

Mission/Vision Statement and Funding

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

* LEA Superintendent's Name:

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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)

Durham Charter School (DCS) has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide DCS to develop, implement, and monitor a thoughtful and comprehensive AIG program. 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 DCS should have in place, and guide DCS to improve its program. In an effort to build an AIG program that aligns to the NC AIG Program Standards, DCS has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided DCS in its development of this local AIG plan for 2025-2028.

This local AIG plan has been approved by the charter school's board of directors and sent to NC DPI for comment. Aligned with our goal "to prepare our students for success in college or career" the mission of Durham Charter School (DCS) is to serve gifted students using an inclusion and pull out model which provides high quality, differentiated instruction, in addition to rich and varied learning opportunities. DCS strives to nurture the varied interests of the gifted population while enhancing their ability to collaborate, express creativity and curiosity, and develop task commitment. DCS is committed to producing life long learners who have developed their talents while attending our school.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 58,428.00	* \$ 17,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Durham Charter School (32B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification <i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>	
* Practice A	
Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.	
Durham Charter School's AIG plan identification criteria serves gifted students in a consistent, systematic manner. Incoming scholars already identified will automatically be admitted into the program. For those who have been recognized or referred as potential AIG students, DCS will place these scholars in cluster classes once the identification process is completed. The screening and referral process will be posted on DCS's website for teachers, parents, students, and the community-at-large. Based on information gathered from PowerSchool along with teacher referrals, DCS will conduct parent informational meetings regarding services and expectations at each grade level. DCS will explain the benefits and services offered at each level and discuss the characteristics and expectations for scholars in each program.	
The following steps will be taken in the screening and identification process for students in grades K-12:	
1) Determine PowerSchool identified students newly enrolled at DCS.	
2) For those students identified, the steps are as follows:	
a. Communicate in written form with parents – letter or email	
b. Team pulls AIG student information from school/state database	
c. Team prepares/revises a Differentiated Education Plan (DEP) for each identified student.	
d. Use subject/grade acceleration forms if applicable.	
e. Hold an initial conference to sign forms and discuss placement and services.	
f. Parental signature is required on student DEPs.	
3) For unidentified student referrals, these are the steps DCS will follow for students in grades K-12:	
a. Referral to AIG Program (parent; teacher; EOG Scores from previous year)	
b. Notice and Consent form for AIG evaluation	
c. Teachers complete the Student Observation Form and collect Student Work Samples	

d. Administer SAGES Assessment for Gifted Students. e. Hold conference with parents after determining eligibility for implementation of services f. Team prepares Differentiated Education Plan for each identified student (DEP form) g. Update Scholar status on PowerSchool Teacher surveys will be conducted at least twice per year. A review of standardized test scores will be conducted when available, Including NC State Beginning and End of Grade Tests and MAP quarterly test scores. Classroom performance; ongoing throughout the year Parent surveys/questionnaires; beginning and end of the school year Teacher recommendations and Parent recommendations. DCS reserves the right to consider a student's individual circumstances when gathering data for their learner profile. For potential twice-exceptional students and multilingual learners (MLL), a multidisciplinary team involving the EC Coordinator, EC teachers, AIG Coordinator, ML personnel, School Counselor, and/or parents will collaborate to better outline a student's profile, actively ensuring equitable identification practices, and recruiting students from underrepresented groups for screening and referral.	* 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. DCS recognizes that giftedness in students can be identified in a variety of ways including Academically and Intellectually Gifted (AIG), Intellectually Gifted (IG), Academically Gifted (AG), Academically Gifted in Reading (AR), and Academically Gifted in Math (AM). The following criteria will be used to place unidentified, or referred, students to the DCS AIG program. For eligibility placement, DCS will employ the following criteria: Grades K - 3 1. Already identified in North Carolina: Continue identification and services 2. Unidentified (referred students): ▪ MAP Testing - 95th percentile and above in Reading and Mathematics ▪ Teacher Observation Checklist/Anecdotal Records ▪ Student Work Samples ▪ Performance on SAGES Intelligence Tests. Grades 4 -12 1. Already identified in North Carolina: Continue identification and services
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2. Unidentified (referred students):

- EOG/EOC Scores - 95th percentile and above in Mathematics
90th percentile and above in Reading
- MAP Testing - 95th percentile and above in Reading and Mathematics.
- Teacher Observation Checklist
- Student Portfolios/Work Samples
- Performance on SAGES Intelligence Tests

*For those students who do not qualify but continue to show academic success, teachers/parents may request a reevaluation for AIG inclusion at mid year.

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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.

Each Year, DCS will monitor and analyze AIG student population data in order to identify groups that are underrepresented in the AIG program based on our school demographics. DCS will also analyze student population data of newly identified students on a yearly basis to determine if our screening, referral, and identification practices are effective and equitable across various student groups. Those procedures will be revised as needed. Professional development will be provided to staff to expand staff understanding of giftedness and address misconceptions about characteristics and behaviors of gifted children and of various student groups. This enhanced understanding of giftedness will help to ensure underrepresented groups are not overlooked during the referral and screening process. Identification processes provide multiple pathways for identification and a variety of opportunities for students to show their strengths is included, such as student work samples and parental and student input. Student performance measures will also be analyzed annually to determine if students have been overlooked for AIG referral and identification. If so, those students will be evaluated for AIG referral and identification at that time.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	<5%	---	---	---	---
Male	---	---	---	---	---	---	---
Total	---	---	<5%	---	---	---	---

