

Mission/Vision Statement and Funding

Discovery Charter School (32T) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

Toni Shellady

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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 mission of Discovery Charter School is to prepare students to be self-motivated, lifelong, independent and collaborative learners through a challenging STEAM-focused curriculum in an innovative and supportive environment.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 26,500.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Discovery Charter School (32T) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

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

- Step 1: Discovery Charter School will identify students with high academic and/or intellectual potential using multiple criteria that ensure equitable access to AIG programming.

To do this, Discovery will use a multi-criteria identification model that includes the following:

- Standardized test scores including, but not limited to, End-of-Grade (EOG) and End-of-Course (EOC) tests, as well as aptitude tests such as CogAT (Cognitive Achievement Test) and Iowa Test (normed referenced achievement tests)
- Benchmark testing such as NC Check-ins and/or IXL diagnostic tests
- Classroom performance
- Recommendations from teachers, parents / guardians, and students
- Portfolio assessments
- Non-verbal or culturally fair assessments for underrepresented populations.

Gifted identifications include the following:

- Academically and Intellectually Gifted (AIG) in reading (AIG-R) and/or math (AIG-M)
- Academically gifted (AG) in reading (AG-R) and/or math (AG-M)
- Intellectually gifted (IG) for students with high aptitude and creative thinking
- Talent pool for high potential students not formally identified but showing potential

Step 2: Data Collection

The AIG Coordinator and Advisory Council will review test results and student data. Both formal and informal indicators will be used to determine the student's eligibility in the areas of reading/language arts and/or mathematics.

Formal indicators may include norm-referenced assessments in aptitude.

Informal indicators may include teacher and parent / guardian checklists, performance indicators (i.e. academic grade averages of 93% and above in

reading/language arts and mathematics), North Carolina End-of-Grade and North Carolina End-of-Course tests, NC Check-ins, IXL diagnostics, and any other pertinent information. Step 3: AIG Identification Advisory Council Review Students will be assessed on an individual basis. Services will be provided based on individual need. All services and differentiation will be provided in individual classrooms. Step 4: Identification Results Once identification decisions are made, parents / guardians will be informed through a written letter from the school. Families will also receive recommendations for services from the school.			
* 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. District Response: The Academically/Intellectually Gifted Program at Discovery Charter School identifies students in grades 6-12 for AIG, AG, or IG differentiated services. A student must demonstrate evidence of mastery of the curriculum well above grade level in reading/language arts and/or mathematics to be identified for differentiated services through the AIG Program. A student must demonstrate evidence of intellectual ability well above their age peers to be identified for IG differentiated services. All local standardized scores are screened yearly with purposeful intent for underserved populations. Multiple pathways are in place for students to be identified for AIG reading and/or mathematics services. To qualify for AIG services, a student must either earn a 5 on the EOG exam in that subject area (reading or math) or meet both the CogAT and Iowa Achievement scores specified in the table below. To qualify for AG services, a student must meet at least three of the four qualifications in the below table. To qualify for IG services, a student must earn a score in at least the 97th percentile on the CogAT.			
CogAT	AIG	AG	IG
	At least 93rd percentile	At least 90th percentile	At least 97th percentile
Iowa Achievement	At least 93rd percentile	At least 90th percentile	No requirement
EOG Scores	Level 5 in	Level 5 in	No requirement
(Achievement Level)	Reading or Math	Reading or Math	

Course Grades (Previous two grading periods)	At least 93% average	At least 93% average	No requirement

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* Practice C

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

District Response: Discovery Charter School encourages all students to achieve and excel. We are diverse by design and have prioritized coordinating a comprehensive transportation program that provides 40% of our students with access to our education program. We will continue to monitor and analyze subgroup data to target LEA underserved groups. Teachers must monitor academic performance of underserved populations. Our goal is to identify and serve all students who qualify.

