on classroom rules, and understanding the concept of "right" and "wrong."
- Grades 3-5:
- Self-awareness:
 - Recognizing complex emotions like disappointment, frustration, and pride and understanding how emotions can impact behavior.
 - Self-management:
 - Setting personal goals, managing stress through relaxation techniques, and self-regulating emotions in challenging situations.
 - Social awareness:
 - Perspective-taking, considering others' feelings, identifying and reporting bullying behavior.
 - Relationship skills:
 - Active listening, resolving conflicts peacefully, offering support to peers, and expressing opinions respectfully.
 - Responsible decision-making:
 - Making choices with consequences in mind, and considering different perspectives before deciding.
- Grades 6-8:
- Self-awareness:
 - Identifying personal strengths and areas for improvement, understanding the impact of self-talk on emotions.
 - Self-management:
 - Time management skills, setting realistic goals, managing distractions, and coping with setbacks.
 - Social awareness:
 - Understanding social issues, recognizing bias and prejudice, and advocating for others.
 - Relationship skills:
 - Building positive relationships with diverse peers, navigating peer pressure, and resolving conflicts effectively.
 - Responsible decision-making:
 - Evaluating risks and consequences, making ethical choices, and considering the impact of decisions on others.
- High School:

- Self-awareness:
 - Self-reflection, understanding personal values, and managing stress in high-pressure situations.
 - Self-management:
 - Prioritizing tasks, setting academic goals, managing time effectively, and seeking support when needed.
 - Social awareness:
 - Analyzing societal issues, understanding different cultures, and promoting social justice.
 - Relationship skills:
 - Building healthy relationships, effective communication, and navigating complex social situations.
 - Responsible decision-making:
 - Making informed choices about plans, considering long-term consequences, and navigating ethical dilemmas.
- Important Note:** This is a general overview, and specific SEL skills should be tailored to the individual needs and maturity levels of students within each grade band, with teachers and AIG staff providing appropriate scaffolding and support to facilitate their development.

Resource Data Base

K-12 AIG SEL Lesson Plans

Mindfulness Activities

Overcoming Obstacles

Resource for Parents

Supporting the Emotional Needs of the Gifted

PRIM Behavioral Supports

Family Focus Guide: Mental Health Resources Cumberland County

1. As part of the information-gathering process via the DEP and IDEP, students shall have a socio-emotional goal (s) as part of the individual plan.
2. An AIG support team consisting of instructional staff (classroom/art teachers, MTSS, EC, an EL specialist), AIG teacher social workers, and administrators can help in the facilitation of writing the goal(s) along with the guardians.
3. The DEP shall be shared with the key individuals who interact with the student (teachers, specialists, administrators, and guardians), which will ensure consistency.

4. The AIG teachers will provide socio-emotional support resources tailored to each student and suggestions about how the whole class could use the same lesson.
5. Each AIG student should have the opportunity to learn with others of similar interests and ability.
6. The AIG and EC teachers should provide appropriate interventions for twice-exceptional, EL, and MTSS students.
7. The Instructional Coaches work with teachers to have SEL built into their classroom lesson plans and activities.
8. The AIG lead teachers, and the school social worker should collaborate to provide relevant professional development to help other staff and guardians understand the emotional and social needs of AIG-identified students. This professional development/information will encourage collaboration between support staff and classroom teachers, and parents to meet gifted learners' intellectual, social, and emotional needs.
9. The AIG teacher shall attend MTSS, EL, and EC meetings for any AIG students to ensure consistent goals concerning social-emotional learning.
10. The AIG teacher implements the Overcoming Obstacles curriculum by providing age and grade-level-appropriate lessons with AIG students K-12.
11. The School's Mental Health Template will be used to help guide the above processes.
12. The school has an established School Mental Health Plan to support students in crisis. This plan is to be implemented by the school social workers and administrators in the event of a student mental health crisis.

Roles:

AIG support team with guardians:

Determine appropriate SEL goals for a student and document those goal(s) on a student's DEP.

AIG Specialist/Teacher:

Responsible for screening and identification of students, coordinating plans/goals with key stakeholders, filing DEPs in a student's permanent record, collaborating with other staff to ensure consistent SEL goals, coordinating with the social workers on professional development and resources, involving and communicating with parents on the establishment of SEL goals and a student's progress, providing pull out lessons using the Overcoming Obstacles curricula, reviewing yearly with guardians and stakeholders the SEL goals.

Social Worker:

To assist the AIG teacher in finding SEL support resources for students, teachers, and families and in finding professional development resources. The social workers and building administrators implement the School Mental Health Plan during a crisis.

Instructional Coaches:

Work with teachers to incorporate SEL activities into their lesson plans and classroom culture.

The AIG program offered at The Capitol Encore Academy will offer comprehensive services that address the needs of those learners who are gifted across all grade levels. AIG services are aligned to each student's AIG identification by:

1. Providing information relating to the academic, intellectual, social, and emotional needs of students in grades K - 12.
2. Identify and provide the academic, intellectual, social, and emotional needs of AIG students in grades K - 12.
3. Collaborate with guidance counselors to incorporate topics that address the social and emotional needs of students in lesson plans.
4. K - 12 AIG students will have access to resource supports, content enrichment, advanced level computer based instruction, differentiated instruction, and independent study.
5. High school students will have access to advanced level courses and online courses.
6. The AIG Implementation Team will invite staff from schools where our students are transitioning from (pre K- middle schools) and transitioning to (high schools) to ensure a smooth continuation of services. We will also ensure that a copy of a student's ISP is sent with students when transferring from our school.

PSU Improvement Plan for Social Emotional Learning (SEL) and School Mental Health (SMH) (per NC SBOE Policy [SHLT-003](#))

Note: PSUs whose District MTSS teams have completed the Core SEL Practices course and developed a Core SEL implementation plan around instruction, curriculum, and environment will be well situated to develop a compliant local improvement plan for promoting student health and well-being by September 15, 2024, per SHLT-003 requirements.

PSU Compelling Why & Vision for SEL and School Mental Health Improvement:

CORE SEL and Mental Wellness Supports			
Content	Goal/Task	Action Items/Status	Person(s) responsible & Timeline
SEL and MH Prevention Strengths & Needs	Mental Health Promotion and Supports • Needs assessments/Universal	<ul style="list-style-type: none">Implementation of the universal screener See Something Say Something, Infinite Campus, ECATS/MTSS	-School Social workers Admin, MTSS
			FAMS YRBS (Youth Risk Behavior Survey) Annual School Health Services Report PowerSchool data Say Something App data

	Screenings <ul style="list-style-type: none"> Assess School Climate Assess Staff Well-Being Ensure fit with strengths, needs, cultural, and linguistic considerations Monitor fidelity 	<ul style="list-style-type: none"> Adding well-being/SEL questions on school-wide needs assessment 		<u>SHAPE</u> (School Health Assessment and Performance Evaluation) ECATS MTSS Early Warning System data <u>District Report Card</u> data <u>Social Equity Report Card</u> data
Describe existing PSU SEL/ MH prevention initiatives	<p>MTSS;ACROSS ALL TIERS, integrated data-based problem-solving for student attendance, behavior, social-emotional, and academic outcomes occurs across areas and grade levels.</p> <p>-Most staff is trained in using restorative practices as an alternative to ISS and suspension.</p> <p>-Percentage of Tier-1 services and supports are evidence-informed</p>	<ul style="list-style-type: none"> Implementation of SEL curriculum (Zones of Regulations) SEL Professional Development Opportunities for staff. Professional Learning Committee (PLC) meetings for Staff, MTSS, Dean of Discipline, Social Worker and Administration meetings once a month. 	-School Social Workers -Dean of Discipline -Admin	<u>FAM-S</u> <u>SEL in Homes and Communities</u>
Build/Align Infrastructure	<ul style="list-style-type: none"> Increase early intervention and treatment services & supports Implement a systematic protocol for emotional and behavioral crisis response 	<ul style="list-style-type: none"> Adopt/implement mental health training program which includes adult SEL and mental wellness Adopt/implement suicide risk referral protocol (https://cssrs.columbia.edu/the-columbia-scale-c-srss/about-the-scale/training/Protocol/Assessment), (school personnel who work directly with students [teachers, instructional support personnel, principals, and assistant principals; this may also include, in the discretion of the PSU other school employees who work directly with students] in grades 6-12 [required] and K-5 [recommended]) Improve SISP staffing ratios Engage relevant stakeholders, including families, students, community providers, and cross-system partners (e.g., county agencies, faith-based organizations, professional associations, etc.), with the goal of building school, family, and community partnerships to strengthen SEL and MH prevention 	School Social Workers , SIT Team	
Align with Academic	Supporting Teachers in Aligning SEL with Academic Goals	-SEL(MTSS) team can collaborate with teachers to determine where SEL can be embedded in	School Social Worker,	<u>NCSL Standards Mapping Document's</u> <u>Webinar Series Recordings: Integrating SEL Into the Content Areas</u>

Objectives	academic content standards -Once teachers have determined places of alignment between SEL and academic standards, a Frame, Coach, Reflect model can help make these connections clear to students.	MTSS, Instructional Coaches Aligning SEL and Academic Objectives Aligned SEL Sample Lesson Plan		
SEL/MH prevention curriculum SEL/MH prevention instruction SEL/MH prevention environment	Develop core social-emotional practices that exist and are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum and environment (ICE). SEL/MH prevention environment	Implement at least 2-3 of the following with fidelity: ?Core SEL matrix classroom walkthroughs ? School Improvement Plan ? Plans for SEL instruction ? SEL lesson plans New SEL Curriculum Ideas: • “ The positivity project ” for large groups(Tier 1) and “ Overcoming Obstacles ” for small groups(Tiers 2-3) • “ Move this World ” for large groups (Tier 1) Utilize SEL walkthrough rubric to monitor SEL implementation https://schoolsguide.casel.org/resource/indicators-of-schoolwide SEL-walkthrough-protocol/	School Social Workers MTSS Evidence-based Programs Decision Tree NC Professional Teaching Standard II CASEL Supportive School/Classroom/Environment	
	A comprehensive assessment system is established, and staff understand and have access to academic, behavior and social-emotional data sources that address the following purposes of assessment.	1) identify students at-risk academically, socially, and/or emotionally, 2) determine why students are at-risk, 3) monitor student academic and social-emotional growth/progress, 4) inform academic and social-emotional instructional planning, 5) determine student attainment of academic/behavioral outcomes.	School Social Workers MTSS Create SEL / MH Data Evaluation Plan School Mental Health Quality, Guidance, Screening MTSS Assessment Guidelines	
Content & Time	Goal/Task	Action Items/Status	Person(s) responsible & Timeline	Helpful Resources
<i>Early Intervention</i>	Develop an early intervention		School	MTSS Module

System of Interventions for SEL and Mental Health

		<u>2.4 Develop a Behavior/Social Emotional and Attendance Component to System of Interventions</u>	
	<p>services and support (Tier 2) system to address the mental health concerns of students who are experiencing mild distress, functional impairment, or are at risk for a given problem or concern.</p> <p>Identify students experiencing SEL and/or mental health issues at school</p> <p>Identify students who are at risk of developing SEL and/or mental health issues at school</p>	<ul style="list-style-type: none"> Small group interventions for students identified with similar needs Utilize See Something Say Something Annually review of crisis intervention policies, practices, and personnel Annually review of discipline policies, practices, and personnel Ensure PSU is included in local community emergency preparedness plan 	<p>Social Workers MTSS, SIT</p> <p>ECATS Early Warning System</p>
	<p>Treatment, Referral, Re-entry</p>	<ul style="list-style-type: none"> Increase treatment services and supports (Tier 3) to address mental health concerns and provide support to students who are already experiencing significant distress and functional impairment. <p>*Sometimes these are referred to as "indicated" mental health "intervention," "tertiary," or intensive services and are individualized to specific student needs. Tier 3 services include services provided by all school-based mental health professionals, including school-employed and community-employed.*</p>	<p><u>Resources for Early Intervention and Treatment</u></p> <p>School Social Workers MTSS</p>
		<ul style="list-style-type: none"> Develop a more comprehensive list of mental health community agencies for referrals. 	

Improvement Plan Review

- Update at each team meeting
- Review quarterly based on evaluation data

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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.

The Capitol Encore Academy will work with core and arts staff to integrate the arts into the instructional programming offered at the school.

The activities and programming for students will involve the integration of the arts to connect the AIG Services to our instructional programming. The A+ Essential Standards aid in the programming for all students at TCEA: Arts Curriculum, Multiple Learning Pathways, Experiential Learning, Enriched Assessments , Collaboration, Infrastructure, and Climate

The instructional practices that staff will implement with our AIG students will include: Project Based Learning, Portfolios of Learning, Enrichment and Extension Activities, and Acceleration.
Teachers will be tasked with accelerating and enriching the curriculum to provide differentiation opportunities.

1. The AIG Coordinator will provide school administration a quarterly update.
2. The AIG Coordinator will take part in Curriculum and Instruction meetings.
3. The AIG Coordinator will work closely with curriculum specialists to inform school administrators of student needs, best practices, and annual updates.
4. The AIG coordinator will adjust curriculum and programming when NC Standards for subjects are updated.
5. The AIG will submit a yearly report to the school board.

*** Practice D**

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

The Capitol Encore Academy would like to maintain mixed ability classrooms by clustering the AIG students into small groups of 3-5. We would like to place students into classrooms of staff members with AIG Licensure or are currently working on AIG Licensure. It is recommended that cluster classes are assigned to teachers who have earned their AIG licensure whenever possible. If there are no AIG licensed teachers available, principals are encouraged to place cluster classes with teachers who demonstrate evidence that they grow their advanced learners as indicated by EVaaS or with teachers who have completed professional development related to teaching gifted learners. Personnel are encouraged to earn their add-on licensure either by completing a four course sequence from an institute of higher education or passing the Gifted Education Praxis. The AIG Team would like for the school to reimburse staff members that want to take AIG certification classes or the AIG Add On Licensure Test. The Capitol Encore Academy works diligently to ensure that school administrators and teachers are provided training to enhance the education of gifted learners and meet their academic needs. Teachers who are interested in working with AIG students are strongly encouraged to seek certification.

Currently the AIG coordinator is licensed in North Carolina. The AIG coordinator also holds an Ed.D. in Curriculum and Instruction. The coordinator has taught in various settings birth-college.

*** 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.

The Capitol Encore Academy (TCEA) recognizes the need to recruit and retain AIG-licensed professionals, including those of diverse backgrounds.

In an attempt to both gain and retain these professionals, TCEA is interested in creating incentives through both monetary and professional opportunities. The Capitol Encore Academy will offer tuition assistance to cover the cost of tuition and books for teachers to attend a college of their choice to pursue a course of study that will lead to AIG Add-On licensure to extend their understanding of gifted learners. The Capitol Encore Academy will offer reimbursement for teachers passing the PRAXIS for gifted education. TCEA will provide opportunities for members of the AIG Team to attend professional development to enhance and support best practices in gifted education. The Capitol Encore Academy will pay registration, boarding, and transportation costs for AIG teachers and coordinators to attend professional development to extend their understanding of gifted learners.