Percent of Total AIG Students Identified as Dual Exceptionality

* Practice D Monitors the screening, referral, and identification processes for consistent implementation across the LEA. DCS provides MAP testing to all k-8 students at least three times per year to identify students who are at-risk and to identify students who are advanced and demonstrate characteristics of the academically and/or intellectually gifted. Additionally, select staff will be trained to use universal screenings and other data resources to identify students who may need academic intervention or extension. Teachers and administrators also work together at least weekly in coaching sessions. These coaching sessions look specifically at student data and use the data for continued planning, including intervention for those needing remediation and extension for students who are ready to move on. When data identifies patterns that indicate a student as potentially academically or intellectually gifted, the team can refer the student for AIG consideration. Because teachers work together with their peers and administrators, they can support each other in identifying patterns that would ensure consistency of consideration for all student populations. All AIG documentation including students referred for screening will be collected and saved in individual folders as well as electronically in the school's Google Drive. Students who qualify for the AIG program will be designated in PowerSchool.	* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. Parents/families, students, and the community-at-large will be able to readily find current information about the DCS AIG program, including screening, referral, and identification processes on the DCS website once the website has been updated. The website will contain an active link to the current AIG plan and will have contact information for the AIG Coordinator/Specialist. The AIG Coordinator will also present the AIG plan to the school board and community-at-large. To ensure all school personnel understand the AIG processes, the AIG Coordinator will share a presentation during a faculty meeting at the beginning of the year. The Coordinator will also confer with teachers routinely to check on student performance, provide resources, and answer any questions teachers may have. The AIG Coordinator will also review the plan with school administrators, send notices home, and hold conferences with parents/guardians/students to review screening, referral, and identification information. Dissemination of screening, referral, and identification information is available in parent's/student's native language via talking Points and translators when needed.	* 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. DCS documents the AIG identification process of all students and provides evidence which leads to the identification process. The documentation is reviewed with parents and families and maintained in student records. The identification process is documented by the AIG Coordinator and the Academic Deans. An AIG documents folder is created for each identified student. Once the evaluation window has been completed and results for AIG assessments are obtained, the results will be documented using the AIG Results Letter and a recommendation will be made as to the child's qualification for the program. These will be reviewed by the school principals and then sent to parents. If a parent disagrees with the recommendation, a meeting with the student's parent(s), teacher, AIG teacher, Academic Deans, and principal will be scheduled to review the available data and to make a final decision regarding the student's placement in the AIG program.	* 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.
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To ensure that the unique academic and intellectual needs of K-12 AIG students are met, our district is committed to developing and maintaining individualized student plans that articulate differentiated curriculum and instructional services. Each identified AIG student will have a Differentiated Education Plan (DEP) that aligns with their specific strengths, areas of interest, and demonstrated needs. The DEP outlines: ▪ The student's area(s) of identification, ▪ The differentiated services and instructional strategies to be employed, ▪ Goals and outcomes for the student's growth, ▪ A continuum of services available within the school and district, ▪ Supports for transitions across grade levels and schools. The DEP is a collaborative document developed annually by a team that includes the AIG teacher or specialist, classroom teacher(s), and the student's parent(s) or guardian(s). This ensures: ▪ Effective and responsive programming, ▪ Ongoing communication and partnership with families, ▪ Alignment with current academic performance and needs, ▪ A seamless experience for students transitioning within or between schools. Annual reviews provide the opportunity to assess student progress, revise services, and make data-informed decisions that support the student's continued growth. This process is central to our commitment to providing a rigorous, responsive, and equitable AIG program.	
* Ideas for Strengthening the Standard Professional development for staff to increase their knowledge base in gifted education. Topics would include: Identification practices, giftedness overview, and differentiating instruction for gifted learners. Communication improvement with parents and school through email, Talking Points, and paper notice reminders. Create a partnership between AIG teachers and EC Staff, EL Staff, and title 1 staff to strengthen AIG Identification. Create a timeline for ongoing parent communication.	
Planned Sources of Evidence	* https://docs.google.com/document/d/1Kxn2sHKQIZ1_ELZKWir2sBaqnaki38k9uK4Mb7Yh_Zg/VIEW

Standard 2: Comprehensive Programming within a Total School Community	
Durham Charter School (32B) 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.	The AIG department recognizes the importance of supporting the full range of needs that gifted learners have and understands the need to continue to develop the school community's understanding of gifted learners. Durham Charter School students have a number of academic options open to them based on need including subject acceleration and grade acceleration. At the elementary level, AIG identified and nurtured students are primarily served through pull out sessions in language arts and math with the AIG specialist and cluster grouping in the regular classroom. Specialists and the AIG coordinator will continue to work with administrators in emphasizing the importance of clustering. When feasible, AIG specialists also will work with classroom teachers to present whole class lessons. In middle school, students are served in both language arts and math classes on a daily basis. At this level, students also have the opportunity to be accelerated to English I and/or Math I classes taught by face to face teachers. Should students have academic needs beyond these high school courses, they also have the opportunity to take online courses through NCVPS, a company that provides online instruction to our students. In high school, students can enroll in honors, online classes through NCVPS, and enrollment in the Durham Technical Community College, which would allow them to receive both a high school diploma and Associate's degree. For additional intellectual stimulation K-12 students are encouraged to participate in a variety of enrichment programs such as school clubs and competitions. As needed, the AIG department works to ensure that costs for things such as entry fees, camp fees, etc. are taken care of through local and state funds.
 ☒ 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.	Each school (Elementary, Middle, and High) focuses on the social and emotional needs of AIG students by providing classroom guidance, small group counseling sessions, individual counseling or curriculum based instruction and by developing clear lines of communication with parents. The schools employ counselors who work collaboratively with teachers to provide specific services for children in need.

The AIG Coordinator meets with parents to review each student's DEP and discuss their social/emotional needs. Students who need individual attention may be referred to either a guidance counselor or volunteer psychologists. The AIG specialist cooperates with the regular classroom teacher to meet needs of AIG identified students, paying particular attention to the underachieving, twice identified or at-risk gifted student.

AIG Coordinator/specialists invite school counselors and guest speakers to participate in group presentations and discussions on topics such as goal setting, growth mindset, and perfectionism. Recognizing that transitioning from one school to the next can be an emotionally vulnerable time, AIG specialists and guidance counselors work together to host special transition nights for AIG students and their parents as students move from elementary to middle school and middle to high school.