Percent Ethnicity Identified as ALG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	26.53%
Male	---	---	---	---	---	---	30.53%
Total	---	---	17.54%	---	22.92%	---	28.82%

Percent of Total AIG Students Identified as Dual Exceptionality

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* Practice D

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

District Response: Teachers at DCS will receive training annually at the beginning of the year on the identification process. Sixth through twelfth grade students will be screened using the EOG, EOC, NC Check-in, and / or IXL diagnostic results. Teachers, parents / guardians, and students may nominate a student for testing. Students are given academic and aptitude tests after being screened and qualifying for additional testing. Screening and testing windows are available multiple times during a school year.

* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. District Response: All information related to gifted services and the AIG program at Discovery Charter School will be communicated throughout the school year using a variety of communication methods such as the following: ▪ Policies posted on DCS website ▪ Policies published for DCS teachers and staff ▪ Information sessions for parents / guardians ▪ AIG night held in conjunction with Curriculum/Open House nights ▪ Information regarding the AIG program included in parent newsletters.	* 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. District Response: Files containing documentation which led to identification are maintained for each student referred for evaluation. These individual student files may contain the following documents: ▪ EOG individual score reports (ISR) ▪ Referral form from student, parent / guardian, teacher, or staff member ▪ Signed consent for evaluation ▪ Parent / guardian and teacher checklists ▪ Scored answer sheets from assessments ▪ Comprehensive student profile (documents including Cog-AT scores, Iowa scores, and AIG Identification Advisory Council evaluation notes and recommendations) Families are provided with copies of all documentation and meetings are scheduled for initial review. All AIG documentation and testing data for a student will be included in their cumulative record and will transition with the student from middle to high school. * 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. District Response: Files containing documentation which led to identification are maintained for each student referred for evaluation. These individual student files may contain the following documents:
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▪ EOG individual score reports (ISR) ▪ Referral form from student, parent / guardian, teacher, or staff member ▪ Signed consent for evaluation ▪ Parent / guardian and teacher checklists ▪ Scored answer sheets from assessments ▪ Comprehensive student profile (documents including Cog-AT scores, Iowa scores, and AIG Identification Advisory Council evaluation notes and recommendations) Families are provided with copies of all documentation and meetings are scheduled for initial review. All AIG documentation and testing data for a student will be included in their cumulative record and will transition with the student from middle to high school.									
* Ideas for Strengthening the Standard Ideas to Strengthen the Standard: - Research different types of tests to help recognize students needing services									
Planned Sources of Evidence <table><tr><td>*</td><td>Documents for parents / guardians on school website</td></tr><tr><td>*</td><td>Student and Parent Handbook</td></tr><tr><td>*</td><td>Re-evaluation for consideration for AIG, AG, and IG services occurs upon parent / guardian request</td></tr></table>	*	Documents for parents / guardians on school website	*	Student and Parent Handbook	*	Re-evaluation for consideration for AIG, AG, and IG services occurs upon parent / guardian request			
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<table><tr><th>Type</th><th>Documents</th><th>Document Template</th><th>Document/Link</th></tr><tr><td>AIG Standard 1 Additional Resources</td><td></td><td>N/A</td><td></td></tr></table>		Type	Documents	Document Template	Document/Link	AIG Standard 1 Additional Resources		N/A	
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AIG Standard 1 Additional Resources		N/A							

Standard 2: Comprehensive Programming within a Total School Community	
Discovery Charter School (32T) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 2: Comprehensive Programming within a Total School Community <i>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.</i>	
* 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.	District response: Discovery Charter School will create a supportive school culture that integrates and values AIG services. The school will accomplish this goal by integrating AIG programming within the school community, developing individual Differentiated Education Plans (DEPs) for each AIG student, and ensuring services extend to all gifted learners at Discovery including underrepresented populations. The middle and high school will offer structured AIG programming within the school community including: ▪ Clubs and extracurricular activities targeting AIG strengths (FIRST LEGO League Robotics, VEX Robotics, Scripps Spelling Bee) ▪ Summer and afterschool enrichment opportunities (math camp, robotics camp, performance opportunities) ▪ Advanced math and English Language Arts course pathways ▪ Honors courses ▪ Advanced Placement courses ▪ Durham Tech dual-enrollment courses ▪ Clubs and extracurriculars targeting AIG strengths   Click here to remove the table and use only the narrative field.
* 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.	District Response: Discovery Charter School is a STEAM-focused school. Students in 6th grade through 12th grade go through an extended process of inquiry in response to complex questions, problems, or challenges. Projects are designed, managed, and assessed to help students learn key academic content, practice future-ready skills, and create high-quality products and presentations. The ultimate goal is to have our students think critically and creatively. We challenge our students to explore issues of importance to them, work together with other students and teachers, and to communicate their