The AIG coordinator will make presentations to the school board, administrator, and teachers (at the start of year or when new hires), parents. Personnel involved with a student will receive a copy of the student's DEP. That process will allow those who are educating an AIG student to consistently provide activities that support a student's goals as defined in the DEP.

Furthermore, the AIG Plan in its supplements outlines a Professional Development Plan to inform staff about the different types of services available.

*** Practice F**

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. Professional Development relating to focused discipline-based differentiation, equity, changing mindsets, AIG policies and AIG best-practices is provided by the AIG team throughout the school year.

1. Surveys will be used to find specific beliefs and perceived needs of our teachers in relation to understanding equity and excellence and how those needs are being met by the AIG program.
2. As the Curriculum and Instruction team plans professional development related to the instructional frameworks, AIG needs including equity and excellence, changing mindsets, policies, and practices is consciously addressed and included.
3. The PD will focus on the idea of growth mindset in the MTSS program (to include the AIG students) and reinforces the reasons that equity and excellence in gifted education is needed to meet the needs of all students and underlines the importance of proactively planning appropriate lessons to meet the needs of all students.
4. The AIG coordinator will submit copies of the IDEP and DEP to the school that an AIG student will transfer. The AIG coordinator will review record and reports in Infinite Campus to enter transfer student AIG data into an IDEP and DEP. The AIG coordinator will schedule a meeting with that student's guardians.
5. The AIG team will include Professional learning opportunities that analyzes the school's demographics and subgroups and review the equitable representation of these subgroups in the AIG program.
7. At the start of the year returning student's DEPs in their current format will be shared an AIG student's teachers. The AIG Coordinator will also send an updated copy of the DEP after the annual review.
8. MTSS, EC, and EL coordinators will also receive a copy of an AIG student's DEP (where applicable).

9. The AIG coordinator will ask for feedback during the year using the AIG Tracking spreadsheet to communicate with other teachers and the coordinator as to what the AIG student is working on in classes.

10 Parents will receive resources at annual meetings to help support their students at key transition points.

11. The AIG Committee will also work with guardians in grades 5 and 8 on writing DEP goals that will help AIG students as they transition from 5th to 6th grade and 8th grade to high school. Guardians will also be provided with information including articles and video resources to help them in supporting their student during summer transitions. Student AIG DEPs will provide resources for students to aid in their summer transitions.

12. Vertical Planning meetings amongst the staff will also allow for discussion of continuation of services and curriculum.

* **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.

Students in the AIG program will receive accelerated opportunities in the following manner:

Subject acceleration (the movement of the student to one grade level higher in an identified subject) can occur if a student meets the following criteria: A six-week evaluative process (with the current teacher) that includes the use of curriculum compacting, differentiation strategies, enrichment, and/or extension of the standard course of study.

These strategies are appropriate at any grade level.

1. Grades of 90%+ in that particular subject
2. Two years of standardized test scores (MAPs.mClass for K-2, EOG for grades 3-8, EOC for grades 9 - 12) at a 98% or better in that subject. WIDA scores and NC Check-Ins may also be reviewed
3. Aptitude Indicator: Full Scale IQ = 125 + (may be referred to a licensed psychologist) or NNAT scores
4. Teacher/AIG Team Recommendation
5. Parent, student, and community recommendations
6. TABS observational scale & Portfolios
7. SEL evaluation
8. Principal Recommendation and Endorsed Placement Whole grade acceleration (the movement of the student to one grade level higher in all subjects)

Whole grade acceleration (the movement of the student to one grade level higher in all subjects) can occur if a student meets the following criteria:
1. A six-week evaluative process (with the current teacher) that includes the use of curriculum compacting, differentiation strategies, enrichment, and/or extension of the standard course of study.

These strategies are appropriate at any grade level.

1. Grades at 90% higher in all subjects
- 2.Two years of standardized test scores (MAPs mClass for K-2, EOG for grades 3-8, EOC for grades 9 - 12) at a 98% or better in all tested subjects. WIDA where applicable.
3. Aptitude Indicator: Full Scale IQ = 130 + (may be referred to a licensed psychologist) or CoGAT scores
4. Teacher/AIG Team Recommendation

- 5. Parent or Community member recommendation
- 6. TABS Observational Scale & Portfolios
- 7. SEL evaluation
- 8. Principal Recommendation and Endorsed Placement

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

TCEA will cultivate and develop our K-3 students' potential with early intervention and talent development opportunities through formal and informal achievement assessments.

Young children grow and develop at different rates cognitively, physically, and socially. This means students enter school at different readiness levels. The early years of school are often difficult to determine gifted students, but it is possible to identify those who consistently reach academic benchmarks sooner than their peers. A student's DEP goals will reflect talent development activities geared towards maximizing a student's potential.

TCEA's K-3 program recognizes and nurtures young children who demonstrate the potential for exceptional academic performance in kindergarten, first, and second grade, and third grades.

K-3 Goals:

1. We recognize and nurture academic gifts of K-3 students from all cultural groups and across all academic strata for young students that have the potential to perform at substantial high levels of accomplishment when compared with others of their age, experience, or environment.
2. To provide challenging instructional activities through higher order thinking skills for students who demonstrate gifted potential. Activities: collaboration between the classroom teacher and AIG licensed teacher to provide extension and acceleration opportunities:

- Creative problem-solving exercises
- Critical/creative thinking
- skill-building activities
- Deductive logic and analytical thinking activities
- Evaluative and reasoning challenges
- Visual-Spatial exercises Methods
- Appropriate SEL lessons.

The AIG licensed teacher works closely with K-3 classroom teachers with formal and informal achievement assessments and classroom instructional activities to become familiar with the students.

In conjunction with the classroom teacher, the AIG licensed teacher selects consistently higher-performing students to work in small groups for enrichment activities for one grading period. Taking care to incorporate a variety of minority, EL, EC, MTSS, and economically disadvantaged, and culturally diverse activities in the small groupings, the classroom teacher and AIG licensed teacher collaboratively create differentiated learning materials for the cluster grouping of higher performing students.

*** Practice I**

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

The AIG program at The Capitol Encore Academy will promote equity and excellence for students at all grade levels by providing intentional programming for students in all grade levels from all cultural and socio-economic backgrounds. The AIG program develops and supports programming that is responsive to all students who are in need of advanced learning opportunities. Collaboration with the arts departments, community organizations, and curriculum specialists are used to broaden access to advanced learning opportunities.

The Capitol Encore Academy will utilize their talent development program to ensure that equitable opportunities are provided at all grade levels. A yearly analysis of policies and practices will be conducted to maintain student access to advanced learning opportunities. The AIG identification process at TCEA involves multiple indicators for giftedness. The AIG coordinator will work closely with K-2 teachers to identify those students who would benefit from the AIG Nurturing Program. The AIG program will provide equitable testing options for ELL students. Collaboration with the EC department will ensure the needs of twice-exceptional students and ELL students are met.

TCEA provides multiple pathways for identification at all grade levels to ensure all students receive access to advanced learning opportunities. All first, third, fifth, and seventh grade students will receive testing through NNAT to ensure students are monitored for aptitude testing. MAPs testing is conducted 3 times per year. Students in grades 3 - 8 will have their EOG scores monitored for eligibility as well as course grades monitored yearly for eligibility in the AIG program. Students in grades 9 - 12 will have their EOC scores and course grades monitored yearly for eligibility in the AIG program. In addition, the AIG Team will use anecdotal, extracurricular, and the referral process from parents, community members, students, and teachers to increase the pool of eligible students enrolled in the AIG program.

The Capitol Encore Academy strives to support equity in all aspects of school programming including the selection of curricula (by a curriculum committee), community outreaches, volunteering, communication with families, a multicultural education committee, outside speakers, commitment to the arts, equitable hiring practices, and multiple opportunities for virtual and in-person trainings for staff.

The Capitol Encore Academy believes in the practice of **front loading** by:

Providing background information: Teachers introduce key concepts, vocabulary, and background information before students engage with new material.

Activating prior knowledge: Teachers ask students what they already know about the topic.

Providing guided practice: Teachers provide opportunities for students to practice new skills, such as through partner work, small-group work, or multimedia.

Establish expectations: Teachers explicitly state how students should participate in an activity.

PreAssessment Data: Teaches use pre assessments to understand students' knowledge levels and gaps and plan accordingly to address those gaps
Schema Theory: Teachers incorporate Bartlett theory to draw upon students' previous "mental frameworks"

Programs in place: iReady Toolbox; book buddies with older students, math labs, real life problem solving and scenarios to uncover ideas, intervention groupings (identify students with higher scores and providing them additional instruction to help meet identification criteria), SHINE program, lists of programs and resources outside of school and summer, after school clubs and activities, high school courses that serve as an introduction to FTCC courses, Vocab Boot Camp, Advanced Waggle Activities, Field Trips and Virtual Field Trips, pre- ACT courses, and working lunches/tutoring.

We believe that front-loading can help students develop critical thinking and focus skills. It can help students reduce confusion and enhance comprehension. It can help students become more engaged in the lesson from the beginning and narrow achievement gaps.

*** Practice J**

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

The Capitol Encore Academy will encourage our academically and intellectually gifted K - 6 students to participate in our after school EKC (Encore Kids College) and 7 - 12 students to participate in our POWER (Plan, Organize, Work, Eat, and Remediate/Relax) clubs to enhance their current skills and interests as well as develop new talents in areas that they might not have explored to ensure a well-rounded educational experience. These extracurricular activities will provide further opportunities for the needs and interests of AIG students to be met through extra-curricular programs.

Other resources/programs include:

Battle of the Books Team

Science Olympiad Team/ Robotics Team

Writing Club

Home enrichment resources

Student Council

Academic Clubs and Organizations (Beta Club)

Yearbook Club

New Fire Theater

Community Service Projects

Volunteer/internship opportunities

*** Ideas for Strengthening the Standard**

The Capitol Encore academic recognizes the following needs:

1. The need for services that address the academic, social/emotional, and intellectual needs of student
2. The need for intentionally programming for students in grades K-3
3. The need for extracurricular programs

To meet those needs, we created the TCEA Continuum of AIG Identification/Enrichment K-12 for all AIG classifications and an AIG Social Emotional Learning Plan. We also will employ instructional strategies and techniques that lend themselves to frontloading. We created enrichment resources files for K-3 students that included tiered levels of push-in, pull out, small group, and 1:1 support. Since 2022, we expanded out extra curriculum to include: Encore Kids College, Beta Club, Theater, Student Council, Choir, Sewing Club, Science Olympiad, Yearbook, Outside Resource Handouts for Guardians, Club Interest Surveys, and Field Trips.

Planned Sources of Evidence

Type	Documents	Document Template	Document/Link
AI Standard 2 Additional Resources	N/A		<ul style="list-style-type: none"> ● TCEA Continuum of ALG Identification For AM, AR, AG (and one part of AI) ● ALG Social and Emotional Learning Plan
			<ul style="list-style-type: none"> ● TCEA 2024-25 SEL & Mental Health Template
			<ul style="list-style-type: none"> ● ALG Club Enrollment Documentation
			<ul style="list-style-type: none"> ● TCEA Continuum of ALG Identification For IG and one part of AI
			<ul style="list-style-type: none"> ● K-8 and 9-12 Student Club Interest Surveys

Standard 3: Differentiated Curriculum and Instruction

The Capitol Encore Academy (26C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

The Capitol Encore Academy is a 1:1 school. Teachers are afforded the opportunity to engage students in personalized instruction through the integration of technology. AIG program curriculum is aligned with the NC Standard Course of Study.

The Capitol Encore Academy is committed to hiring qualified Instructional Coaches who have knowledge in differentiation.

Enrichment, extensions, and acceleration are an integral part of the TCEA curriculum. Studies confirm the greater effects of enrichment in tandem with grouping gifted learners, as a best practice in providing rigorous, meaningful, and interesting challenges to these unique learners.

The TCEA AIG program provides challenging and interesting challenges to these unique learners through in-depth curriculum as well as 21st Century enrichment, extension, and acceleration to meet AIG student's academic and social emotional needs in an ever changing global society. We also recognize that students may be gifted in one area but not another. In addition we acknowledge that a student may be gifted in multiple areas.

The Instructional Coaches and Lead Teachers will also create a database of extension, enrichment, and acceleration activities that families can utilize at home and during instructional breaks to keep students engaged. Additionally the Instructional Coaches and the AIG teachers, will review NC standards with teachers to suggest activities that increase the the DOK (Depth of Knowledge) levels for AIG students. The Instructional Coaches and the AIG teachers will also support and provide enrichments and accelerations that front load information. The enrichment, acceleration, extension activities will be in alignment with a student's DEP goals and data.

The Capitol Encore Academy has an ongoing curriculum committee that assists in the selection of materials that meet NC standards. In addition that committee is tasked with selecting materials that offer differentiation.

The Capitol Encore Academy will:

Provide differentiated/Tiered curriculum to better address gifted students' varied academic needs Analyze data to determine student needs. Require all members of the AIG team to complete the local AIG courses Provide cluster opportunities for students in grades K-3, 3-8, and honors/PLTW/AP courses in grades 9 - 12.

Purchase resources to equip and support AIG teachers and students for 21st century enrichment, acceleration, and extension Provide professional development related to differentiated instruction Provide assistance with the planning and implementation of differentiated instruction that meets the needs of AIG students. Provide PD on front loading or any materials needed for frontloading activities.

*** Practice B**

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

Teachers will employ centers, learning circles, stations, differentiate homework assignments, etc. to ensure that all students have access to curriculum at their current learning levels. The educators at TCEA will also use Google Classroom to hold a variety of virtual lessons and book clubs to engage these learners.

The MTS team will work with the staff along with instructional coaches to provide support to staff in meeting the needs of their students through focused and researched professional development.

The Capitol Encore Academy will also provide time during weekly department level planning to focus on best practices in the building for AIG students.

Grades K-2: Teachers will incorporate tier 2 interventions for all high performing students through cluster groups and small groups/stations. Teachers will receive guidance from the AIG licensed teacher for Tier 2 interventions for students identified through varied methods (see 1b) such as cluster groupings with other academically capable students and push in/pull out options with the AIG licensed teacher.

Students identified as needing differentiated instruction will receive direct services up to 1 hour per each day up to 3 days a week. Direct services provide identified students with an opportunity to participate in extension units within the NC standard course of study.

Grades 3-5: Identified AIG students in reading and/or math are provided appropriate clustered time for instruction with other academically capable students.

The AIG teacher may pull out or push in to work with the teacher for differentiation/planning of instructional units and by consulting with the teacher to prepare differentiated units. Classroom teachers will receive guidance from the AIG licensed teacher. AIG students will receive direct services with the AIG licensed teacher up to 1 hour per each day up to 3 days a week. Direct services provide AIG identified students with an opportunity to participate in AIG units of study, which extend the NC standard course of study.

Grades 6-8: Identified AIG students are provided opportunities for clustered instruction in math and reading with other academically capable students. The cluster classes are enhanced with more rigorous reading and math activities that extend beyond the NC Standard Course of Study. Cluster classes are taught by the classroom teacher, with guidance from the licensed AIG teacher. The AIG licensed teacher supports the regular classroom teacher by providing various AIG instructional materials, books, and activities.