AIG specialists share current research on social/emotional needs through websites and newsletters. DCS staff is aware of potential socio-emotional needs that may arise and is committed to addressing these issues through the following services:

A. Direct services for students

1. Support and discussion groups (based on current research) that focus on behavioral needs of gifted students.

Topics include: unique characteristics of giftedness, stress, social skills, sensitivity, perfectionism, self-esteem, cooperation and competition, expectations of others, asynchronous development, growth mindset and grit

2. Provision for gifted students to work with intellectual peers through clustering and flexible grouping, honors courses and enrichment opportunities

3. Appropriate levels of academic challenge

4. Awareness of unique needs specific to AIG population including: underachieving students, diverse populations, twice identified students and the highly gifted

5. Acceleration options including: subject/grade acceleration, advanced classes at grade level, and college courses including dual enrollment,

6. Enrichment programs that provide opportunities for gifted students to interact with peers such as NCSSM, summer enrichment programs (Gov. School, local camps), school clubs, competitions.

7. College/career counseling program: career education/awareness, internship and apprenticeship experiences, mentorships

B. Support for parents

1. Parents are made aware of the special affective needs of the gifted child through parent meetings, the AIG website, newsletters, and individual student conferences.

C. Scope and sequence for the affective curriculum:

1. Understanding what it means to be gifted

2. Developing coping strategies for behavioral needs of the gifted

3. Guiding students to become their own advocate

4. Providing college/career guidance

5. Educating and encouraging parents on how they can be effective in guiding their students

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*** Practice C**

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

Durham Charter integrates and connects the AIG program and services with the school's priorities and resources through policy and practice. Durham Charter serves gifted students identified in Mathematics and/or Reading. Differentiated instruction services are provided in cluster groups in the regular classroom based on identification at the elementary and middle school levels.

Elementary AIG students receive differentiated or compacted Mathematics and Reading instruction that is aligned with their accelerated level or skill(s) and grade level content.

Middle grade AIG students may receive differentiated, compacted, or accelerated Math and/or Reading instruction that is aligned with their accelerated level or skill(s) and grade level content. Enrichment clusters are also used to integrate and connect gifted education services and resources.

At the high school level, students are offered differentiated lessons and access to Honors classes in a variety of content areas. Students are also offered dual enrollment as a curriculum pathway. High school students also have access to courses offered at NCVPS. In addition to gifted identification status, student choice, teacher recommendation, and graduation requirements are factors that determine participation.

*** 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 AIG coordinator works with the school to implement grouping that supports the growth of students.

At the elementary level, students are served by AIG specialists through pull out services for Reading and Math. These pull out groups serve both identified and nurtured students throughout the year. The coordinator works with principals to help them cluster groups of high achieving students together so that pull out and push in services can be readily accessed. These cluster groups also provide students with like minded peers to ensure the regular education classroom promotes strong, effective collaboration. At our elementary school, intervention/enrichment groups are formed based on formative and summative assessment data, including data from EOGs, NC Check-Ins, IXL, classroom assessments, and Map testing. These students are served based on their academic needs. Special attention will be given to students at the elementary school as we continue to look for ways to better meet their needs. Because AIG Specialists are aware of the subgroup data, this enables high achieving students to be served, as we try to better mirror the school demographics during AIG pullout time.

At the middle school, Reading pull-out services are offered based on AIG identification criteria. Middle school Math advanced classes meet the HB986 law that specifies students who make a Level 5 on their Math EOG are placed in the honors or advanced Math class the next year, including Math I. These classes are carefully created with input from the AIG specialists, teachers, parents and administration. The middle school has also created intervention/enrichment time periods where students are able to engage in academics that best meet their needs. At the high school, most honors courses are self selective, which allows students multiple opportunities to enroll in classes that are both rigorous and of high interest. The High school will also offer opportunities, through CTE courses, volunteer opportunities and internships, for students to explore career interests and earn credentials. Students will also be encouraged to explore Career and College Promise courses, which allows them to earn free college credit while in high school.

DCS K-12 teachers develop procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. K-12 students who are identified as gifted are intentionally placed in learning environments which facilitate their achievement and growth. Flexible grouping is used in Math, Reading, Science, and Social Studies. Flexible grouping practices are used in all academic areas to ensure that