ideas appropriately. Examples of the work students do are found through Presentations of Learning (POL) events and Trailblazer Talks. Teachers who work with gifted students will develop specific learning experiences for students who need greater challenge or extension beyond the basic assignments. Alternative assignments can be given to students as a replacement of a regular classroom assignment for which the student has already shown mastery.	 Click here to remove the table and use only the narrative field.
* Practice C Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice. District Response: Discovery Charter School will make an attempt to group gifted students as much as possible to have their needs met. Identification of students will take place each school year with an attempt to identify and place these students according to achievement levels. At the middle school level, students will be enrolled in classes that appropriately challenge them at their zone of proximal development. Middle school students will be reassigned to a Blazer Time class and Incentivized Remote Learning (IRL) group quarterly based on their individual needs. At the high school level, Advanced Placement and Honors courses will be offered along with dual-enrollment courses available at Durham Technical Community College.	* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. ▪ A Google slide presentation outlining the delivery of differentiated services and instruction for gifted students will be created and shared with staff at the beginning of the school year. ▪ Staff will be given printed material which outlines the AIG program at Discovery Charter School. ▪ Instructional programs and potential services for gifted learners will be discussed during department meetings and staff development meetings as needed throughout the school year.
* 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.	District Response: School counselors will work with both math and ELA teachers as well as school administrators to schedule students according to their academic needs. This will include clear communication between middle and high school to ensure a smooth transition between the schools.
* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.	

District Response: Middle school counselors teach monthly classroom guidance lessons. Both middle school and high school counselors provide small group sessions and individual counseling for students who need more personalized support. School counselors will serve on the AIG Advisory Council to provide expertise concerning possible social and emotional effects of acceleration.	* 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.	District Response: Students at Discovery Charter School have a number of opportunities to be recommended for the AIG program along with academic performance measures. Middle school students will have opportunities to take advanced level courses, including Math 1. High School students can take advanced placement and honors options with an opportunity to enroll in Durham Technical Community College courses.	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.	District Response: In middle school grades, students often demonstrate academic and/or intellectual potential in areas outside of the regular classroom through participation in extracurricular activities such as academic competitions, clubs, athletics, and the arts. Students who are not identified as gifted, but who have gifted potential, are challenged through many opportunities for growth. These opportunities include some of the following practices in grades six through eight: ▪ Inclusion in the AIG enrichment program ▪ Differentiated assignments ▪ Flexible grouping within the regular classroom ▪ Academic competitions In grades nine through twelve, students who are not formally identified as AIG, but who demonstrate gifted potential, have opportunities for growth through the following opportunities: ▪ Honors classes ▪ Advanced Placement classes ▪ Dual enrollment in Durham Technical Community College (DTCC) All students, including AIG and high achieving students, are encouraged to investigate, apply, and participate in the following opportunities throughout the state of North Carolina: ▪ Governor's School NC School of the Arts ▪ NC School of Science and Math Summer Ventures ▪ Duke TIP (Talent Identification Program)
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▪ Academic summer programs offered by local Universities	* 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. District Response: Students at DCS have the opportunity to participate in a variety of extracurricular programs such as the following: ▪ Duke TIP ▪ Various clubs at school ▪ National Junior Honor Society ▪ National Honor Society ▪ Spelling Bees ▪ STEAM Clubs (such as FIRST LEGO League Robotics and VEX Robotics) ▪ Presentations of Learning (POL) events / Trailblazer Talks ▪ Performing Arts opportunities ▪ College tours and field trip opportunities
* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. District Response: Students at DCS have the opportunity to participate in a variety of extracurricular programs such as the following: ▪ Duke TIP ▪ Various clubs at school ▪ National Junior Honor Society ▪ National Honor Society ▪ Spelling Bees ▪ STEAM Clubs (such as FIRST LEGO League Robotics and VEX Robotics) ▪ Presentations of Learning (POL) events / Trailblazer Talks ▪ Performing Arts opportunities	