Math 1 and ELA 1 classes provide challenging instruction for those students motivated and academically prepared to take the classes in middle school. These classes follow the Standard Course of Study and the Math 1 and English 1 End-of-Course test is administered to students. Math 1 and English 1 students receive high school credit. AIG students will receive direct services with the AIG licensed teacher for up to one class period (60-minutes in a traditional setting, 90-minutes in a blocked setting) up to 3 days a week in the areas of reading, math, critical and creative thinking, and writing.

Grades 9 - 12: Identified students participate in enrichment sessions designed and conducted by the AIG licensed teacher to enhance their high school academic experience. These sessions include, but are not limited to: guest lectures, college tours/admission talks, college planning programs, and presentations in the academic and arts areas. Student interaction is encouraged and feedback is expected following each session. Academic counseling and advisement of the AIG students is coordinated with the AIG licensed teacher to include course selection, registration, SAT/ACT, college and career advisement, and scholarship. Opportunities to tour colleges and universities and discussions with admissions officials

are provided.

Newsletters are available on the school website from the AIG Team detailing important test dates, college preparation advisement, student achievement/accolades, and other valuable information. Advanced curriculum opportunities - the AIG program expects identified AIG students to participate in the college pathway curriculum, taking as many challenging courses as possible. These include:

1. Honors classes
2. Advanced Placement Courses
3. AP Teleconferencing Courses
4. College FTCC Connections Courses
5. NCVPS/Online Courses
6. Project Lead the Way Courses General AIG Instructional Practices and Advisement:

Any curricula that is developed by The Capitol Encore Academy AIG program builds upon and extends the North Carolina Standard Course of Study. The curriculum provides challenging learning experiences that match the service options and the students' learning needs.

Any curriculum that is developed must: provide instruction reflective of the highest levels of selected educational taxonomies (I.E. revised blooms, marzano's, etc.) Incorporate critical thinking skills, problem-solving and flexible thinking activities into the instruction and products (i.e. STEM activities, interdisciplinary units, socratic seminars, etc.) Incorporate appropriate content modifications into the curriculum as described in the Differentiated Education Plans Integrate digital learning tools.

AIG curriculum is evaluated annually by AIG certified staff for necessary updates and changes to better meet the needs of gifted students and to ensure that the curriculum reflects current best practices in gifted education Instructional Practices and Strategies include: multiple intelligences curriculum compacting tiering shared inquiry socratic seminar real-world/problem-based learning creative problem solving critical and deductive thinking creative thinking higher-order questioning technology-based learning 21st century skills

Advisement Procedures: In order to ensure that AIG students are working to their fullest potential, it is important for the AIG team to carefully monitor student progress. All AIG teachers check students' academic performance at the completion of each grading period. Students who are not maintaining requirements receive academic advisement. It is necessary to evaluate how the student is performing within the AIG program, and if those services are meeting the needs of the student. The students' progress reports, report cards, standardized testing results, and portfolio of collected AIG products document the students' progress. After completing the progress indicators, the AIG Team decides if the student has satisfactorily completed AIG and regular education assignments, has participated in class, and continues to demonstrate a need for challenging, differentiated studies.

Students who are not showing adequate progress receive academic advisement for a minimum of 2 grading periods. The AIG licensed teacher serves as the advisor, working with the student and parents to formulate and implement that advisement plan. Students not showing improvement will be referred to the AIG Team who then reviews this information and makes a determination for appropriate services. In addition to active status, the student may continue on advisement or be placed on monitored status.

Placement on monitored status does not mean the student is no longer gifted. However, by definition, a gifted student is to perform or demonstrate the ability to perform at substantially higher levels of achievement and requires differentiated services When the student does not achieve and/or does not participate in a challenging academic course of study, the students needs can be met in the regular classroom and monitored status is

indicated. An differentiated education plan (DEP)is developed for all students on monitored status.

Some instructional strategies that are used (and proven to be effective)

- offer activities that support the principles of UDL
- flipped classrooms
- front loading
- open ended or self-directed learning
- working in clusters with like ability students
- project based learning
- Arts Integrated projects
- curriculum compacting
- incorporating real life scenarios
- interactive versus lecture style teaching

*** Practice C**

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

Data on curriculum and instructional practices with gifted learners favors accelerative, research-based curriculum in the core subject areas. Research-based curricula should be organized around higher-order processes, conceptual reasoning that explores problems and issues, critical and creative thinking skills, analogous/metamorphic relationships, and inquiry/discovery.

The Capitol Encore Academy will continually add and revise curriculum to support the North Carolina Standard Course of Study, purchasing materials that extend and enrich the AIG curriculum within the Standard Course of Study.

One of the main curriculum resources currently being used is through HMH. Listed below are the resources that can be used to support AIG student academic needs.

ELA: HMH: K-4: Writing Workshop; Focal Text Take & Teach Printable

Math: HMH K-3 HMH: Challenges, Interactive Challenges, Unit Project Cards, Ready for More, Strategic Thinking & Complex Reasoning (Level 3), Extend the Task

The Capitol Encore Academy also makes use of the AIG learning labs posted on the NCDPI website.

For Arts Integration: The Capitol Encore Academy uses resources from <https://artsintegration.com/>

For social-emotional learning needs for AIG student the Capitol Encore Academy will make use of the Overcoming Obstacles curriculum.

TCEA will house AIG Activities and Best Practice Activities in the Instructional Coaches/ PLC Room for staff members to view, copy, and check out. The staff will also have access to the PBL Project Website (<http://pboproject.com>) to help pull activities to use with students. TCEA would like to have a theme of Voice and Choice with our students that will allow them a chance to explore topics that interest them by tying their projects to the NCSCOS. We also plan to continue to build our instructional library by including books on how to better reach and teach gifted students.

Students will also learn more about how they learn through:

- Myers Briggs
- Multiple Intelligence Inventories
- studying what it means to be gifted and their specific gifted identification.
- Clifton Strengths Finders (<https://www.gallup.com/cliftonstrengths/en/254033/strengthsfinder.aspx>)

AG students as they progress throughout the program will grow in knowledge of how to effectively advocate for their learning needs.

ELA K-3 Enrichment Resources

Smithsonian

When students log onto this page they can choose from a plethora of topics to explore. Each topic provides a number of activities from watching the AnimalCam live at the national zoo to exploring birds and American History. All have activities that include reading and some writing. (For example <https://amhistory.si.edu/ourstory/activities/water/>)
<https://www.si.edu/kids/>

Southeast Regional Library

Storybooks, read alongs, ebooks, graphic novels, videos, language learning, playlists, puzzles and games.
AudioBook, e reader, videos

*Must sign in and have a library card
<https://mceldaz.org/locations/southeast>

Tumble Books

AudioBook, e reader, videos
*Must sign in and have a library card
<https://www.tumblebooklibrary.com/Home.aspx?categoryID=77>

Overdrive/kids

<https://phoenix.overdrive.com/library/kids/>

PBS - for parents

Games and activities to do with young learners to build literacy skills.
<https://www.pbs.org/parents/learn-grow/all-ages/literacy>.

Wonderopolis

A site built around students' questions. (For example, Why do whales breach? Then a variety of photos, videos and text to explain. <http://wonderopolis.org/wonder/Why-Do-Whales-Breach>)
<https://www.wonderopolis.org/>

ReadTheory

Students create an account.
Students are tested upon entry and then provided text and comprehension activities to match their level.
<https://readtheory.org/>

Read, Write, Think

Student Interactives- student can work here without teacher direction (<http://www.readwritethink.org/classroom-resources/student-interactives/>)
Parent and Afterschool Resources (<http://www.readwritethink.org/parent-afterschool-resources/>)
<https://www.readwritethink.org/>

National Geographic Resource Library

Numerous topics with activities, articles, maps, infographics, videos. No account needed to use the library but to bookmark resources you must have an account
https://www.nationalgeographic.org/education/resource-library/?q=%parent%20resources&page=1&per_page=25

Storyline Online

The SAG-AFTRA Foundation's award-winning children's literacy website, Storyline Online, streams videos featuring celebrated actors reading children's books alongside creatively

K - 3 AG Enrichment Resources

Smithsonian

When students log onto this page they can choose from a plethora of topics to explore. Each topic provides a number of activities from watching the AnimalCam live at the national zoo to exploring birds and American History. All have activities that include reading and some writing. (For example <https://amhistory.si.edu/ourstory/activities/water/>)
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AudioBook, e reader, videos
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Parent and Afterschool Resources (<http://www.readwritethink.org/parent-afterschool-resources/>)
<https://www.readwritethink.org/>

National Geographic Resource Library

Numerous topics with activities, articles, maps, infographics, videos. No account needed to use the library but to bookmark resources you must have an account
https://www.nationalgeographic.org/education/resource-library/?q=%parent%20resources&page=1&per_page=25

Storyline Online

The SAG-AFTRA Foundation's award-winning children's literacy website, Storyline Online, streams videos featuring celebrated actors reading children's books alongside creatively

produced illustrations.
<https://www.storylineonline.net/library/>

Math K–3 Enrichment Resources

Would You Rather Math

Situations are presented and students choose an option and then should justify their reasoning with mathematics. Organized by grade bands.
<http://www.wouldyourathermath.com/>

NRich Maths

Website with interactive games for primary math skills
<https://nrich.maths.org/9086>

PBS Kids

Great videos and games for Preschool through Grade 3
<https://pbskids.org/games/>

Math Playground

Free online resource for math games and logic puzzles
<https://www.mathplayground.com/?fbclid=IwAR00C3LozluV1-6t6ispQMC3sAtxLY412LR1aj2poU-EDqQwAueYMqaTs>

Khan Academy

Free online lessons and practice organized by grade level/course.
<https://www.khanacademy.org/math/k-8-grades>

Greg Tang Math

Online math games with various skills
<https://www.gregtangmath.com/games>

Cool Math Games

Fun math games
<https://www.coolmathgames.com/1-playlists>

That Quiz

Practice problems (quiz) organized by topic that gives immediate feedback. You can choose the length and difficulty level.
<https://www.thatquiz.org/>

Miscellaneous K–3 Enrichment Resources

Isle of Tune

Fun for all ages. This is a music sequencer with a twist! Students build a city map with roads, houses, trees, stoplights, etc. Each of these items makes a distinct musical sound. Cars drive past them, making music as they go! Requires Adobe Flash to work properly. Also available as an app for iPad, iPhone, and iPod Touch.
<https://www.isleoftune.com/>

San Francisco Symphony Kids

This is a fun site where students can play music games, compose their own music, and perform on various online instruments, among many other things. Please note, requires Adobe Flash to work properly.
<http://www.sfskids.org/>

PBS Kids Music Games

Easy music-related games using a variety of skills. Students can create an instrument, play a memory game, and create their own tune, among other things.
<https://pbskids.org/games/music/>

Be Active Kids

Provides information about physical activity and nutrition, including parent-friendly tips and strategies for incorporating more physical activity into your family's daily routines.
<http://www.beactivekids.org/resources/handouts>

Tynker Coding for Kids

Learn to code with Minecraft, Hot Wheels, and Monster High! This site also includes 500 challenges and 14 coding puzzles.

<https://www.tynker.com/hour-of-code/>

Scratch

Online coding platform developed by MIT Media Lab for children using intuitive drag and drop visual interface that teaches coding basics. Kids can program their own interactive stories, games, and animations — and share their creations with others in the online community.

<https://scratch.mit.edu/>

Art for Kids Hub

Art videos for kids to follow

<https://www.artforkidshub.com/>

Field Trips

Various virtual field trips in areas related to STEM, health & wellness, sports, financial literacy, technology and more. Can filter by subject area to find even more opportunities.

<https://www.discoveryeducation.com/community/virtual-field-trips/>

Van Gogh Museum

Virtual Field Trip to explore art museum in Amsterdam

<https://artsandculture.google.com/partner/van-gogh-museum?hl=en>

Louvre Museum

Virtual Field Trip to explore art museum in Paris, France

<https://www.louvre.fr/en/sites-en-ligne>

National Gallery of Art

Virtual Field Trip to explore art museum in Washington DC

<https://artsandculture.google.com/partner/national-gallery-of-art-washington-dc?hl=en>

Uffizi Gallery

Virtual Field Trip to explore art museum in Florence, Italy

<https://artsandculture.google.com/partner/uffizi-gallery?hl=en>

Metropolitan Museum of Art

Virtual Field Trip to explore art museum in New York City

<https://artsandculture.google.com/partner/the-metropolitan-museum-of-art>

Smithsonian's National Zoo

Webcams of live animal exhibits in Washington DC zoo

<https://nationalzoo.si.edu/webcams>

San Diego Zoo

Videos and resources from the San Diego Zoo

<https://kids.sandiegozoo.org/videos>

Yellowstone National Park Virtual Tour

Virtual tour of one of the most popular US National Parks

<https://www.nps.gov/yell/learn/photosmultimedia/virtualtours.htm>

4-6 AIG Enrichment Resources

ELA 4–6 Enrichment Resources

Storyline Online

The SAG-AFTRA Foundation's award-winning children's literacy website, Storyline Online, streams videos featuring celebrated actors reading children's books alongside creatively produced illustrations.

<https://www.storylineonline.net/library/>

Library of Congress

On this site students can read about “America’s Story” Topics include: Amazing Americans, Exploring the States, Jump Back in Time. Students can also access classic books online, for example, Anne of Green Gables http://read.gov/books/pagetuner/anne_gables/#page/6. *Parents will want to review and approve student book choices.

Mensa for Kids

The site includes educational and challenging games, activity plans, and TED Connections.
<https://www.mensaforkids.org/>

National Geographic Resource Library

Numerous topics with activities, articles, maps, infographics, videos. No account needed to use the library but to bookmark resources you must have an account, no charge.
https://www.nationalgeographic.org/education/resource-library/?q=parent%20resources&page=1&per_page=25

Overdrive/kids

<https://phoenix.overdrive.com/library/kids/>

ReadTheory

Students create an account.

Students are tested upon entry and then provided text and comprehension activities to match their level.
<https://readtheory.org/>

Smithsonian

When students log onto this page they can choose from a plethora of topics to explore. Each topic provides a number of activities from watching the AnimalCam live at the national zoo to exploring birds and American History. All have activities that include reading and some writing. For example, <https://amhistory.si.edu/ourstory/activities>

Southeast Regional Library

Storybooks, read alongs, ebooks, graphic novels, videos, language learning, playlists, puzzles and games, available to all
AudioBook, eReader, Videos - *Must sign in and have a library card
<https://mcldaz.org/locations/southeast/>

Tumble Books

Storybooks, read alongs, ebooks, graphic novels, videos, language learning, playlists, puzzles and games.

<https://www.tumblebooklibrary.com/Home.aspx?categoryID=77>

Wonderopolis

A site built around students’ questions. For example, Why do whales breach? Then a variety of photos, videos and text to explain. For example: [http://wonderopolis.org/wonders](http://wonderopolis.org/wonder/Why-Do-Whales-Breach)

Math 4–6 Enrichment Resources

Would You Rather Math

Situations are presented and students choose an option and then should justify their reasoning with mathematics. Organized by grade bands.
<http://www.wouldyourathermath.com/>

NRich Maths

Website with interactive games for primary math skills.