gifted students are placed with like-minded peers. Flexible grouping is used for daily lessons and group work when certain students engage in activities designed to enrich or accelerate their learning outcomes. Cluster grouping is also used for acceleration and enrichment purposes.	* 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.	DCS maintains ongoing communication among school principals, the AIG Coordinator, the Academic Deans, and classroom teachers to ensure that gifted services are implemented consistently throughout the school. The principals of each school, the Academic Deans, the AIG Coordinator and the team leaders from each grade level or department, help prepare presentation materials for all stakeholders. This information is delivered via faculty or curriculum meetings, parent conferences, weekly online updates, or through the school website, to broaden communication and understanding about programs, services, and regulations surrounding gifted education. DCS provides training to all staff regarding policies and procedures related to serving AIG-identified students including pertinent information regarding the local AIG program and plan. This training is conducted before school starts and is available to staff throughout the school year.	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. AIG student records are shared with the middle school and the high school so that transitions are smooth and timely. The guidance counselor, principals, and/or academic deans ensure that communication and data transfer from elementary to middle school and middle to high school runs smoothly and effectively. The AIG Coordinator ensures that all records, portfolios, and DEP's are transferred properly. The AIG Coordinator is also available to support staff and to ensure the successful transfer of important AIG student data from one grade level to the next.	* 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.	Policies and procedures are set in place for a variety of acceleration opportunities. Teachers use formative assessments to determine how to differentiate curriculum. In addition, curriculum compacting is used to connect and combine material for subject acceleration. Options for acceleration are available to students and offered on a case by case basis when an appropriate body-of evidence indicates that such a practice is warranted for an individual gifted learner. A committee consisting of the principals, the teacher, the academic deans, the AIG coordinator, and the parent review each student's testing data, classroom performance and assessments, report cards, and social/emotional development. In many cases, a student may be advanced academically, but is not ready socially/emotionally to advance to a higher grade level. This is when flexible grouping is used to meet the individual needs of a gifted learner. Compacted Content: The AIG Coordinator will work with general education teachers to compact the Reading and Mathematics curriculum for high achievers who show that they are ready to move rapidly through the standards and will need further enrichment. The determination for compacting will be made using informal and formal assessments (pre-assessments), district benchmarks, MAP testing, and EOG scores. The general education teachers will provide acceleration within the classroom which will allow high achieving students exposure to grade level standards and above grade level standards. Subject Acceleration: Students who are working significantly above grade level in a particular content area may accelerate to classes held at a grade level above. This decision will be based upon multiple data points, observations of the student, and input provided by parents and the teacher. The school principal will have the final decision-making authority.
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Grade Acceleration: Students who are working significantly above grade level in most academic areas may be considered for grade acceleration. This decision will be based upon multiple data points, observations of the student, input provided by parents and the teacher, and consideration of the student's mental maturity and ability to self-advocate. The principal will have the final decision-making authority. Credit By Demonstrated Mastery: Students may request Credit by Demonstrated Mastery to earn credit for courses by taking a competency assessment in replacement of taking the course. Parents and students will work with student services to navigate this process. Honors Courses: Students will be eligible to enroll in honors courses based on performance testing, which may include district benchmark assessments, state testing, or initial placement tests.	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. Administrators, teachers and support staff work to develop mindsets and practices to promote equity and excellence through a variety of intentional efforts at all grade levels. The inclusion instructional model used ensures that all students are challenged and provided with lessons and projects which provide opportunities for academic growth. Intentional efforts are made to accelerate and enrich learning experiences. Students will participate in various community based projects including designing solutions to community based problems. Professional development opportunities will be made available to staff to ensure that gifted students receive program services from trained educators which enrich their learning experiences. Parents are encouraged to schedule teacher conferences if they believe that their child is not being challenged by the learning opportunities presented.
* 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. Extra-curricular programming is used to further develop the needs, talents and interests of gifted students at Durham Charter School. At the elementary level students will engage in Science Olympiad, Chorus, Spelling Bee, Girls on the Run, Art and Craft, Dance, Music, and Track and Field. The middle school offers Robotics Club, Science Olympiad, BETA Club, Drama Club, Orchestra, Art Club, Dance, Chess, Chorus, Cross Country, Basketball, Baseball, Soccer, Volleyball, and Cheerleading. The high school offers Debate Club, Drama Club, Orchestra, Art and Craft, Community Service Clubs, Cross Country, Basketball, Soccer, Volleyball, and Cheerleading.	* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. Extra-curricular programming is used to further develop the needs, talents and interests of gifted students at Durham Charter School. At the elementary level students will engage in Science Olympiad, Chorus, Spelling Bee, Girls on the Run, Art and Craft, Dance, Music, and Track and Field.

The middle school offers Robotics Club, Science Olympiad, BETA Club, Drama Club, Orchestra, Art Club, Dance, Chess, Chorus, Cross Country, Basketball, Baseball, Soccer, Volleyball, and Cheerleading.

The high school offers Debate Club, Drama Club, Orchestra, Art and Craft, Community Service Clubs, Cross Country, Basketball, Soccer, Volleyball, and Cheerleading.

* Ideas for Strengthening the Standard

1. Promote AIG certification at all grade levels.
2. Provide gifted education training modules to elementary staff which are focused on talent scouting and talent development.
3. Utilize DPI resources to support Gifted Education programming.

Planned Sources of Evidence

* AIG Standards Document	
* School Website	
* School Activities Roster	

Type	Documents	Document Template	Document/Link
AIG Standard 2 Additional Resources		N/A	

Standard 3: Differentiated Curriculum and Instruction

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Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

The NC Standard Course of Study (SCOS) is adapted K-12 to address a range of advanced ability levels in Reading, Mathematics, and other content areas through the use of differentiation, enrichment and acceleration.

DCS is committed to employing strategies and practices to meet the needs of AIG students, K-12.

Differentiation occurs throughout the grade levels,

At Durham Charter School (DCS), we believe that every scholar deserves the opportunity to reach their highest potential. Our Academically & Intellectually Gifted (AIG) Program is designed to provide rigorous, differentiated, and enriched learning experiences for scholars in elementary, middle, and high school who demonstrate exceptional academic ability and intellectual curiosity.

Elementary School (Grades K-3): Building Strong Foundations

- Early Identification: Using multiple measures to assess student readiness for advanced instruction.
- Differentiated Instruction: Gifted students engage in small-group acceleration, project-based learning, and deeper exploration of core subjects.
- Enrichment Opportunities: STEM challenges, and interdisciplinary projects foster creativity and analytical thinking.

Middle School (Grades 4-8): Expanding Academic Opportunities

Advanced Coursework: Access to advanced courses and acceleration in core subjects with an emphasis on higher-order thinking and problem-solving skills.

- College & Career Readiness: Exposure to college-track.
- Acceleration & Differentiation: Personalized learning paths that allow students to move beyond grade-level standards in subjects where they excel.

- Extracurricular & Leadership Development: Participation in academic clubs, robotics, chess, debate team, Beta Club, and community service projects to nurture well-rounded scholars.

High School (Grades 9-12): Preparing for College and Career

- Early College & Dual Enrollment: AIG students have the opportunity to take college-level courses at Durham Technical Community College, earning college credits while still in high school.
- Honors Courses: A rigorous curriculum that ensures students are challenged and prepared for competitive college admissions.
- Individualized College & Career Planning: One-on-one academic counseling to help students set and achieve ambitious goals.
- Internships : Real-world learning experiences that allow students to apply their knowledge in meaningful ways.

*The AIG Specialists will provide pull-out/push-in services to AIG identified students for 60 minutes each week. Specialists are also expected to work with classroom teachers as needed to support them as they differentiate for students on a daily basis.

* Practice B

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

At DCS, we recognize that gifted learners require instruction that is tailored to their unique abilities, readiness levels, interests, and learning profiles. Our Academically & Intellectually Gifted (AIG) Program is designed to provide a diverse and responsive learning experience across elementary, middle, and high school, ensuring that every identified AIG scholar is appropriately challenged and supported.