- College tours and field trip opportunities

*** Ideas for Strengthening the Standard**

- Explore technology opportunities for acceleration
- Research supplemental resources for gifted students
- Expanded course offerings

Planned Sources of Evidence

* Student schedules

* AIG program materials/plans

* Professional development logs

* Formative assessments

* Benchmark data

Documents

Document/Link

Document Template

AIG Standard 2 Additional Resources

N/A

Standard 3: Differentiated Curriculum and Instruction	
Discovery Charter School (32T) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 3: Differentiated Curriculum and Instruction	<i>The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.</i>
* Practice A Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies. Practice A: Adapts the NC Standard Course of Study (SCOS) Grades 6-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration. District Response: Discovery Charter School will provide rigorous, relevant, and differentiated instruction that meets the academic, social, and emotional needs of AIG students. Discovery's Education Plan emphasizes differentiation and individualization. For middle school students in grades 6th through 8th, Discovery will offer the following: ▪ Advanced class options, including Advanced Math, Math I, and Advanced ELA ▪ Differentiated instructional strategies in depth, complexity, and/or pace ▪ Targeted grouping in core content classes ▪ Enrichment projects during regular class time, Blazer Time, and Passion Learning Time ▪ Cross-grade level interest-driven learning opportunities (such as in Passion Learning Time) For high school students in grades 9th through 12th, Discovery will offer the following: ▪ Access to Honors, AP, and dual-enrollment courses in partnership with Durham Technical Community College ▪ Subject and grade level acceleration options ▪ Independent research opportunities (Trailblazer Talks and Senior Capstone projects) ▪ Guidance on college and career planning specific to gifted learners Social and emotional support for AIG students will include counseling to address stress management and peer dynamics.	
* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.	

District Response: Discovery Charter School teachers will use a variety of diverse activities that encourage all learners in their classes. DCS encourages and promotes best practices for all students including gifted learners. ▪ Curriculum compacting ▪ Differentiated units ▪ Cooperative learning ▪ Project based assignments ▪ Research projects	* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. District Response: Teachers will address ability levels of students through differentiated curriculum and strategies. Teachers will utilize and share a variety of evidence-based practices that are used with gifted learners. These practices will be used to help a student learn based on that student's identified interests and ability level.
* 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.	District Response: Through differentiated learning opportunities, students learn and regularly use a variety of skills, including research and development of technology skills. Students are afforded opportunities to demonstrate their ability to analyze and evaluate multiple types of resources. Students are provided opportunities to present completed projects to students in other grades and in the community through presentations of learning. Students demonstrate responsibility for their learning through reflection, communication, presentation and demonstration. Professional development opportunities for all staff will lead to improved quality of work and the development of future-ready skills.
* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.	District Response: Teachers at Discovery Charter School will use pre- and post-assessments to evaluate students' needs. Teachers will use both formative and summative assessments to help guide instruction and meet the needs of all students. Teachers will collaborate to design differentiated instruction and assess the needs of an individual student through mastery based learning.
* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.	District Response: Awareness of a gifted student's social and emotional needs will be developed through professional development opportunities throughout the school year for all staff. These opportunities will be designed in an effort to increase awareness of the needs of our students. Guidance counselors will also

serve gifted students to check in on social and emotional well being and address any struggles a student may be experiencing as a gifted learner. These conversations may also provide strategies and suggestions for students who are having specific problems. Counselors can provide specific information to the classroom teacher and provide suggestions on ways to help support the gifted learner in the classroom.