<https://nrich.maths.org/9086>

Math Playground

Free online resource for math games and logic puzzles.

https://www.mathplayground.com/7fcid=lwAR00C3LoziuV1-6f6tspQMC3sAixLY412LR1aj2poU-EDqQwAue_Y_MqaTs

Cool Math Games

Fun math games.

<https://www.coolmathgames.com/1-playlists>

Khan Academy

Free online lessons and practice organized by grade level/course.

<https://www.khanacademy.org/math/k-8-grades>

Greg Tang Math

Online math games with various skills.

<https://www.gregtangmath.com/games>

That Quiz

Practice problems (quiz) organized by topic that gives immediate feedback. You can choose the length and difficulty level.
<https://www.thatquiz.org/>

Miscellaneous 4–6 Enrichment Resources

Isle of Tune

Fun for all ages. This is a music sequencer with a twist! Students build a city map with roads, houses, trees, stoplights, etc. Each of these items makes a distinct musical sound. Cars drive past them, making music as they go! Requires Adobe Flash to work properly. Also available as an app for iPad, iPhone, and iPod Touch.
<https://www.isleoftune.com/>

San Francisco Symphony Kids

This is a fun site where students can play music games, compose their own music, and perform on various online instruments, among many other things. Please note, requires Adobe Flash to work properly.
<http://www.sfskids.org/>

PBS Kids Music Games

Easy music-related games using a variety of skills. Students can create an instrument, play a memory game, and create their own tune, among other things.
<https://pbskids.org/games/music/>

Yellowstone National Park Virtual Tour

Virtual tour of one of the most popular US National Parks
<https://www.nps.gov/yell/learn/photosmultimedia/virtualtours.htm>

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Webscams of live animal exhibits in Washington DC zoo
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Virtual Field Trip to explore art museum in New York City
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NASA

Space topics and videos for students to explore. See the newly named Mars rover, "Perseverance." Also, learn about the newest experiments in the International Space Station, and check out its view of Earth from outer space!
https://www.nasa.gov/mission_pages/station/main/index.html

Be Active Kids

Provides information about physical activity and nutrition, including parent-friendly tips and strategies for incorporating more physical activity into your family's daily routines.
<http://www.beactivekids.org/resources/handouts>

Tynker Coding for Kids

Learn to code with Minecraft, Hot Wheels, and Monster High! This site also includes 500 challenges and 14 coding puzzles.
<https://www.tynker.com/hour-of-code/>

Scratch

Online coding platform developed by MIT Media Lab for children using intuitive drag and drop visual interface that teaches coding basics. Kids can program their own interactive stories, games, and animations — and share their creations with others in the online community.
<https://scratch.mit.edu/>

Art for Kids Hub

Art videos for kids to follow.
<https://www.artforkidshub.com/>

Discovery Education Virtual Field Trips

Various virtual field trips in areas related to STEM, health & wellness, sports, financial literacy, technology and more. Can filter by subject area to find even more opportunities
<https://www.discoveryeducation.com/community/virtual-field-trips/>

ELA 7–8 Enrichment Resources

Overdrive

<https://phoenix.overdrive.com/>

Read Theory

Free resource, students create an account. Students are tested upon entry and then provided text and comprehension activities to match their level.
<https://readtheory.org/>

Library of Congress

Students can access classic books online, for example, Anne of Green Gables [http://read.gov/books/pageturner/anne_gables/#page/6 mode/2/up](http://read.gov/books/pageturner/anne_gables/#page/6	mode/2/up). *Parents will want to review and approve student book choices.
<http://read.gov/kids/>

Smithsonian Kids

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<https://www.si.edu>

Smithsonian

The Smithsonian Institutes main website - there are a variety of tours, topics, questions, etc that can stimulate discussion and research.
<https://www.si.edu>

k7-8 AIG Enrichment Resources

Overdrive

<https://phoenix.overdrive.com/>

Read Theory

Free resource, students create an account. Students are tested upon entry and then provided text and comprehension activities to match their level.
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Library of Congress

Students can access classic books online, for example, Anne of Green Gables [http://read.gov/books/pageturner/anne_gables/#page/6 mode/2/up](http://read.gov/books/pageturner/anne_gables/#page/6	mode/2/up). *Parents will want to review and approve student book choices.
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<https://www.si.edu>

Read Write Think Student Interactive

Students can engage with interactive online literacy that helps them organize their thoughts to learning about language.

<http://www.readwritethink.org/classroom-resources/student-interactives/>

Southeast Regional Library

AudioBooks, eReader, Videos. *Must sign in and have a library card

<https://mcldaz.org/locations/southeast/>

Arizona State Library - Digital Collection

Arizona State Library Digital Collection includes online reference resources, resources for learners, Reading Arizona eBooks, Arizona historical newspapers, etc.
<https://azlibrary.gov/daz/>

Project Gutenberg

Project Gutenberg is a library of over 60,000 free eBooks. Choose among free epub and Kindle eBooks, download them or read them online.
<https://www.gutenberg.org/>

GALE Resource Database

Database available through the Arizona Library system.
<https://azlibrary.gov/daz/educational-resources/highschool>

Math 7–8 Enrichment Resources

Would You Rather Math

Situations are presented and students choose an option and then should justify their reasoning with mathematics. Organized by grade bands.
<http://www.wouldyourathermath.com/>

Hooda Math

Games to practice math organized by grade and subject
<https://www.hoodamath.com/>

Khan Academy

Free online lessons and practice organized by grade level/course.
<https://www.khanacademy.org/math>

Virtual Nerd

Video tutorials organized by grade, course and topic.
<https://www.virtualnerd.com/>

PBS Learning Media

Collection of free standards-aligned videos, interactives, and lesson plans.
<https://az.pbslearningmedia.org/>

Global Math Project

Explore mathematics through videos, problem solving and short “courses” which show that math can be fun and innovative.
<http://www.jamestanton.com/>

That Quiz

Practice problems (quiz) organized by topic that gives immediate feedback. Students can choose the length and difficulty level.
<https://www.thatquiz.org/>

Mathalicious

Real world math lessons that challenge students to think critically. If you search the lessons they can be filtered by topic.
<https://www.mathalicious.com/>

History and Social Sciences 7–8 Enrichment Resources

Arizona Department of Education Resources

List of online resources for 7th and 8th grade.

<https://drive.google.com/open?id=1PSIEQBMaMtnaAvTjpUmlf93j>

GALE Resource Database

Informational database available through the Arizona Library system.

<https://azlibrary.gov/dazl/educational-resources/highschool>

Library of Congress

Engaging students with primary sources. Guided questions included.

<https://www.loc.gov/teachers/usingprimarysources/>

Docs Teach

Primary sources available for free.

<https://www.docsTeach.org/>

ReadWriteThink

Parent and after school resources.

<http://www.readwritethink.org/parent-afterschool-resources/>

Science 7–8 Enrichment Resources

NASA

Space topics and videos for students to explore. See the newly named Mars rover, "Perseverance." Also, learn about the newest experiments in the International Space Station, and check out its view of Earth from outer space!

https://www.nasa.gov/mission_pages/station/main/index.html

Maricopa County STEM Pro Live!

Students learn about various STEM careers through this collection of videos of STEM professionals sharing from their worksites.

<http://schoolsup.org/stem-pro-live>

Bill Nye

Safe and simple science experiments that can be done at home. *Parental supervision recommended.

<https://www.bill nye.com/home-demos>

Chem 4 kids

Students can explore a variety of chemistry topics on this site.

<http://www.chem4kids.com/>

Phet

Simulations for Chemistry, Physics, Earth Science and Biology.

<https://phet.colorado.edu/>

PBS Learning

Explore various science topics through the videos and games arranged by grade and content. Engineering activities are also listed.

<https://www.pbslearningmedia.org/subjects/science/>

Gale Resource Database

Informational database available through the Arizona Library system. Search for many science topics in the "Science in Context" section.

<https://azlibrary.gov/dazl/educational-resources/highschool>

World Language 7–8 Enrichment Resources

COERLL Spanish Resources

Compilation of resources for Spanish language learners that are Open Educational Resources for language learners. Includes resources for grammar, listening, reading and other skills practice.

<https://www.coerll.utexas.edu/coerll/spanish>

Duolingo

Language learning through “gamification.” Adapts to your learning style and gives instant feedback on your learning. Available for Spanish.
<https://www.duolingo.com/>

Miscellaneous 7–8 Enrichment Resources

Isle of Tune

Fun for all ages. This is a music sequencer with a twist! Students build a city map with roads, houses, trees, stoplights, etc. Each of these items makes a distinct musical sound. Cars drive past them, making music as they go! Requires Adobe Flash to work properly. Also available as an app for iPad, iPhone, and iPod Touch.
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Noteflight

Students or parents sign up for free with an email address. Students can compose and write their own music using this online site. They can write it for choir and/or a variety of instruments. It also has a playback feature allowing students to listen to what they have written.
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Virtual tour of one of the most popular US National Parks
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Metropolitan Museum of Art

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National Gallery of Art

Virtual Field Trip to explore art museum in Washington DC
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Louvre Museum

Virtual Field Trip to explore art museum in Paris, France
<https://www.louvre.fr/en/sites-en-ligne>

Discovery Education Virtual Field Trips

Various virtual field trips in areas related to STEM, health & wellness, sports, financial literacy, technology and more. Can filter by subject area to find even more opportunities.
<https://www.discoveryeducation.com/community/virtual-field-trips/>

9 - 12 AIG Enrichment Resources

ELA 9–12 Enrichment Resources

Overdrive

<https://phoenix.overdrive.com/>

Smithsonian

The Smithsonian Institutes main website - there are a variety of tours, topics, questions, etc that can stimulate discussion and research.
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Read Write Think Student Interactive

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ReadTheory

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<https://readtheory.org/>

Library of Congress

On this site students can read about “America’s Story” Topics include: Amazing Americans, Exploring the States Jump Back in Time.
<http://www.americaslibrary.gov/>

Library of Congress

Students can access classic books online, for example, Anne of Green Gables http://read.gov/books/pageturner/anne_gables/#page/6/mode/2up. *Some Classic Books might be considered not politically correct today
<http://read.gov/kids/>

Southeast Regional Library

Online access is extensive; must have library card.
<https://mcldaz.org/locations/southeast/>

Project Gutenberg

Project Gutenberg is a library of over 60,000 free eBooks. Choose among free epub and Kindle eBooks, download them or read them online.
<https://www.gutenberg.org/>

Arizona State Library - Digital Collection

Arizona State Library Digital Collection includes online reference resources, resources for learners, Reading Arizona eBooks, Arizona historical newspapers, etc.
<https://azlibrary.gov/daz/>

Americanliterature.com

A collection of traditional American literature from the 1700s to early 20th Century
<https://americanliterature.com/>

Math 9–12 Enrichment Resources

Would You Rather Math

Situations are presented and students choose an option and then should justify their reasoning with mathematics. Organized by grade bands.
<http://www.wouldyourathermath.com/>

Hooda Math

Games to practice math organized by grade and subject.
<https://www.hoodamath.com/>

Khan Academy

Free online lessons and practice organized by grade level/course including AP test prep.
<https://www.khanacademy.org/math>

Virtual Nerd

Video tutorials organized by grade / course and topic.
<https://www.virtualnerd.com/>

Flipped Math

Video lessons and practice problems organized by course.

<https://www.flippedmath.com/>

PBS Learning Media

Collection of free standards-aligned videos, interactives, and lesson plans.

<https://az.pbslearningmedia.org/>

Global Math Project

Explore mathematics through videos, problem solving and short “courses” which show that math can be joyous and innovative.

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Mathalicious

Real world math lessons that challenge students to think critically. If you search the lessons they can be filtered by topic.
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History and Social Sciences 9–12 Enrichment Resources

GALE Resource Database

Informational database available through the Arizona Library system.

<https://azlibrary.gov/dazl/educational-resources/highschool>

Docs Teach

Primary sources available for free.

<https://www.docsTeach.org/>

ReadWriteThink

Parent and after school resources.

<http://www.readwritethink.org/parent-afterschool-resources/>

Library of Congress

Engaging students with primary sources. Guided questions included.

<https://www.loc.gov/teachers/usingprimarysources/>

Khan Academy

Online lessons and videos. Advanced Placement resources also available.

<https://www.khanacademy.org/humanities>

Science 9–12 Enrichment Resources

Khan Academy

Physics, Biology, Chemistry, Astronomy, and Medicine and Health resources and videos.

<https://www.khanacademy.org/science>

Maricopa County STEM Pro Live!

Students learn about various STEM careers through this collection of videos of STEM professionals sharing from their worksites.
<http://schoolsup.org/stem-pro-live>

Phet

Simulations for chemistry, physics, Earth Science and Biology.

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NASA

Space topics and videos for students to explore. See the newly named Mars rover, "Perseverance." Also, learn about the newest experiments in the International Space Station, and check out its view of Earth from outer space!

https://www.nasa.gov/mission_pages/station/main/index.html

Gale Resource Database

Informational database available through the Arizona Library system. Search for many science topics in the "Science in Context" section.

<https://azlibrary.gov/dazl/educational-resources/highschool>

World Language 9–12 Enrichment Resources

Varsity Tutors: AP Spanish

Free AP Spanish Language Diagnostic Practice Exams

https://www.varsitytutors.com/ap_spanish-practice-tests

CNN en Español

Current events in upper level Spanish

<https://cnnespanol.cnn.com/>

Albert

AP Spanish Language practice resource. Many free activities to complete without having to pay for subscription

<https://www.albert.io/ap-spanish-language>

LifePrint

American Sign Language University is a resource site for ASL students and teachers. Here you will find information and resources to help you learn ASL and improve your signing.
<http://www.lifeprint.com/>

DPan TV

Deaf Professional Arts Network creates high-quality American Sign Language (ASL) music videos, translating the lyrics of popular songs through ASL.

<https://dpantv.catalog>

COERLL German Resources

Compilation of resources for German language learners that are Open Educational Resources for language learners. Includes resources for grammar, listening, reading and other skills practice.
<https://www.coerll.utexas.edu/coerll/german>

COERLL Spanish Resources

Compilation of resources for Spanish language learners that are Open Educational Resources for language learners. Includes resources for grammar, listening, reading and other skills practice.
<https://www.coerll.utexas.edu/coerll/spanish>

COERLL French Resources

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COERLL Japanese Resources

Compilation of resources for Japanese language learners that are Open Educational Resources for language learners. Includes resources for grammar, listening, reading and other skills practice.
<https://www.coerll.utexas.edu/coerll/japanese>

Cultural Interviews

Compilation of over 1000 brief video clips in which executives from different countries discuss (in their native language) cultural issues that are of interest to North Americans. Available in Spanish, German & Japanese
<http://sites.utexas.edu/culturalinterviews/>

COERLL Spanish Resources

Compilation of resources for Spanish language learners that are Open Educational Resources for language learners. Includes resources for grammar, listening, reading and other skills

practice.