The Differentiated Education Plan (DEP)

- Individualized Learning Pathways – Teachers collaborate with students and parents to review DEP goals at the beginning of each school year.
- Strategic Differentiation – The DEP guides instructional strategies for enrichment, extension, and acceleration in identified curriculum areas.
- Comprehensive Offerings – AIG students engage in tiered project work, curriculum compacting, accelerated math opportunities, advanced literature studies, independent research, and learning seminars.

Instructional Practices for Gifted Learners

Elementary School: Laying the Foundation for Advanced Learning

- Guided Reading & Literature Circles – AIG students explore complex texts through higher-order questioning and critical discussions.
- Enrichment in Core Subjects – Teachers integrate STEM challenges, interdisciplinary projects, and inquiry-based learning.

▪ Accelerated Math Instruction – Students demonstrating exceptional proficiency may work one or two grade levels ahead, using a mix of adaptive online programs and teacher-led instruction.	
Middle School: Expanding Depth and Rigor ▪ Advanced Literature & Writing – Students engage with challenging texts, Socratic seminars, and analytical writing. ▪ Math Acceleration & Compacting – Identified students may advance up to two years in mathematics, receiving instruction that prioritizes deep conceptual understanding. ▪ Project-Based Learning (PBL) – Real-world problem-solving opportunities allow students to synthesize knowledge across disciplines. ▪ Extension & Enrichment – Teachers use multi-tiered systems of support to provide AIG students with advanced content during intervention blocks.	
High School: Preparing for College and Career ▪ Early College & College Credit Plus (CCP) – AIG students have the opportunity to enroll in college-level courses at Durham Technical Community College, allowing them to earn college credits while completing high school. ▪ Honors Courses – Rigorous coursework ensures students are fully prepared for competitive college admissions. ▪ NCVPS Offerings – Through partnerships with North Carolina Virtual Public Schools (NCVPS), students access specialized, high-level coursework. ▪ Independent Study Projects – Students work on self-directed research projects in their field of interest, demonstrating mastery through presentations, internships, and portfolio assessments.	
Staff Development & Continuous Improvement ▪ Ongoing Professional Learning – DCS provides specialized training for teachers in differentiation, inquiry-based learning, and effective AIG instructional practices. ▪ Specified Protocols – Teachers collaborate using structured reflection and peer feedback to refine intellectual preparation of lesson plans and ensure instructional effectiveness. ▪ Cross-Curricular Collaboration – AIG students often work in small, dynamic communities, fostering collaboration, leadership, and real-world application of knowledge.	
* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. At DCS, we prioritize the use of evidence-based instructional resources to support and challenge students at all grade levels. Our curriculum and instructional strategies are grounded in research-based practices that enhance student learning, provide targeted differentiation, and address the needs of all learners,	

including those identified as AIG.

Elementary School : Building a Strong Foundation

- Zearn Math – A digital learning platform aligned with the Science of Math, providing students with personalized learning pathways.
- IXL
- CommonLit

Middle School : Expanding Learning Through Adaptive Instruction

- IXL Math & Reading – An adaptive learning platform used to remediate, reinforce, and enrich student learning outcomes in core subjects.
 - Flocabulary – A music-based literacy tool that enhances vocabulary acquisition and comprehension through engaging, research-backed methods.
- High School: Preparing Students for College & Career Success
- Dual Enrollment & Early College (Durham Technical Community College) – Enables students to earn college credits while in high school, ensuring they are prepared for post-secondary education.
 - NCVPS – Provides access to advanced coursework in specialized subject areas, extending learning beyond the traditional classroom.

Project-Based Learning (PBL) Across All Grade Levels

DCS employs a Project-Based Learning (PBL) model to ensure that students engage in real-world applications of knowledge, critical thinking, and collaborative problem-solving. Through multidisciplinary projects, inquiry-based learning, and hands-on experiences, students develop the skills necessary for academic and career success.

Ongoing Support & Professional Development for Teachers

- The AIG coordinator and Academic Deans meet with teachers monthly to discuss instructional strategies, differentiation, and AIG student needs.
- Gifted education resources from NCAGT (North Carolina Association for Gifted & Talented), DPI (Department of Public Instruction), and national gifted education experts are integrated into professional learning sessions.
- Teachers continuously refine their instructional practices through data-driven decision-making, differentiation techniques, and evidence-based instructional strategies.

* Practice D

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication,

critical and creative thinking, empathy, learner's mindset, and personal responsibility.

At Durham Charter School (DCS), our Academically & Intellectually Gifted (AIG) program is committed to providing professional development, instructional strategies, and enrichment opportunities that prepare gifted learners for college, career, and beyond.

Professional Development

The AIG Coordinator/Specialist will provide ongoing training to support high-quality gifted instruction, focusing on:

- Project-Based Learning (PBL) – Engaging students in real-world, inquiry-driven projects.
- Problem-Based Learning (PrBL) – Encouraging critical thinking through complex problem-solving tasks.
- Novel Studies – Integrating high-level literary analysis and discussion techniques.
- Research Development – Teaching students advanced research methodologies to deepen learning.

Differentiation & Classroom Best Practices

DCS ensures that classroom environments foster collaboration, communication, and critical thinking through engaging, differentiated instruction.

- General education teachers must specify differentiation strategies for high-achieving students in lesson plans.
- AIG specialists provide support and coaching to ensure differentiation is effectively implemented across subjects.

Career Ready Skill Development

Recognizing that post-high school opportunities are continuously evolving, the AIG department integrates learning experiences that cultivate:

- Global Awareness & Civic Literacy – Understanding international perspectives and responsible citizenship.
- Economic Literacy & Health Awareness – Preparing students for financial independence and well-being.
- Critical Thinking & Problem-Solving – Equipping students with analytical and decision-making skills.
- Communication & Collaboration – Enhancing teamwork and leadership abilities.
- Applied Information & Media Literacy – Teaching students how to evaluate and use digital information effectively.
- Research-Based Inquiry & Project-Based Learning – Encouraging deep exploration of academic and real-world topics.