* Ideas for Strengthening the Standard

Staff development based upon differentiated instructional strategies and implementation of curriculum materials which challenge students in conjunction with their DEP

Planned Sources of Evidence

* Meeting Minutes

* Class Schedules

* District AIG Coordinator's job description which includes compiling relevant data, creating and maintaining agendas and rosters, aligning teachers schedules with student needs, working closely

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

Standard 4: Personnel and Professional Development	
Discovery Charter School (32T) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development	<i>The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.</i>
* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. District Response: Discovery has a licensed AIG coordinator who works closely with school administrators and departments to support gifted students. ▪ All AIG coordinators must hold AIG licensure. ▪ Content-area teachers working with AIG students must receive: • Ongoing professional development in gifted education strategies Ongoing training in differentiation, cultural responsiveness, and social-emotional development	
* 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. District Response: The AIG Coordinator at Discovery Charter School will work closely with school administrators and counselors to support academic, intellectual, social, and emotional needs of our gifted students at the middle and high school levels. The school counseling department will utilize the annual student needs assessment to identify and target gifted students' needs and will address these needs through monthly guidance lessons (middle school), individual counseling, and small group counseling. Departments and school administrators will review quarterly benchmark data (IXL diagnostic and NC Check Ins) to identify academic strengths as well as areas for further growth.	
* 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. District Response: Professional development is provided for staff during the school year in order to become educated about the needs and challenges of AIG learners. Information about the following topics will be presented as part of the staff's ongoing professional development. ▪ Define the AIG program, with an emphasis on these elements: • student performance	

• potential of the gifted learner • differentiated educational services ▪ Clarify screening and identification procedures ▪ Identify characteristics of gifted learners ▪ Define differentiation ▪ Share basic principles of differentiation ▪ Provide strategies for differentiation
* 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. District Response: When possible, students will be clustered in groups of comparable performance in each grade level. Historic academic data will be used to determine the best placement for each student. Teachers of advanced classes will complete AIG professional development opportunities and LEA requirements. High school teachers who teach AP courses are required to be trained in Advanced Placement practices by the College Board.
* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. District Response: The goals of the AIG program at Discovery Charter School are directly related to the goals of the North Carolina Department of Public Instruction (NCDPI), as well as Discovery's Education Plan. Professional development will be offered to staff with a focus on how to best support the needs of all students but with a focus on students in the gifted program. PD sessions will be delivered through in person instruction from our AIG Coordinator, online NCEES professional development, as well as other opportunities that may be available.
* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. District Response: Discovery Charter School will provide ongoing professional development opportunities for teachers to refine their skillset in working with gifted students. Discovery will work to increase the number of AIG certified teachers. This includes opportunities to participate in online professional development through NCEES, attend state and regional conferences, schoolwide professional development, and opportunities that may come from the School Improvement Team.
* 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.

District Response: Discovery Charter School will provide ongoing professional development opportunities for teachers to refine their skillset in working with gifted students. Discovery will work to increase the number of AIG certified teachers. This includes opportunities to participate in online professional development through NCEES, attend state and regional conferences, schoolwide professional development, and opportunities that may come from the School Improvement Team.		
* Ideas for Strengthening the Standard Increase the number of staff with AIG certification		
Planned Sources of Evidence		
*	Certificates of completion of the AP requirements from the College Board	
*	Certificates of completion for AIG professional development	
*	Minutes of faculty meetings where AIG specialists train staff	
*	Minutes from department and team meetings	
Type	Documents	Document/Link
AIG Standard 4 Additional Resources	Document Template	N/A

Standard 5: Partnerships	
Discovery Charter School (32T) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.	
District Response: Discovery Charter School will engage families, communities, and institutions to enrich AIG learning experiences. Discovery will host AIG Parent Nights that include review of Advanced Pathway options at the school. Discovery will also partner with the following: ▪ Local colleges and universities (dual enrollment courses) ▪ College and university campus tours and informational field trips ▪ Business and community mentors (career exploration, internships) ▪ Parent advocacy groups and advisory councils	
* 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.	District Response: Discovery will include information about the AIG program in parent newsletters, on the school website, in the Student / Parent Handbooks, and on parent informational nights. Discovery will also send AIG parents / guardians direct communication with information outlining details of the AIG program, how children will be served, opportunities for AIG students, contact information for the school's AIG Coordinator, and any other relevant information to the AIG program.
* 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.	