<https://www.coerll.utexas.edu/coerll/spanish>

LangMedia

Provides language learning resources for all languages through culturally authentic videos
<https://langmedia.fivecolleges.edu/>

Varsity Tutors: AP Spanish

Free AP Spanish Language Diagnostic Practice Exams.
https://www.varsitytutors.com/ap_spanish-practice-tests

Duolingo

Language learning through “gamification.” Adapts to your learning style and gives instant feedback on your learning. Available for Spanish, French, German and Japanese.
<https://www.duolingo.com/>

Miscellaneous 9–12 Enrichment Resources

AP Central

Students can log into their MyAP account to get practice tests, activities & resources for the various AP classes they are taking.
<https://apcentral.collegeboard.org/>

Isle of Tune

Fun for all ages. This is a music sequencer with a twist! Students build a city map with roads, houses, trees, stoplights, etc. Each of these items makes a distinct musical sound. Cars drive past them, making music as they go! Requires Adobe Flash to work properly. Also available as an app for iPad, iPhone, and iPod Touch.
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National Gallery of Art

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TCEA AIG Tiers for Interventions Following AIG Identification

Tier 1 Interventions	Tier 2 Interventions	Tier 3 Interventions
<ul style="list-style-type: none"> HMH Into Science (K-8) HMH Science Dimensions (9 - 12) HMH Into Social Studies (K-12) Weekly (K-5) HMH Into Reading (K-5) HMH Into Literature (6 - 12) HMH Into to Math (k - 8) HMH Into AGA (9 - 12) Digital Assignments Google Classroom SeeSaw (K - 2) Common Lit Passages 4-12 	<ul style="list-style-type: none"> Interest-based Centers Homogeneous (same skill level) Learning circles Homogeneous (same skill level) Stations iReady Teacher Toolbox (K-8) Homogeneous (same skill level) Intervention/study Hall classes Homogeneous (same skill level) courses (IE: honors classes, AIG seminar classes, PLTW classes AIG Certified Teacher Push-ins Differentiated assignments (IE: HMH leveled work, ReadWorks, etc) Common Lit Passages 4-12 	<ul style="list-style-type: none"> (K-2) whole class AIG certified teacher taught lessons (3 - 5) 1 - 3 hours of weekly pull outs for enrichment Academic Competitions AIG-based field studies (a least 1/year) Community Service Program (9 - 12) Public Speaking (9 - 12) SEL Skills (K-12) Guest Speakers (3 - 12) Individualized advisement (8 - 12) College/ University Tours (11 - 12) Interview and Resume Skills (11 - 12) SAT/ACT (10 - 12) Apprenticeships (11 - 12) Reflection Activities (11 - 12)

Every Student in the Classroom receives these same interventions	These interventions occur in the regular classroom, with AIG team recommendations/assistance in compliance with the student's DEP/I/DEP	These interventions occur outside the regular classroom, with an AIG certified teacher/team member
The use of the tiers for intervention are to be monitored, planned, and conducted in conjunction with the AIG team recommendations and parent approval.		

*** 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.

In order for AIG students to compete globally in the academic arena, they need access and the ability to comprehensively utilize 21st century curriculum content. The skills focused on with 21st century curriculum includes collaboration, problem-solving, innovation, leadership, and critical thinking.

TCEA will do this through:

- collaboration with district and instructional leaders for training and implementation of 21st century curriculum and skills
- Promoting advanced level content and real world experiences within the AIG curriculum
- Provide training for the AIG staff for training and implementation of 21st century standards
- Review and purchase materials that promote 21st century learning and skills
- Integrate technology into the AIG units

Some ways that TCEA will incorporate 21st learning include:

- Book clubs/lunch bunch groups that focus on collaboration and communication skills
- Provide students with apprenticeships with approved community stakeholders
- Implement AIG Student Led community service projects that allow them to help solve downtown Fayetteville problems and challenges.
- Implement a Student Ambassador Program that helps include these students in decisions made by the administration and the school leadership team

Life Skills Day for middle school and high school students that will focus on skills including:

- Budgeting and Financing
- Interview and Resume Skills
- Cell Phone and Social Media Etiquette
- Public Speaking
- Reflection activities at the end of taught units to encourage students to see how improvement is always needed and a persistent temperament is needed to succeed.

Tools to aide in reflection might include the following tools:

At the Capitol Encore Academy we support the development of "durable" skills in the following ways:

1. Adaptability: Through our SEL initiatives, the AIG coordinator and teachers provide activities that help build student confidence, overcoming set backs, and addressing the specific needs of our six types of gifted learners: Successful, Challenging, Underground, Dropouts, Double-labeled and Autonomous.
 2. Collaboration: AIG students need to specifically be taught how to effectively work in groups with their peers no matter what role they may have in a group project or activity. Students will learn that collaboration skills are not just group projects but also are needed through many career fields.
 3. Communication: Students need to be taught not only how speak effectively but also how to listen. Part of learning how to communicate focuses on how to handle successes but also work through disagreements. In addition, AIG students are taught effective communication techniques through various formats including: face-to face, digital meetings, emails, and social media.
 4. Critical and creative thinking: As an Arts Integrated School, students learn through arts based activities that include Arts Integration strategies. Students in age appropriate ways are exposed to real life scenarios and events and have to critically think on how to respond.
 5. Empathy: Through the Overcoming Obstacles SEL program, students will learn skills how to build positive and appropriate relationships.
 6. Learner's mindset: Also as part of the SEL, students will understand not only what a growth mindset is but how it can be applied in various subject matters and career fields.
 7. Personal responsibility: It is important for AIG students to learn personal responsibility that is age and grade specific from K-12th grade (see below).
- Early Elementary (K-2):
Putting away belongings after use.
Following classroom rules and instructions.
Asking for help when needed.
Taking care of personal items like books and supplies.
Completing assigned tasks independently.
- Upper Elementary (3-5):
Managing time effectively for homework.
Taking notes during lessons.
Checking work for accuracy before turning it in.
Being accountable for missing assignments.
Contributing to a positive classroom environment by respecting others.

Middle School (6-8):

Setting personal goals for learning.

Organizing materials and staying on top of deadlines

Taking initiative to seek extra help when needed.

Managing personal conflicts constructively.

Reflecting on learning progress and identifying areas for improvement.

High School (9-12):

Prioritizing academic responsibilities over extracurricular activities.

Managing a complex schedule effectively.

Advocating for their own learning needs.

Taking ownership of academic choices and consequences.

Demonstrating self-discipline and time management skills.

* **Practice E**

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

Ongoing assessment of student readiness, achievement and growth are essential components of a differentiated curriculum. AIG Teachers use a variety of assessments in order to address the various needs and interests that exist among gifted students.

- Utilize formative and summative assessments and district-adopted tools such as mClass, Waggle, MAPs, NC Checkins, WIDA ACCESS scores, and teacher common assessments through SchoolNet to evaluate the effectiveness of implemented curricula and its impact on student achievement and growth
- Align differentiated curriculum units for the AIG classroom and address assessment results.
- Work together with classroom teachers, MTSS, EC, arts and EL staff to analyze re-and on-going assessment techniques and results
- Collaborate on differentiated instruction and assessment that responds to gifted learners' varying background knowledge, needs, and interests
- Monthly PLC's for creating intervention/cluster enrichment activities with MTSS and Instructional Coaches
- Monthly Arts Integration meetings where staff members can collaborate to create lessons that engage and support learners at their current level
- Cluster classrooms/honors/AP/PLTW teachers work collaboratively with AIG licensed teachers to ensure best practices are implemented for gifted learners.

- AIG students are placed in math and reading cluster learning groups with like-ability learners, with curriculum and learning needs closely monitored through teacher-AIG licensed teacher collaboration. Other subject areas may also be clustered.
- As and A+ School, we implement the following practices for assessment:
 1. a reflective practice that is designed for learning
 2. inclusive of arts and multiple learning pathways
 3. ongoing, integrated, experiential and collaborative
 4. used both as a self-assessment tool by teachers and students and to help meet school system requirements
 5. instrumental in creating a comprehensive picture of student understanding

Furthermore, in addition to traditional assessments, AIG students will experience portfolio assessments, menus, project based learning, and arts integration projects.

* **Practice F**

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

The Capitol Encore Academy encourages collaboration between classroom teachers, AIG team, AIG licensed teacher, and other professional staff to develop and implement differentiated curriculum and instruction to meet the academic and intellectual needs of gifted learners across all grade levels.

The AIG team meets monthly with the MTSS, EC, EL and Instructional Leadership teams to discuss, plan, and share curriculum ideas and strategies to be implemented in the school environment for Tier 1, 2, and 3 interventions.

K-12 AIG team meets together during Professional Development days to collaborate and discuss best practices in gifted education, focusing on differentiated curriculum and instruction.

Teachers teaching the AIG cluster classes on elementary and middle school levels and high school honors/PLTW/AP courses in Math and English must complete the local professional development requirement.

AIG licensed teachers and classroom teachers in elementary, middle, and high school collaborate with intergrade level teams to develop and implement rigorous and differentiated curriculum.

The AIG coordinator routinely meets with Instructional coaches to discuss best instructional practices for AIG students and the effectiveness of the current curricula for AIG students.

There will be regular sharing with stakeholder of key strategies and instructional practices.

Data will be compared with goals on a student's DEP. Those conversations can include guardians, teachers, and administrators.

Classroom teachers will regularly be provided with samples of rigorous curriculum, and strategies to engage and challenge gifted learners.

* Ideas for Strengthening the Standard

The Capitol Encore Academy recognizes:

1. The need for greater specification of documentation of differentiation.
2. The need to use student interests abilities to define learning needs
3. The need to develop skills and mindsets that support post-secondary success
4. The need to use differentiated formative and summative assessments
5. The need to collaborate with various personnel to meet student needs

To meet the above needs, we created grade specific differentiation and higher order thinking activities. There will be an emphasis on data analysis to inform instruction. We will use student interest and learning style inventories, researched based instructional strategies. We updated the DEP template to document differentiation and a student's SMART goals. To provide skills that students will need post secondary, we created grade specific programs for the following skills: adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility. We encourage the use of the A+ principles and AI to design assessments. We will seek greater teacher feedback about the identification process, curriculum selection, and instructional design. The AIG Coordinator will work in conjunction with EC, EL and MTSS, the instructional coaches, and principals to review data to meet student needs.

Planned Sources of Evidence

* K-3 Enrichment Resources	
* 4-6 Enrichment Resources	
* 7-8 Enrichment Resources	
* 9-12 Enrichment Resources	
* Tiered Intervention Matrix	
* Student Portfolio Requirements	

Type	Document Template	Document/ Link
AIG Standard 3 Additional Resources	N/A	<ul style="list-style-type: none"> ● <u>K-3 Enrichment Resources</u> ● <u>4-6 AIG Enrichment Resources</u> ● <u>7-8 AIG Enrichment Resources</u> ● <u>9-12 AIG Enrichment Resources</u> ● <u>TCEA Continuum of AIG Enrichment Opportunities</u> ● <u>AIG Tiered Intervention Matrix</u> ● <u>AIG Student Portfolio Requirements</u> ● <u>AIG Purchase Documentation</u>

Standard 4: Personnel and Professional Development

The Capitol Encore Academy (26C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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.

The Capitol Encore Academy AIG coordinator is required to have the following:

1. A current North Carolina teacher's license
2. Minimum of three years successful classroom teaching experience
3. Master's degree in education or subject area North Carolina licensure in gifted education (or able to acquire)

The AIG coordinator at TCEA is responsible for the following:

- Ensure system-wide implementation of the local plan and accountability of the AIG program Chairs the AIG committees composed of principals, AIG Team, parents, and community members Communicates with schools, outside agencies, and others regarding AIG program policies, procedures, and concerns
- Serves as liaison between AIG program and the community/stakeholders
- Represents the AIG program at local, regional, state and/or national meetings and LEA functions to include online meetings
- Attends state/national gifted conferences to stay breast of best practices in gifted education Initiates and oversees the development of the AIG curriculum
- Maintains electronic and hard copy data on identified AIG students to include accurate Child Count data Oversees the development of all AIG protocol, guidelines, and procedures
- oversees all AIG personnel Conducts or oversees professional development for AIG staff and other personnel involved in the education of gifted students (i.e. local coursework requirements, AIG professional development, professional development days, etc.)
- Prepares AIG allotments for review and approval Oversees the purchasing of all AIG equipment curriculum materials, office supplies, etc.
- Ensures that the AIG populations receive differentiated and appropriate services K-12

The current AIG coordinator at the Capitol Encore Academy has 4 NC Certifications, including gifted. In addition the AIG coordinator has 2 masters degrees and a doctorate degree. The coordinator completed 25 hours of AIG specific professional development from 2022-2024.

*** 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 AIG Team is tasked with designing and selecting appropriate research-based materials and modifications for gifted students, working in collaboration with other support staff (school social workers, EL teachers, MTSS staff, EC teachers, arts staff and classroom teachers) to plan, develop, and implement programming and activity for students.

These persons will also engage in professional growth opportunities by reading professional literature, attending virtual and in-person workshops, and watching videos to stay abreast of the latest research-based strategies, collaborating with other AIG specialists, and attending professional development workshops.

Instructional Coaches will be provided with the professional development on the latest instructional strategies (including frontloading) for gifted students. In addition, instructional coaches will learn from AIG staff various curricula that can serve the needs for advanced learners.

There will also be professional development for administrators geared towards state AIG policies and procedures, as well as the updated AIG Standards for 2025-2028.

Members of the AIG team are also tasked with the responsibility of preparing lesson plans for each group of push-in/pull-out students and providing specialized instruction to identified students in addition to examining student data, and providing resources to classroom teachers. Instruction should be based of a student's AIG SMART goals to include not only academic activities but also creative and critical thinking ventures. AIG students should also be provided with SEL activities. Progress reports should document the learner's progress towards the AIG Goals.

MTSS, EC, and EL staff will undergo professional development on twice exceptional learners. In addition, EL will take courses on how to identify giftedness in students who have a first language other than English.

Expectations for AIG-licensed specialists are as follows:

- To collaborate with the AIG Coordinator to ensure the implementation of the AIG Plan
- To serve as a resource for staff To plan and model research-based instructional strategies for teachers
- To actively participate in professional development opportunities, including statewide initiatives to support gifted programs and advanced learners
- To maintain accurate records of all students receiving AIG services
- To meet requirements for employment and continue training in gifted education to obtain AIG certification/licensure
- Provide push-in/pull-out instruction for AIG students

* Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

The Capitol Encore Academy recognizes that effective specialized professional development is an area of need, and will create mandatory school-wide offerings centered around discipline and grade-specific best practices to meet the unique needs of gifted students. The TCEA AIG Team plan to implement the following professional development for TCEA classroom teachers, instructional specialists, student services personnel, and school administrators, in addition to AIG Best Practice and The AIG PD.