Classroom Initiatives Supporting 21st Century Skills

AIG specialists work closely with teachers to implement engaging instructional strategies, including:

- Problem & Project-Based Learning (PBL/PrBL) – Hands-on, inquiry-driven experiences.
- Debates & Mock Trials – Encouraging argumentation, analysis, and public speaking.
- Journey North/Mystery Class – Interactive, global problem-solving challenges.
- Collaborative Learning & Team-Building Activities – Strengthening peer interaction and leadership.
- In-Class Leadership Development – Creating opportunities for students to lead discussions and projects.
- Student Presentations & Research Projects – Developing advanced communication and investigative skills.

Extracurricular Enrichment Opportunities

DCS provides both in-school and extracurricular opportunities to further enrich gifted learners. Students can participate in:

- BETA Clubs
- Robotics Club
- Science Olympiad
- Book Clubs
- Additional academic competitions & summer enrichment programs

Ongoing Support for College & Career Readiness

The AIG department remains committed to supporting students, teachers, and families by:

- Purchasing materials and resources that enhance AIG instruction.
- Funding registrations for competitions and enrichment opportunities.
- Providing professional development, licensing, and coaching for teachers.
- Communicating best practices to school staff and families.
- Monitoring and refining gifted instruction to ensure alignment with college and career readiness goals.

* Practice E

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

DCS teachers use a variety of formative and summative assessments to guide curriculum and instruction and inform flexible grouping practices. All grade levels utilize exit tickets daily to track progress. All students in grades 3-8 also participate in the state mandated EOG testing. Elementary students participate in mClass Reading 3D assessments to monitor academic growth. The elementary school uses the Zearn Math mid modules and end of unit assessments, IXL diagnostic, MAP testing to progress monitor continuous growth in mathematics. The middle school uses NC Check Ins, IXL, MAP test, and Schoolnet assessments to monitor academic progress. Assessment data is used daily to make informed curriculum decisions and to assign appropriate class placements. Advanced Math students participate in appropriate EOG and EOC testing for their higher level classes. Benchmarks are also given at the high school level in all classes including those with NC final exams. This data is reviewed by teachers with the building administrator and academic deans during monthly meetings to ensure that the needs of advanced learners are being met. Formative and summative assessments occur daily and periodically. These assessments often identify areas of core content which may require reteaching. The online programs like IXL also identify areas of student strength which is enhanced through acceleration practices during the regular classroom hours. Formative assessments used by teachers include journal writing and reflection, reading and analyzing leveled texts, creating non-linguistic representations of vocabulary, tiered assignment completion, constructing summaries, the use of exit cards, informal group presentations, seminar feedback and questioning, concept development and the student's ability to make connections. Students are also assessed on their ability to follow the established process on any given assignment or lesson.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Classroom teachers and support staff address the social and emotional needs of AIG students through effective curricular and instructional practices. Administrative teams at each building work directly with teachers to design effective instructional practices which support the social and emotional needs of gifted learners. Teachers will complete DESSA screening for all students. This screening allows staff to provide the necessary tiered support for students, The Second Step curriculum is utilized during PRIDE/Intervention sessions at both the elementary and Middle school to provide the social and emotional support AIG students need. At the middle school, the Mental Health counselor provides students with support videos and lessons which integrate core values into daily academic lessons. The Mental Health Counselor liaise with teachers to ensure teachers are equipped with the necessary strategies that support the social and emotional needs of gifted students. Teachers K-12 engage in professional development sessions throughout the year to improve practices which support the social and emotional needs of gifted learners. The use of small interest groups facilitated by the building counselor also address the social and emotional needs of AIG students. Social worker referrals, morning meetings, counseling videos, small group sessions with prioritized target areas. These K-12 initiatives employ our PRIDE values and encourage positive attitudes, respect, Integrity, determination, and empathy among our gifted students.
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* Ideas for Strengthening the Standard		
1. Continue to prioritize social and emotional attributes within project planning. 2. Bring in experts in differentiation to lead professional development K-12. 3. Continue to prioritize conference meeting days to support the development of DEPs which address the unique needs of identified students. 4. Promote AIG certification at all grade levels.		
Planned Sources of Evidence		
* Student DEPs		
* DESSA surveys		
* Assessments - MAP, EOG, Internal Assessments		

Standard 4: Personnel and Professional Development	
Durham Charter School (32B) 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. Durham Charter employs Mrs. Janice Wright, an AIG-licensed educator, as lead coordinator/specialist to guide, plan, develop, implement, revise and monitor the local AIG program and plan by using the student's individual assessment, IEP data, and progress monitoring. Mrs. Wright received her Bachelor of Education in Primary Education and Administration, her Master of Education in Educational Technology and is currently pursuing her Doctor of Education in Public Health Education. She is certified in Elementary Education (K6) and is a licensed AIG Specialist. In addition to supporting teachers and students with the AIG program, the AIG coordinator currently teaches theater. In the 2025-2026 school year, Mrs. Wright will assume the role of full-time AIG Coordinator/Specialist. The AIG Coordinator/Specialist works with the schools Instructional Leadership team and administration to support professional development of instructional staff to enhance and strengthen the use of differentiated instruction strategies within the classroom. This is accomplished by using assessment data and the individual DEP's. Teachers work with the AIG Coordinator/Specialist to adapt a variety of curricula materials and instructional practices to meet the needs of gifted learners. The Gifted Education Support Team will meet throughout the year to develop differentiated lessons and to implement goals for AIG children at each grade level. Meeting minutes will be provided by the AIG Coordinator and presented to the administration for review. Teachers work to identify possible extensions and modifications throughout all areas of the curriculum to meet the specific needs of AIG identified students. Inclusion of gifted services in the regular classroom provides the overall philosophy for the practice of differentiating the curriculum and instruction in the regular classroom. Primary Responsibilities of AIG licensed coordinator/specialist includes but is not limited to the following: Modifying and developing daily curriculum techniques specific to students with different learning modalities. Developing approved lesson plans to meet the standards of the curriculum within the classroom and assist in development of lesson plans to support AIG identified students. The AIG coordinator/specialist also develops and implements compacting lessons in reading and math to advance achievers who are accelerated in reading and math. The AIG coordinator/specialist also consistently communicates and corresponds with parents, administrators, and teachers to ensure the needs of AIG-identified students are met. The AIG coordinator/specialist coordinates Differentiated Education Plans and annual reviews for AIG-identified students, and facilitate AIG screenings. The AIG coordinator/specialist participates in-house, regional and statewide professional development meetings in order to stay current in supports that enhance gifted programs. The AIG coordinator/specialist facilitates local AIG plans through the creation, planning, executing, and evaluating phases. She works with the upper school to ensure that students in the AIG program are transitioned properly to honors, and dual enrollment classes. She works with the lower school to assist in the identification of students for the AIG program.