District Response: Discovery Charter School will establish an AIG Advisory Council in the Fall of 2025. The Advisory Council will meet at least four times per school year.

* 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.

District Response: Communication about the AIG program and opportunities for students will be sent in the form of parent newsletters, communication apps, emails and letters sent directly to families, and the school website.

District Response: Discovery Charter School will partner with local businesses as well as established local educational institutions such as Durham Technical Community College (DTCC), other local community colleges, and four year universities to support the AIG program through staff PD opportunities, campus tours, internship opportunities for students, guest speaker opportunities, funding opportunities, etc..

* Ideas for Strengthening the Standard

Finding meaningful ways to connect with businesses, educational institutions, and community members

Planned Sources of Evidence

- * MOUs with educational institutions

- * PD agendas

- * Copies of AIG related communication to families and community stakeholders

- * Calendar of events

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

Standard 6: Program Accountability	
Discovery Charter School (32T) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	<i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>
* Practice A	Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.
	District Response: Discovery Charter School has developed a three year AIG plan for the 2025-2026, 2026-2027, and 2027-2028 school years. This plan will be evaluated and may be revised and updated annually, as needed. Discovery will monitor and evaluate the effectiveness of AIG programming through measurable goals on an ongoing basis. The AIG plan will be reviewed and approved by Discovery's Board of Education, as well as sent to NCDPI for review and comment. ▪ Discovery will review the following annually: • Student growth and achievement data • Equity in identification and participation • Feedback from parents / guardians, students, and staff ▪ Submit any required reports to NCDPI ▪ Use data to guide improvement and expansion of the AIG program and services
* 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.
	District Response: The AIG Advisory Council will meet regularly and work together to complete any reports required by NCDPI to evaluate progress towards implementation of the AIG program.
* 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.
	District Response: Discovery expects to receive AIG-specific funding in its annual allotment from the state. With this funding, Discovery will support AIG student needs, AIG-certified staff, and AIG-related professional development.

* 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.	District Response: Discovery will utilize a master data spreadsheet that includes AIG data. This data will include AIG status, academic achievement data, growth, and performance. Discovery will also utilize OTUS to analyze student achievement and growth. Achievement data will also be communicated to students and families.
* 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.	District Response: Data will be shared at least annually with the Board of Directors including demographic disaggregation by race, gender, services, and achievements. The AIG Advisory Council will also review data regularly and discuss plans for continuing to reach underrepresented populations.
* 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.	District Response: The AIG Advisory Council will maintain a list of personnel credentials.
* 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.	District Response: Discovery Charter School will create AIG surveys for all stakeholders to be completed and results will be analyzed during each school year.
* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.	District Response: Survey results will be discussed and analyzed by AIG Advisory Council and school administrators. Based on feedback, changes to the AIG plan may/may not be suggested. If changes are suggested they will be brought to the Board of Directors.
* 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.	

District Response: Data summaries and any changes to be posted on the school's website. Evaluation feedback may also be requested in writing from administrators.

All information regarding students in the AIG program, as well as those students who did not qualify for services, will be safeguarded at school. Parents / guardians who request documentation related to their student may request records in writing from the school. Procedures for resolving disagreements will be provided in the Student/Parent Handbook.

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

* Ideas for Strengthening the Standard

- Rely on feedback from staff, students, and families about our program's effectiveness and how we can better serve our gifted population
- Use survey results to make necessary changes to our program

Planned Sources of Evidence

- | | |
|---|--|
| * | AIG plan and communication to families |
| * | DPI comments and suggestions |
| * | Results of surveys |
| * | AIG Advisory Council meeting notes |

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

Discovery Charter School (32T) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/09/2025 

AIG Related Documents

Discovery Charter School (32T) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Board Approval Document

Optional Documents	
Type	Document/Link
AIG Standard 1 Additional Resources	N/A
AIG Standard 2 Additional Resources	N/A
AIG Standard 3 Additional Resources	N/A
AIG Standard 4 Additional Resources	N/A
AIG Standard 5 Additional Resources	N/A
AIG Standard 6 Additional Resources	N/A

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Phrase		Definition