AIG Identification Training:

- Staff gain knowledge about the identification process of students.
- How To Add HOT (higher order thinking) Questions to Common Assessments:
- Teachers will be encouraged to add 1 or 2 HOT questions to common assessments (pre or post) to add to current data collection (not counted towards grades)

The AIG Team will collaborate with school administration to connect the needs of AIG students with the goals of the school improvement plan and

ensure professional development is in alignment with these goals.

- These are a beginning list of training sessions each group of staff members will be challenged to participate in:
- Regular Education: Tools for Enrichment and Simple Ways to incorporate and Data and SEL School Counselors: SEL
 - Special Education Teachers: Identification Training/What to look for
 - ELL Personnel: Identification Training/What to look for
 - Administration: What to Look For During Observations
 - Arts: Tools for Enrichment; What to Look For

The Capitol Encore Academy Curriculum and Instruction team, in conjunction with the AIG team, will use online, in person, and hybrid professional development courses. The focus of these professional development courses will focus on understanding gifted students, differentiating for gifted learners, and understanding the unique social and emotional needs of gifted learners.

AIG Coordinator will attend collaborative meetings with fellow AIG team members to plan and develop support materials that will be made available for teachers to use to help meet the needs of AIG students. There will be funding for AIG licensure for teachers who express interest.

* **Practice D**

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

The Capitol Encore Academy would like to maintain mixed ability classrooms by clustering the AIG students into small groups of 3-5.

We would like to place students into classrooms of staff members with AIG Licensure or are currently working on AIG Licensure.

It is recommended that cluster classes are assigned to teachers who have earned their AIG licensure whenever possible.

If there are no AIG licensed teachers available, principals are encouraged to place cluster classes with teachers who demonstrate evidence that they grow their advanced students as indicated by EVAAAS or with teachers who have completed professional development related to teaching gifted students.

Personnel are encouraged to earn their add-on licensure either by completing a four course sequence from an institute of higher education or passing the Gifted Education Praxis. The AIG Team would like for the school to reimburse staff members that want to take AIG certification classes or the AIG Add On Licensure Test. The Capitol Encore Academy works diligently to ensure that school administrators and teachers are provided training to enhance the education of gifted learners and meet their academic needs. Teachers who are interested in working with AIG students are strongly encouraged to seek certification.

* **Practice E**

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

The Capitol Encore Academy (TCEA) recognizes the need to recruit and retain AIG-licensed professionals, including those of diverse backgrounds. In an attempt to both gain and retain these professionals, TCEA is interested in creating incentives through both monetary and professional opportunities.

The Capitol Encore Academy will offer tuition assistance to cover the cost of tuition and books for teachers to attend a college of their choice to pursue a course of study that will lead to AIG Add-On licensure to extend their understanding of gifted learners. The Capitol Encore Academy will offer reimbursement for teachers passing the PRAXIS for gifted education.

TCEA will provide opportunities for members of the AIG Team to attend professional development to enhance and support best practices in gifted education. The Capitol Encore Academy will pay registration, boarding, and transportation costs for AIG teachers and coordinators to attend professional development to extend their understanding of gifted learners.

TCEA will use hiring devices, such as INDEED to find licensed teachers who are interested in obtaining, or already have their AIG add-on licensure.

* **Practice F**

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

Professional Development relating to focused discipline-based differentiation, equity, changing mindsets, AIG policies and AIG best-practices is provided by the AIG team throughout the school year. Surveys will be used to find specific beliefs and perceived needs of our teachers in relation to understanding equity and excellence and how those needs are being met by the AIG program.

As the Curriculum and Instruction team plans professional development related to the instructional frameworks, AIG needs including equity and excellence, changing mindsets, policies, and practices is consciously addressed and included. The PD will focus on the idea of growth mindset in the MTSS program (to include the AIG students) and reinforces the reasons that equity and excellence in gifted education is needed to meet the needs of all students and underlines the importance of proactively planning appropriate lessons to meet the needs of all students.

The AIG team will include Professional learning opportunities that analyzes the school's demographics and subgroups and review the equitable representation of these subgroups in the AIG program.

* **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.

Curriculum specialists and the AIG Team work together to integrate and align professional development best practices to meet the needs of all TCEA students. Administrators, counselors, and support staff will participate in professional development that addresses gifted students. Training will be provided based on their roles and responsibilities. Licensed AIG teachers will be offered ongoing professional development opportunities to ensure the teacher remains current in the practices of meeting the needs of AIG students. The AIG Team will participate in monthly PLC meetings to support their professional growth and the academic growth of AIG students.

PD related to gifted programming is offered at system-wide professional development days. It is also offered on an as requested basis to schools, principals and other stakeholders. All professional development is aligned to the goals of The local AIG program and is focused on ensuring stakeholders are aware of educational best practices in gifted education.

Attendee surveys will be utilized to ensure opportunities to refine applications and appropriateness of the professional learning following each professional development. In addition, professional development is designed in digital, in-person, and hybrid options to provide opportunities for teachers with different planning or schedules to attend the training by the AIG team.

2025-2026 AIG Staff Development Schedule

Month	Topic	Instructor	Link(s)	Materials
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				Needed
August	Gifted Identification Procedures at TCEA Frontloading	AIG Coordinator	Academically and/or Intellectually Gifted Program Standard 1	
September	Characteristics of Intellectually Gifted Students	AIG Coordinator	https://www.davidsongifted.org/prospective-families/gifted-traits-and-characteristics/ https://www.numindsenrichment.com/post/gifted-101-the-6-gifted-profiles	Chartboard Paper Markers Computer
October	Differentiation	AIG Coordinator/Instructional Coaches	https://www.hmhco.com/blog/differentiated-instruction-for-gifted-students? https://www.prodigygame.com/main-en/blog/differentiated-instruction-for-gifted-students/	
November	Using Informal Assessments	AIG Coordinator & Selected Classroom Teachers	https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/assessment-and-differentiated-assessments-whitepaper.pdf	Classroom teachers will bring samples of assessments to share with teachers.
December	Review of Piaget and Bloom - how it can help our gifted learners	Instructional Coaches	https://uwaterloo.ca/centre-for-teaching-excellence/resources/teaching-tips/blooms-taxonomy-learning-activities-and-assessments	
January	Twice Exceptional Learners	EC specialist and AIG specialist	https://www.understood.org/en/articles/gifted-childrens-challenges-with-learning-and-thinking-differences https://childmind.org/article/twice-exceptional-kids-both-gifted-and-challenged/	
February	Involving Parents as Resource Locators		Parent Resources; https://nagc.org/page/family_tip_sheets https://giftedguru.com/resources-for-parents/	
March	AIG staff recommendations for 2026-2027	AIG Coordinator& Social Workers	https://docs.google.com/forms/d/e/1FAIpQLSfGZ0FW77J3QYoDCBJgw77nVFY-9702SaSCpWvLvf0My_Ing/viewform?usp=header	

	Social Emotional Needs of AIG Students	https://www.davidsongifted.org/prospective-families/social-emotional-resources/	
April	What are outside Resources Available to us?	AIG Coordinator	University of Iowa's Belin-Blank Center for Gifted Education Davidson Institute for Talent Development https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/aig-learning-resources
May	Using our Data and AIG Plan revisions as needed	AIG Team, Administrators, Testing Coordinator	

AIG Professional Development Framework

The purpose of this document is to outline the AIG Professional Development overview for 2025-2028. The purpose of AIG professional development

1. To provide essential information and training on AIG program components and the six standards.
 - a. The Capitol Encore Academy (TCEA) staff will be able to articulate the purpose and structure of the TCEA AIG program at relevant grade levels.
 - b. TCEA staff will be able to discuss trends and issues in gifted education based on researched practices and data.
2. TCEA Staff will be able to understand the relevance and importance of the AIG program and how it supports the needs of gifted learners through:
 - a. Student Identification
 - b. Comprehensive Programming within a Total School Community
 - c. Differentiated Curriculum and Instruction
 - d. Personnel and Professional Development
 - e. Partnerships
 - f. Program Accountability
3. Provide opportunities for the TCEA staff to ask questions and offer feedback for the AIG Program.
 - a. TCEA staff members will be able to ask questions
 - b. TCEA staff will be able to define the concerns within the context of the AIG
 - c. TCEA staff will be able to structure alternative solutions to meet better student needs by using gifted education research.
4. TCEA staff will be able to articulate the nature of due process procedures regarding eligibility determination and service(s) decisions.
 - a. To support gifted learners, including special populations (2e, EL, highly gifted, low-income, etc.)
5. TCEA staff will be able to suggest multiple ways of tailoring instruction to meet the needs of our gifted learners, including special populations
6. TCEA staff will be able to identify the social and emotional needs of gifted learners and provide support
7. To develop knowledge in using materials and differentiated strategies designed specifically for gifted students,
 - a. UCPS stakeholders will be able to implement gifted resources effectively
 - b. UCPS stakeholders will be able to apply appropriate teaching models/strategies to meet the needs of gifted learners
 - c. UCPS stakeholders will be able to implement social and emotional strategies as a part of their instructional support for gifted learners

- 6. To provide information about gifted education organizations and professional development opportunities outside of TCEA**
- UCPS stakeholders will deepen their understanding of gifted education and the needs of gifted students
 - TCEA staff will collaborate with peers, colleagues, and community members for continued support for gifted students
- 7. To involve AIG Guardians and Community Members in learning more about the AIG program, the plan, and its resources.**
- AIG related topics such as the Curriculum Framework and replacement curriculum,
 - Curriculum resources,
 - reversing underachievement,
 - Social-emotional support of gifted learners,
 - supporting special populations,
 - summer testing referrals, etc.

h. Community Resources: Clubs, After-School Programs, Summer Opportunities

Stakeholders	PD Description	Frequency	Meeting Formats
School Board	Present New AIG Plan	Once Every 3 years with an annual update report	Board Meetings
Administration	AIG related topics such as six program standards, AIG Team responsibilities, AIG Curriculum Framework, curriculum resources, reversing underachievement, social-emotional support of gifted learners, supporting stakeholders, supporting special populations, etc.	Annually & upon request	Webinars Data Meetings Curriculum Specialists and Principal Meeting

Stakeholders	PD Description	Frequency	Meeting Formats
AIG Staff	Overview of the AIG Plan 6 standards; Ongoing review of data for identification; Curriculum; Researched Based Practices; Data Driven Instruction; Social Emotional Needs; Team meetings with EL, MTSS, and EC staff AIG Procedures and Paperwork	Annually	Biweekly Meetings Attendance to local, state, and regional AIG events Webinars Connections with AIG staff at other A+ Schools.
Instructional Coaches	Gifted Identification Differentiation for the Gifted Student Curriculum Resources Research-based Instructional Design strategies	Quarterly	Webinars
Classroom Teachers, Arts Staff, EC, MTSS, and EL	Overview of the AIG Plan; 6 standards with a particular focus on curriculum and identification Evidence-based instructional strategies for advanced learners Data Gathering Twice Exceptional Learners	Annually	Data Talks Data Walls/Data Binders PLCs Webinars

Stakeholders	PD Description	Frequency	Meeting Formats
Social Workers	Overview of the AIG Plan 6 Standards		Meetings with AIG Team Webinars Workshops
	Characteristics and needs of gifted children	Annually for new hires for the first year and then bi-annually.	
	Evidence-based strategies for supporting social-emotional needs of gifted learners		
School AIG Team Members	Career and college Responsibilities of the AIG Team	Annually	Webinars In-person Meetings
AIG Guardians/Community Members		AIG-related topics such as the AIG Curriculum Framework and replacement curriculum, curriculum resources, reversing underachievement, social-emotional support of gifted learners, supporting special populations, summer testing referrals, etc. Presentation of AIG Plan Community Resources: Clubs, After-School Programs, Summer Opportunities	In-Person Recorded Videos Office Hours Brochures PowerPoints Ongoing

Stakeholders	PD Description	Frequency	Meeting Formats
AIG Students	What does it mean to be gifted? How do I advocate for myself? How do I learn best? Career and College Interest Surveys	Ongoing	Push-Ins Pull Outs

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 - a. TCEA staff will be able to identify issues and concerns with the identification of special populations of gifted learners
5. TCEA staff will be able to suggest multiple ways of tailoring instruction to meet the needs of our gifted learners, including special populations
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- a. AIG related topics such as the Curriculum Framework and
 b. replacement curriculum,
 c. Curriculum resources,
 d. Reversing underachievement,
 e. Social-emotional support of gifted learners,
 f. supporting special populations,
 g. summer testing referrals, etc.

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Stakeholders	PD Description	Frequency	Meeting Formats
AIG Students	What does it mean to be gifted? How do I advocate for myself? How do I learn best? Career and College Interest Surveys	Ongoing	Push-Ins Pull Outs
* Ideas for Strengthening the Standard			
The Capitol Encore academic understands the need for 1. qualified AIG coordinators and 2. quality professional development with a schedule			
To meet those needs, our current AIG Coordinator is NC licensed in K-6, middle and high school social studies, and AIG. We development an AIG professional development framework with topics.			
Planned Sources of Evidence			
* 2025-2026 AIG Staff Professional Development Schedule			
* AIG Professional Development Accountability			
* AIG Professional Development Framework			
* SEL Staff Development Schedule			

Type	Documents Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	<ul style="list-style-type: none"> ● <u>2025-2026 AIG Staff Development Schedule</u> ● <u>AIG Professional Development Accountability Sheet</u> ● <u>AIG Professional Development Framework Plan</u> ● <u>2025-2026 SEL Staff Development Schedule</u> ● <u>2025 The Capitol Encore Academy AIG webpage</u>

Standard 5: Partnerships

The Capitol Encore Academy (26C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

* **Practice A**

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

- academic and intellectual
- social and emotional.

The Capitol Encore Academy recognizes the importance of maintaining two-way partnerships with parents/guardians.

The Capitol Encore Academy develops intentional, two-way partnerships with parents and guardians to support the academic, intellectual, and social and emotional needs of AIG students by:

- Inviting parents to an initial DEP conference as well as annual reviews.
- Involving guardians in the creation of an AIG learner's SMART Goals
- Presenting and Posting Identification procedures throughout the year
- Communicating available opportunities in the community through use of the school website, social media, Class Dojo, and flyers.
- Preparing and providing documentation such as the AIG Plan on the website and through
 - Class Dojo
 - Host parent informational meetings where special topics will be shared and parent/guardian voices can be heard
 - Host meetings for students and parents at transition
 - Ensuring that AIG teachers and coordinators are available during parent conferences to answer questions and provide support
- Sharing with parents the links to the Overcoming Obstacles curriculum
- Providing parents up to date resources about gifted learners
- Emailing guardians copies of their learner's IDEP and DEP.
- Sending regular progress reports
- Inviting parents to review their student's portfolios
- Making routine phone calls to check in on AIG students and their families
- Inviting parents/guardians to serve on AIG focus groups

* **Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

The Capitol Encore Academy's AIG program develops partnerships with community stakeholders to enhance and support the local AIG programs and services in the following ways:

- Collaborate with local colleges and universities to establish and maintain programs for AIG learners
 - Fayetteville State University education department;
 - Methodist University STEM camp;
 - Campbell University science department;
 - Fayetteville Technical Community College course offerings;
- Work cooperatively with local organizations, local businesses and government agencies to extend the educational opportunities beyond the classroom; guest speakers (judges, civic leaders, artists in residence, news agencies);

- Fascinate U Museum

- Math and Science night;

- North Carolina Science Festival

Field Trips to:

- Greensboro International Civil Rights Center

- Labs at Methodist University

- Criminal Justice/Forensic Science program at FTCC

- CRFT (local theater) productions

- Shows at the Arts' Council

- Main Event

* **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.