The primary licensure qualifications of the AIG licensed coordinator/specialist is the Academically or Intellectually Gifted Licensure. A Master's Degree is preferred. They must also be familiar with the K-12 North Carolina Standard course of Study as well as the K-12 National Gifted Standards.

*** 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.

DCS currently has one AIG coordinator/specialist.

The AIG department plans to expand its AIG team to include a dedicated AIG specialist in each of the grade band levels in order that all students' instructional needs are met. In addition, this would allow each specialist the availability to work closely with teachers and to coordinate co-teaching learning activities regularly. In turn, this would yield a robust collaborative instructional relationship routine of working with students that could be consistently implemented throughout the school year.

At the Elementary, Middle, and High School levels, the AIG specialists would be better equipped to implement defined responsibilities and roles.

The Elementary AIG specialists focus is as follows:

- Implement screening and testing
- Review transfer records and materials to facilitate the development and implementation of a student's DEP
- Serve as liaison between parents and the school
- Teach units and lessons to promote higher level thinking skills in classrooms and through pull-outs with identified and nurtured students
- Collaborate with teachers to support differentiation by providing materials, instructional strategies, unit planning and professional development
- Serve as scheduling advocates, working with principals to schedule students appropriately
- Assist with counseling AIG students on social/emotional issues
- Facilitate the transition from 5th to 6th grade
- Provide PD as needed
- Work to create Google classrooms with lessons/units for teachers to use when the AIG specialist is not directly available at the school

The Middle school AIG specialists has the following focus:

- Screen and test students as needed
- Facilitate the development and implementation of a student's DEP/IDEP
- Facilitate/co-teach honors classes for identified and nurtured students
- Serve as liaison between parents and school

- Collaborate with teachers to support differentiation by providing materials, instructional strategies, unit planning and professional development
 - Serve as scheduling advocates, working with school administrators to schedule students appropriately
 - Assist with counseling AIG students on social/emotional issues
 - Provide PD as needed
 - Facilitate the transition from 8th to 9th grade
- The High School AIG Specialists would focus on the following:
- Work with middle school specialists to support a smooth transition for 8th grade students moving to high school
 - Facilitate honors courses
 - Collaborate with teachers to support differentiation by providing materials, instructional strategies and professional development
 - Serve as scheduling advocates
 - Assist with counseling AIG students on social/emotional issues
 - Work with school counselors to help with scholarship opportunities, the Governor's School process and specialized applications for colleges and other high school experiences
 - Facilitate early admission or dual enrollment/admission to specialized schools/colleges (e.g. Durham Tech)
 - Meet with AIG students at various times in the school year to answer questions and ensure students are taking rigorous coursework

The grade-band AIG Specialists team has the availability to meet with parents when questions or concerns arise. They also work with administrators on scheduling issues and serve as the go to people when other school personnel have questions about working with gifted students.

As part of the Instructional Leadership Team, AIG specialists work with other personnel at their schools to present professional development in such areas as differentiation or project based learning.

AIG specialists also coordinate the identification of AIG students at each school.

While extremely busy, their most important role in the schools is to be a teacher for students who are academically gifted. Through Google Drive and/or other school supported shared platforms, all specialists have folders with their student information, school information, various AIG forms to use throughout the year. Currently, the AIG coordinator/specialist is licensed.

As AIG personnel are hired, if AIG licensure is needed, the school will pay the cost of coursework or pay for the Praxis examination. The school also encourages other school personnel, such as classroom teachers who work with the gifted, to pursue AIG licensure and, as the budget allows, reimburses tuition costs.

*** 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. Part of the AIG coordinator's responsibility as a member of the schools Instructional Support team is to support implementation of Professional development for all K-12 staff at various times during the calendar year. The AIG coordinator's efforts will be concentrated on the professional development that is specific for those faculty members who are involved in AIG programs and services. The training modules will focus on processes and strategies which support the diverse needs of the gifted population. The Gifted Education Support Team will continue to monitor the student data to analyze programing needs that will be addressed during professional development training for teachers who serve identified students. The AIG support team will continue to monitor student data to determine future areas of need that will allow teachers to improve their implementation of teaching methodologies that will benefit students that are being served in the AIG Program. At Durham Charter School (DCS), Teachers participate in monthly professional development. They are provided resources and training to meet the needs of identified students. Resources provided by NCAGT, Duke gifted education experts, and NCDPI are regularly utilized by classroom teachers, instructional specialists, student services personnel and school administrators. DCS will work to continue to establish specific and appropriate professional development requirements for all personnel involved in AIG programs and services.	
* Practice D Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position. AIG-identified students are placed in cluster and/or subject grouped classes with teachers previously credentialed by the state or district, or teachers enrolled in ongoing professional development. AIG-identified students in kindergarten through eighth grades will be placed with teachers who have or will have training in providing instruction to students who are identified as gifted. AIG-identified students in fifth through eighth grades will be provided English Language Arts and Math core instruction in a clustered class with an AIG trained or licensed teacher. AIG-identified students in the eighth through twelfth will have access to honors, Advanced Math and ELA classes and dual enrollment. The ultimate goal of the AIG program is to have all AIG identified scholars placed in cluster classes with teachers that have training in providing instruction to students identified as gifted. Teachers may obtain AIG licensure through a college or university at their own expense. They may also earn AIG certification by obtaining a passing score on the Praxis. Additional professional development opportunities will be provided through internal and external means. Teachers may be provided opportunities to attend the North Carolina Association for the Gifted and Talented and through the opportunities provided by the North Carolina Department of Public Instruction.	
* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. DCS will implement the following strategies to support the recruitment and retention of AIG-licensed teachers:	