Focus groups are one way in which the community members, AIG parents/guardians, AIG teachers, and other instructional and support staff are involved in the development, implementation, monitoring and revision of the local AIG program and plan.

1. AIG Steering Committee: Comprised of parents, administrators, teachers, and community members.
2. Parent Advisory Group - includes at least one parent/guardian from each grade group (K-2, 3-5, 6-8, 9-12). Proof reads the local AIG plan, respond to surveys, and provide feedback on local initiatives
3. Oversight Review Committee - consists of AIG leads and specialists from each grade group (K-2, 3-5, 6-8, 9- 12). Serves as a checks and balances mechanism, reviewing all cases submitted. This committee should also have at least one administrator and an instructional coach.
4. Needs Determination Team - Made up of the AIG teacher for each grade group (K-2, 3-5, 6-8, 9-12), faculty, and staff that discusses and evaluates students' placement needs.
5. The team may also determine that an DEP, and/or a grade or subject acceleration accommodation is required. In these cases, parents, administrators, and others may be involved.
6. The Needs Determination Team is required to document and retain accurate minutes of each meeting.

* **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.

Students, parents/guardians and the community are informed about The Capitol Encore Academy's AIG plan, local services, policies, and access information through the following methods:

1. Individual parents are informed of their student's Differentiated Education Plan (DEP) Describes the service(s) in which the student will be involved, the learning environment where the service(s) will be offered, the content modifications that will occur for the student, and the array of special programs available to enhance the student's learning.
2. The initial DEP is reviewed with the parent at the time the student is identified as gifted and in need of differentiated instructional services.
3. Parents/guardians are invited to an annual review with the AIG team to review and update the DEP - one copy of the DEP is maintained in the AIG placement record and one copy is given to the parent. Copies are also given to teachers of that student.
4. If a student requires academic advisement due to low performance, the parent and student are again invited to attend an individual conference to discuss and develop a plan of action. Parents are continually notified of advisement procedures and program changes
5. Local AIG plan is on the school website under AIG tab. Parents prior to their student being tested will receive a copy of the handbook.
6. Yearly DEP meetings Yearly portfolio review with parents and students
7. Monthly SIT meetings with open invitations to parents/guardians, students, and community members
8. Monthly Board meetings with open invitations to parents/guardians, students, and community members
9. The Capitol Encore Academy School WebSite with AIG tab
10. Student/parent advisement procedures are shared with the parents in hardcopy at the yearly meetings, upon the need for advisement.
11. AIG Monthly newsletters sent on Dojo for students and parents/guardians as well as on the TCEA AIG website Brochures designed to inform parents and the community about the service options and summer enrichment programs in hard copy, through Class Dojo, and on the TCEA AIG Website
12. Information disseminated in multiple languages
13. Informational letters, emails, phone calls, through TCEA school Class Dojo message board, and on the TCEA AIG Website
14. Reciprocal relationship with Methodist University, Fayetteville State University, Technical Community College, and UNC-Pembroke to include student academic programs, use of resources, staff development, and use of facilities
15. TCEA school personnel are kept informed through monthly presentations during School Improvement Days, embedded professional development sessions, twice a month curriculum and instruction newsletters, AIG handbook, and the TCEA AIG website
16. Students, parents, community members, and all school personnel are provided access to AIG brochures, newsletters, and information sites through hardcopy, Class Dojo, and the TCEA AIG website.
17. Stakeholders are made aware of summer enrichment programs that are available at TCEA or other sites to AIG students.
18. The AIG coordinator will have virtual "office hours" every three weeks (alternating between during the school day and after school). The purpose of these office hours is to present a topic each month for parents (based on parent and community feedback) as well as answer questions.
19. The AIG website will also provide informational professional resources and research.

20. A simplified flow chart of the identification process.

* Ideas for Strengthening the Standard

The Capitol Encore Academy recognizes the following:

1. The need to informs all students, guardians, and the community of the AIG Plan, program services, policies, and ways to advance learning opportunities.

To meet that need we will employ the following methods

1. creation of a webpage for AIG
2. twice a month office hours for guardians
3. resource list of summer programs
4. resource list of programs during the school year
5. enrichment resource database
6. newsletter
7. translation of material as requested

Planned Sources of Evidence

* TCEA Program Feedback Survey
* K-8 Documentation of 1:1 Advisement Sessions
* 9-12 Schedule Planning
* AIG Newsletters
* AIG Brochure

Documents

Type	Document Template	Document/ Link
AIG Standard 5 Additional Resources	N/A	<ul style="list-style-type: none"> ● AIG Brochure ● AIG Program Feedback Survey ● K-8 AIG Documentation of 1:1 Advisement Sessions ● AIG Newsletter Template ● 9 - 12 Schedule Planning

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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.

The Capitol Encore Academy maintains an AIG plan that is in compliance with North Carolina legislation and SBE policy. The Capitol Encore Academy will utilize several teams and focus groups representative of a variety of stakeholders to lead the development of the local AIG plan.

The Capitol Encore Academy will continue to ensure compliance by:

1. Maintaining a process for gathering feedback, creating a timeline of completion, and communicating process updates in a timely manner.
2. Gather feedback from all stakeholders to guide the process and plan development, and complete program self assessment using this feedback.
3. Developing local AIG program and policies based on program self-assessment and overall program goals.
4. The plan has been approved by the Superintendent and Board Chair at TCEA and is seen as a working document.
5. Feedback on the current working plan has received solicitation of feedback from the team as well as the staff.
6. The AIG plan will be made available on the school's website.

The Capitol Encore Academy AIG program employs comprehensive evaluative procedures of the local AIG program at various intervals in order to review and/or modify program identification, curriculum, service delivery models, and other program components using multiple sources. These sources are used throughout the year and every three years during the revision process of the AIG. The AIG department gathers and evaluates multiple sources of data for the purpose of decision-making and planning, including: survey responses parent forums student achievement data advisory committee input demographic data analysis course enrollment data input from AIG/cluster teachers Input from the AIG steering committee.

The AIG plan is reviewed annually and revised every three years to maintain compliance with state legislation and SBE policy, as well as make allowances for continued growth and improvement. The AIG plan includes all required components as mandated. All screening, placement, and identification processes are in compliance with NC legislation and standards.

* Practice B

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

The AIG Plan is monitored continuously through the use of yearly stakeholder surveys, the collection and analysis of formal and informal data, and meetings with staff, school administrators, and families. The AIG Coordinator and AIG teachers will meet monthly to assess program improvement, implementation, and build capacity. TCEA AIG Implementation Team plans to annually present at a TCEA Board Meeting updating the board on

activities and numbers of students in the AIG program. We will also continue to monitor this plan to ensure that we have determined how and when to implement the AIG identification and instructional processes and procedures.

* **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.

In addition to the state money allocated for AIG, All monies come from the General Fund and necessary expenditures will be tracked when used for AIG students and AIG Plan implementation. Available funds will be utilized for AIG professional development, building a professional resource library, student programs, projects, and supplies/materials that align with NCSCOS and the AIG plan. The AIG coordinator will look into other avenues for funding (such as grants and sponsorships) to add financial support for the local AIG Plan. All receipts will be submitted to the Business Manager at The Capitol Encore Academy.

* **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.

1. The AIG team will pull data at the end of each benchmark to track the growth of learners in our program and compare them to students not in our program.
2. EOY Data sources include but are not limited to: MAPs testing, WIDA ACCESS, final grades mClass, Waggle, EOCs/EOG, and final exams.
3. We also plan on having a summer institute to review EOY assessments to revise programming for the coming school year based on the data. Notes and data from these meetings will be shared with the TCEA staff in our AIG Data Google Folder. We will also use this data to plan with the MTSS staff on ways to increase student growth if we see students who have a decline in their performance. The Data will be shared with EL, MTSS, and EC, and arts teachers in addition to classroom teachers.
4. Individualize student data will be attached to a student's DEP for the next school year's annual review. The data will be used to determine if a student's SMART goals are met, to continue the SMART goal, and/or to revise the existing SMART Goal.
5. During the 2022-2023 school year, Capitol Encore academy opened its high school. Since that year, annual dropout data for AIG students has been compiled.
6. Data will also drive curriculum and instructional choices for the following school year and also used to adapt processes to ensure equity in the screening process.

* **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.

The Capitol Encore Academy will maintain and analyze multiple data sources focused on the referral, identification and retention of AIG students by using the following methods:

1. survey responses
2. parent forums
3. student achievement data (both qualitative and quantitative)
4. advisory committee input
5. demographic data analysis
6. course enrollment data
7. input from AIG/cluster teachers
8. review of data sources to determine if a wider/updated range are needed for the screening process.

The Capitol Encore Academy has identified multiple pathways of identification to better identify learners and ensure student demographics do not reduce their access to AIG services. The AIG team will regularly collaborate with classroom teachers to analyze student data and ascertain the identification of students who would benefit from AIG services.

* **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.

The Capitol Encore Academy will house AIG licensed staff licenses in the principal's office for quick identification in staff member's cumulative records. This information will be monitored by the AIG coordinator. AIG students are placed with AIG certified teachers whenever possible to ensure effective learning environments and academic growth are achieved. An AIG teacher's work should be evaluated on an ongoing basis.

* **Practice G**

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

The Capitol Encore Academy elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders through various modes:

1. Input from the Focus Groups (AIG Steering Committee, Parent Advisory Group, Oversight Review Committee, and Needs Determination Team)
2. Monthly professional development meetings
3. Parent Surveys
4. Stakeholder Surveys
5. Student Interest Surveys
6. Staff surveys/Professional Development
7. Feedback from administrator's meetings
8. Individual meetings with AIG learners
9. Individual meetings with Guardians
10. Office hour sessions
11. Focus groups

Feedback received will be presented to the AIG team improve the Capitol Encore Academy's AIG plan and programming. The reception and response of the team will be noted and documented. Gathering feedback should be an ongoing progress throughout the school year.

*** Practice H**

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

The Capitol Encore Academy (TCEA) recognizes that collecting and evaluating data is an important component of strengthening the AIG program.

The AIG leadership team shares data from the AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders in the following ways:

1. Summary of survey responses and parent forums are displayed on the TCEA AIG Website, Dojo, and shared with school personnel through SIT and Board meetings
2. Student Achievement Data displayed on the TCEA AIG Website and shared with school personnel through SIT and Board meetings
3. Summaries of advisory committee and AIG/cluster teacher input shared on TCEA AIG website and shared with school personnel through SIT and Board meetings
4. All evaluation data and summaries will be translated into other languages as needed.
5. Parent sessions to present data. Those sessions will be recorded and documented on the school's website.

*** 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.

The Capitol Encore's AIG program mirrors the state policies and procedures governing the administration of gifted programs and services. The TCEA local plan, approved by the local Board and reviewed by the North Carolina Department of Instruction, remains in compliance in all program components. Screening, testing, and identification procedures are reviewed annually to ensure equity, consistency, and best practices.

Committees serve as a mechanism to protect the rights of all children who might qualify for screening, testing, and/or placement in the AIG program. School-based AIG case decisions are decided and monitored by a Needs Determination Team. Team minutes are required for each Team meeting as a means of documenting discussions and decisions.

An oversight Committee meets weekly to review all casework for final decisions including transfers. Students identified as gifted from another LEA must meet local criteria for placement. Identification documentation is requested from the previous LEA and reviewed by the Oversight Committee to determine if placement or testing is warranted. A consent for evaluation is signed by parents/guardians prior to testing. After a placement decision is made, the parent/guardian signs an agreement for services and the Differentiated Education Plan (DEP).

The DEP, reviewed annually and signed by parents, safeguards the implementation of services, at each grade level. Program and service provisions are outlined in the TCEA AIG Plan and approved by the school board. Appropriate and sufficient service delivery to both identified and K-2 students which is monitored, adjusted accordingly, and reviewed for modifications on an annual basis, or as needed. Students requiring an individualized DEP or grade/subject acceleration received modified or adjusted services accordingly. Special needs gifted students, including those who are highly gifted, twice exceptional, disabled, or socio/economically disadvantaged, receive services based on their appropriate needs.

Other important AIG practices such as contact time for services, clustering guidelines, direct and consultative services, diagnostic assessment

tools, curriculum extensions, enrichment opportunities, and social/emotional support are articulated in the TCEA Local AIG plan and/or AIG handbook to provide oversight to the program and service delivery. The Capitol Encore Academy (TCEA) recognizes that disagreements between parents/guardians and the local school administrative unit might arise when a child is not identified as academically or intellectually gifted or concerning the appropriateness of services offered to the academically or intellectually gifted student. TCEA procedures for settling such agreements will follow these steps:

The Due Process procedures are a part of the AIG handbook and will be posted on the AIG webpage.

Due Process Procedures Regarding AIG Eligibility Determination and Services Decision The rights of parents/guardians are informed consent, right to refusal, and due process procedures concerning Failure to identify a student as eligible for services when they have met the identification criteria, AND/OR Failure to provide the services specified within the DEP.

Step 1: Appeal to the School AIG Team The parent/guardian may request a conference with the academically or intellectually gifted (AIG) Team at the child's school. This request must be made in writing and should include reasons for appeal. If this request concerns test results, then this request must be received by the AIG Team within thirty business days of notification of test results or within thirty business days of the beginning of the school year. The AIG Team should be given ample opportunity (10 business days) to convene all members together for a conference. At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student characteristics and achievement by the AIG Team. At this conference, all information will be shared with parent/guardian, minutes will be recorded, and signatures obtained from those present. Following the conference, the AIG team will respond to the concerns in writing within 10 business days of the conference. If the disagreement is not resolved at this level, proceed to Step 2.

Step 2: Appeal to the Principal The parent/guardian may appeal the decision of the School level AIG Team to the Principal of TCEA. The parent must in writing explain concerns and specific points of disagreement with the decision of the AIG Team and submit this written appeal within 10 business days of the decision from the school level. The conference shall be scheduled within 10 business days of receipt of this request. The Principal will review the concern and additional information may be requested from the child's teacher, the AIG Team, the parent/guardian prior to the conference. Minutes will be recorded and signatures will be obtained from those present at the conference. The Principal shall respond to the concern in writing within 10 business days of the conference. If the disagreement is not resolved at this level, proceed to Step 3.

Step 3: Appeal to the Superintendent of TCEA The parent/guardian may appeal the decision of the Director of Academically or Intellectually Gifted Services to the Superintendent of TCEA in writing within 10 business days of the decision. The written request must include concerns and specific points of disagreement. The Superintendent will review the written appeal. He may request further information from the child's teacher, the AIG Team, the parents, the principal, and/or the Director of Academically or Intellectually Gifted Services. The Superintendent shall respond in writing within 10 business days of receiving the appeal. Minutes will be recorded and signatures will be obtained from those present at the conference. If the disagreement is not resolved at this level, proceed to Step 4.

Step 4: Appeal to the School Board The parent/guardian may appeal the decision of the Chief Academic Officer to the school board in writing within 10 business days of the decision. The written request must include concerns and specific points of disagreement. The School Board will review the written appeal. He/she may request further information from the child's teacher, the AIG Team, the parents, the principal, and/or the Chief Academic Officer. Minutes will be recorded and signatures will be obtained from those present at the conference. The School Board shall respond in writing within 10 business days of receiving the appeal. If the disagreement is not resolved at this level, proceed to Step 5.

Step 5: State Level Grievance Procedure If the parent/guardian disagrees with the decision of the Superintendent, they may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act, of North Carolina. The issues for review shall be limited to: 1. Whether the local system improperly failed to identify the student as eligible for services within its gifted education program. 2. Whether the local system implemented and provided those services specified within the differentiated gifted education plan. Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and to the State Superintendent of Public Instruction. Attorney's fees are not available to parents in the event they prevail in a due process hearing.

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* Ideas for Strengthening the Standard

The Capitol Encore Academy recognizes the following

1. The need for a comprehensive AIG based on the new standards that is approved by the school board.
2. Methods for eliciting regular feedback from students, guardians, families, teachers, and other stakeholders
3. The need to share the local AIG program with key stakeholders

To meet those needs, the school board approved the 2025-2028 AIG local plan on April 21st, 2025. In addition, we created an AIG feedback form. At the end of the 2025-2026, we will review the effectiveness of the new AIG plan. The AIG Plan will be posted on the TCEA website and presented to stakeholders throughout the school year.

Planned Sources of Evidence

* TCEA AIG Summer Resources
* On Being Gifted: AIG Resources for Educators, Guardians, and Students
* AIG Program Feedback
* AIG Monthly Monitoring Report
* AIG Committee Form
* Due Process Procedures

* AIG Notices of Identification and Non-Identification

* AIG Decline of Services.

Type	Documents	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A		<ul style="list-style-type: none">● TCEA AIG Summer Resources● On Being Gifted: AIG Resources for Educators, Guardians, and Students● AIG Program Feedback● ACADEMICALLY AND INTELLECTUALLY GIFTED MONITORING REPORT● AIG Committee Form● Parent Checklist for AIG Recommendation● AIG Decline of Services● Notice of Non-Identification● Due Process● Notice of AIG Identification

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* Approved by local Board of Education on:

04/21/2025 

AIG Related Documents		
The Capitol Encore Academy (26C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0		
Type	Required Documents Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 2025-2028 The Capitol Encore Academy AIG Plan Board Approval
Optional Documents		
Type	Optional Documents Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 TABS Observational Scale  K-2 Guardian Conference Letter  K-2 Pathway Qualification Sheet  K-2 DEP Plan  K-2 Pathway Identification Matrix  K-2 Gifted ID Flow Chart  3-12 DEP Plan  3-12 Pathway Qualification Sheet  3-8 Gifted ID Flow Chart  3-12 IDEP Plan  3-12 Pathway Identification Matrix  AIG Conference Request Form  AIG Standard 1 Presentation  AIG Demographics  AIG Month Meeting Minutes Template  AIG Program Progress Report  9-12 Gifted Identification Flow Chart  AIG Due Process Procedures  Academically and Intellectually Gifted

	<p>Teacher Recommendation Form</p> <ul style="list-style-type: none"> ● <u>AIG Student Meeting Minutes</u> ● <u>AIG Referral Form</u> ● <u>DEP Annual Review Conference Request</u> ● <u>AIG Parent Recommendation</u> ● <u>Notice of Non-identification</u> ● <u>AIG Community Member Recommendation Form</u> ● <u>AIG Needs Determination Team</u> ● <u>AIG Qualification Simplified Flow Sheet</u> ● <u>AIG Brochure</u> ● <u>AIG EOG/EOC Data Tracker 2025-2028</u> ● <u>Policy for Transfer Students into AIG Program</u>
AIG Standard 2 Additional Resources	<p>N/A</p> <ul style="list-style-type: none"> ● <u>TCEA Continuum of AIG Identification For AM, AR, AG (and one part of AI)</u> ● <u>AIG Social and Emotional Learning Plan</u> ● <u>Additional Parent AIG Referral Form</u> ● <u>Parental Consent for Evaluation</u> ● <u>TCEA 2024-25 SEL & Mental Health Template</u> ● <u>TCEA Continuum of AIG Identification For IG and one part of AI</u> ● <u>AIG Club Enrollment Documentation</u> ● <u>K-8 Student Club Interest Survey</u> ● <u>High School Student Club Interest survey.</u>
AIG Standard 3 Additional Resources	<p>N/A</p> <ul style="list-style-type: none"> ● <u>K-3 Enrichment Resources</u> ● <u>4-6 AIG Enrichment Resources</u> ● <u>7-8 AIG Enrichment Resources</u> ● <u>9-12 AIG Enrichment Resources</u> ● <u>TCEA Continuum of AIG Enrichment Opportunities</u>

		<ul style="list-style-type: none"> ● AIG Tiered Intervention Matrix ● AIG Student Portfolio Requirements ● AIG Purchase Documentation
AIG Standard 4 Additional Resources	N/A	<ul style="list-style-type: none"> ● <u>2025-2026 AIG Staff Development Schedule</u> ● <u>AIG Professional Development Accountability Sheet</u> ● <u>AIG Professional Development Framework Plan</u> ● <u>2025-2026 SEL Staff Development Schedule</u> ● <u>2025 The Capitol Encore Academy AIG webpage</u>
AIG Standard 5 Additional Resources	N/A	<ul style="list-style-type: none"> ● AIG Brochure ● AIG Program Feedback Survey ● <u>K-8 AIG Documentation of 1:1 Advisement Sessions</u> ● <u>AIG Newsletter Template</u> ● <u>9 - 12 Schedule Planning</u>
AIG Standard 6 Additional Resources	N/A	<ul style="list-style-type: none"> ● <u>TCEA AIG Summer Resources</u> ● <u>On Being Gifted: AIG Resources for Educators, Guardians, and Students</u> ● AIG Program Feedback ● <u>ACADEMICALLY AND INTELLECTUALLY GIFTED MONITORING REPORT</u> ● AIG Committee Form ● Parent Checklist for AIG Recommendation ● AIG Decline of Services ● Notice of Non-Identification ● Due Process ● Notice of AIG Identification

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Phrase	Definition
AP	Advanced Placement Courses - The advanced placement program consists of college level courses and examinations for high school students. AP Course descriptions are carefully followed and are usually taught by teachers who have received specific training. Courses and examinations are available in several dozen areas of the curriculum. Anyone may prepare individually, perhaps with a tutor, and then take the AP examination. Courses usually require a full year to complete.
AIG	AIG is Academically and/or Intellectually Gifted
Cluster Grouping	Group at least four to eight AIG and/or high-ability students in the same grade level in one class with a teacher who has shown success with gifted students, is trained to work with them and will devote proportional class time to differentiating for them.
Computer Based Instruction	Computer-based instruction can be used both to enrich the curriculum and remediate specific skill deficits. This is appropriate for students with specific skill gaps (gifted underachievers, learning-disabled gifted students, or those from culturally diverse backgrounds). Care must be taken that software is selected for enrichment that challenges thinking, problem-solving, and decision-making. Many appropriate programs and services are also available through the Internet.
Contracts	Learning contracts are agreements made between teacher and student that allow students to work independently on either accelerated or enriched materials related to a unit of study. To be effective, contract goals must be realistic, and the teacher and student meet regularly to review their progress.
Curriculum Compacting	Curriculum compacting is modifying or streamlining the regular curriculum to eliminate repetition of demonstrated mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills (Reis and Renzulli, 1985). Curriculum compacting can be implemented at any grade level and with minimum additional funding, however, teachers do require training and support during implementation.
Differentiated Education Plan.	The DEP is a plan that states the program service option appropriate for a student at specific grade levels (K-12) and is reviewed for each identified gifted learner annually.
Differentiation	Instruction that uses a variety of different and intentionally selected programs, methods, and strategies to meet the individual needs of learners.
DPI- or NCDPI	the acronym for North Carolina's Department of Public Instruction
EL	English Learner
Flexible Grouping	Students are matched to skills by virtue of readiness, not with the assumption that all need the same learning tasks, computation drill, writing assignment, etc. Movement among groups is common and based on readiness, interests, and learning profiles.
EOC	High School End of Course exam for Math 1, Math 3, Biology, and English 2.

Achievement Tests	Tests are designed to measure what students have already learned, mostly in specific content areas. Examples of achievement tests include but are not limited to: End of Grade test (EOG), End of Course test (EOC), MAP, mClass, WIDA ACCESS
Flexible Pacing Options (Acceleration) -	Flexible pacing is "any provision that places students at an appropriate instructional level, creating the best possible match between a learner's achievement and instruction and allows them to move forward in the curriculum as they achieve mastery of content and skills" (Daniel and Cox, 1988). Flexible pacing includes such options as early entrance, continuous progress, course acceleration, grade acceleration, concurrent or dual enrollment, Credit by Demonstrated Mastery, and compacted course.
EOG	End of Grade Test 3rd-8th grades
Honors Courses	Honors courses are advanced courses that cover traditional content but also focus on issues, problems, and themes related to topics. They are designed to help students develop a knowledge base in a specific discipline and learn to apply that knowledge at an advanced level.
Frontloading	Front Loading is a proactive strategy that provides students with information, expectations, or skills before encountering a situation, task, or topic
Independent Learning Contract	learning contracts designed with the teacher and student about what and how much will be learned and when the product will be due, as well as behavior and work expectations, often connected with an individual or independent project
IDEP	An Individualized Differentiated Education Plan is completed for learner all gifted students. It documents all qualification data, AIG classification, and recommendations for placement.
Independent Study	This may be used as a way to either accelerate or extend learning. Students displaying content mastery and having a special interest may contract with the teacher for an independent study project. This works best for students who are self-directed, have strong interests and who have a clear idea of what they would like to investigate. The teacher serves as a resource person and meets periodically with the student to assess progress.
Learning Center	These are usually designed as tabletop workstations for individual or group work. Students may self-select centers or be assigned to centers on a rotation basis. Although this is usually thought of as an elementary activity, it has been used effectively with middle school students. Learning centers may be located in regular classrooms, media centers, or resource rooms.
LEA or Local Education Agency	When used in the plan this acronym refers to The Capitol Encore Academy
MAPs Testing	Assessments created and platformed NWEA. ELA and Math assessments are given 3 times a year to students in K-8.
mClass	mCLASS is an all-in-one system for Science of Reading-based universal screening, dyslexia screening, progress monitoring, and instruction for grades K-6.
NCSCOS	North Carolina Standard Course of Study
NCVPS	North Carolina Virtual Public School offers online coursework for credit to middle and high school students. All work is done online. The courses are taught by North Carolina-certified teachers.
NNAT	Naglieri Nonverbal Ability Test® Third Edition (NNAT®3) is a nonverbal measure of general ability for students in kindergarten through grade 12.

Project Based Learning	A student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences. Learning is driven by challenging, open-ended problems. Students may work in small collaborative groups. Teachers take on the role as "facilitators" of learning.
Subject Acceleration	A student bypasses the usual progression of skills and content mastery in one subject where significant advancement or proficiency has been documented. NHCS created the Subject Acceleration Checklist to help guide the process. The student will progress at the regular instructional pace through the remaining subject areas.
TABS Observational Scale	Observational scale measures a student's traits, aptitudes, and behaviors (TABS) associated with gifted potential to help you observe learners.
Tiered Assignments	The teacher uses different levels of activities within a class to accommodate the student's needs and prior knowledge level (frontloading). Students may explore the same content but at varying levels of complexity.
WIDA ACCESS	"ACCESS for ELLs Online (ACCESS Online) is a computer-based, adaptive test that responds to student performance and may be administered in group or individual settings. This assessment is given annually to students in grades 1-12." ACCESS Online meets U.S. federal requirements under the Every Student Succeeds Act (ESSA) for monitoring and reporting ELs' progress toward English language proficiency. It tests students' language in the four domains: Listening, Reading, Speaking, Writing.
Aptitude	An inclination to excel in the performance of a certain skill.
Article 9B	North Carolina has legislation that mandates the identification and services of AIG students. This legislation was passed in 1996 and is entitled Article 9B, Academically or Intellectually Gifted Students (N.C.G.S. - 115C-150.05-.08). Article 9B provides a state definition for Academically or Intellectually Gifted (AIG) students and requires local education agencies (LEA) to develop three-year AIG local plans with specific components, to be approved by local school boards.
Content Modifications	These strategies represent various strategies to differentiate content. These strategies can be combined and/or merged with other teaching strategies in order to address the learning needs of the students. These strategies are delivered differently within each learning environment and at different grade levels.
Formal Evaluation	A formal evaluation means that the student has moved from the screening process into a formal evaluation process that results in one of two outcomes: (1) the child qualifies for services or (2) the child does not qualify for services at this time.
Identification	Identification is the formal process of identifying a student as being eligible or not eligible to receive services through a DEP/IDEP.
Portfolios	Portfolios are a collection of student work completed over time that can help determine achievement and progress. A standardized test cannot capture many elements found in a portfolio. A portfolio is an alternative measurement to traditional measures of giftedness.
PD	Professional Development. Training for educators to promote growth and continuous improvement to help build capacity to support AIG students in various ways.
Referral Process	The referral process is the student's recommendation for the screening process. Anyone can nominate a student for screening.

Right to Consent	The right of consent occurs when a parent/guardian has been fully informed regarding the action of the school system for which parent/guardian consent is being requested. Informed consent is expressed as written permission when a parent/guardian signs a form declaring that they consent to a process that involves their student . In the case of AIG services, this process is either consent to further testing and/or for consent to AIG services.
Right of Refusal	The right of refusal occurs when a parent/guardian has been fully informed regarding the action of the school system for which the parent/guardian consent is being requested. Informed consent is expressed as written denial when a parent/guardian signs a form declaring that they do NOT consent to a process that involves their student. In the case of AIG services, this process is either refusal for further testing and/or refusal for AIG services.
Right to Refuse	The right to due process includes informed consent for placement, informed consent for services, and a clear process to resolve disagreements for families that is aligned with Article 9B and district policies.
Technology Based Instruction	Technology-based instruction can be used both to enrich the curriculum and remediate specific skill deficits. Activities that challenge thinking, problem solving, and decision-making using 21st century skills are encouraged
Thematic Units	Thematic units deal with broad-based theme such as conflict, power, patterns, etc
Twice Exceptional	A term used to describe a student who is both gifted and learning disabled
Underachievement	A term used to describe the discrepancy between a student's performance and his or her potential or ability to perform at a much higher level
Universal Screener	An identification process where all students in a targeted grade are administered an assessment of some kind. Teachers use the results to individualize instruction for students in the classroom. The AIG department uses pre-determined cut-scores to recommend the next steps in the screening process for each student.