DCS will provide opportunities for training for teachers seeking AIG add-on licensure as well as assistance with the cost of the Praxis examination. Opportunities are provided for professional development by a number of internal and external resources such as the North Carolina Association for the Gifted and Talented. Teachers may also attend professional development offerings at the North Carolina Department of Public Instruction. DCS ensures hiring managers, campus administrators, and the Human Resources department can support teachers to access information about taking the Praxis exam. DCS has a robust and engaging Beginning Teacher program, which allows for new teachers to meet regularly with others to feel supported as they go through the first 3 years of teaching. In addition to their school based mentors, various Instructional coaches support BTs throughout the school year in all of the specialty areas.
* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. At DCS, professional development is aligned with the NC SCOS. Professional development offerings are specifically created for teachers of students within the AIG program to consistently have well rounded, rigorous learning activities that are equitable, consistent, and excellent. It is also the coordinator's goal to change mindsets, policies and procedures in order to enhance the effectiveness of the instructional training of AIG students to in turn produce the desired results. Therefore, training objectives include "acknowledge the importance and value of meeting the unique needs of the DCS gifted population". One Wednesday per month is an early dismissal so that teachers can attend high quality and ongoing professional development that is aligned with our school's initiatives, differentiated instruction, project-based learning, and AIG program goals. The Academic Deans and the principal meet monthly with each grade level team to discuss curriculum alignment, curriculum enrichment and extensions, curriculum modifications and strategies, and project based learning goals.
* 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. DCS is committed to providing a meaningful learning experience to all students, including AIG-identified students. To ensure professional development opportunities are aligned to ongoing initiatives, AIG-licensed teachers will be included in the professional development planning process that supports the school as a whole. The AIG coordinator will attend PLCs throughout the year to assist teachers in creating curriculum at a pace that will meet the needs of identified students and high achieving students in their classes. The gifted teachers will meet with administration monthly to discuss data and professional development needs. DCS aligns professional development opportunities with local AIG program goals, district initiatives and best practices in gifted education. Teachers are offered training opportunities throughout the school year.
* Ideas for Strengthening the Standard

1. Create professional development training modules which support AIG program delivery.
2. Use funding to send teachers to PD training and other AIG activities during the holidays.
3. Seek & recruit potential hires who also have Gifted Education certification.
4. Offer ongoing PD for AIG certified teachers each quarter or semester.

Planned Sources of Evidence

* Professional Development Plan	
* AIG Budget - pay for licensure for a set number of teachers per year	
* Coaching plans	

Type	Documents	Document/Link
AIG Standard 4 Additional Resources	Document Template	N/A

Standard 5: Partnerships	
Durham Charter School (32B) 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.	DCS develops intentional two-way partnerships with parents and families to support the academic, intellectual, social and emotional needs of gifted learners. DCS communicates with parents, families and the community at large through various sources such as the school website, and weekly newsletter updates from the Executive Director and school principals. DCS encourages parent volunteering in K-12. The administrative staff and the PTO regularly provide opportunities for parents to volunteer during the school day and after school hours at events like "Hispanic Heritage Month Celebrations" and "Winter Arts Showcase". Parents receive specific communication about their children's academic and social development throughout the school year. Ongoing communication from teachers and the school includes information about differentiated instruction, acceleration, remediation and social and emotional support programs. The social and emotional needs of the AIG learners are also addressed on an ongoing basis. Student success is celebrated throughout the school year through awards ceremonies, presentations, and competitions.
* 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.	DCS partners with diverse community stakeholders to enhance and support the local AIG program and services. Partnerships have been established with The Emily K. Center, Student U Durham, North Carolina Central University, The Eagle Clinic Counseling Services, North Carolina State University, Durham Performing Arts Center, Durham Technical Community College, and The Durham Children's Initiative. DCS is continuing to develop partnerships in the community including other universities and local businesses to create real-world learning experiences for our gifted learners. DCS is working to establish local partnerships and connections to provide field experiences, volunteer opportunities, and connections with guest experts. The AIG coordinator/Specialist is working with school counselors to provide families with information regarding outside services available to gifted students. The AIG Coordinator provides students and families with information regarding Governor's School and other accelerated learning opportunities, including dual enrollment through Durham Tech's College and Career Promise. The College and Career Promise allows students to earn college credit or workforce

credentialing in preparation for their lives after Durham Charter School. This information can all be accessed in the DCS Student Handbook and through support of the counseling team at the High School level.	
* 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. DCS establishes and utilizes an advisory group to develop, implement, monitor, and revise the AIG program and plan. The advisory group includes administrators, parents, students, board members and teachers. DCS will continue to involve parents in the continuous monitoring of our AIG program and plan. Parent representation on our AIG advisory board is reflective of the diversity of our current AIG parents and families. The AIG Coordinator advises about the development, implementation, monitoring and revision of the AIG program and plan. Parent letters and surveys will be used to communicate with AIG parents moving forward.	
* 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. Information related to academic, intellectual, social and emotional needs is communicated via the AIG advisory board, the Gifted Education Support team, and parent meetings. Open Houses, Curriculum Nights, the school website, newsletters, phone and email communication, conferences on request, and written correspondence with parents are also utilized. The Parent Handbook informs families about program services as well as the rights of families and their students. AIG program documents are available in paper and electronic formats. Information related to academic, intellectual, social and emotional needs is communicated via phone call, TalkingPoints, and through the AIG handbook, available both in hard copy or digital copy. Students can also utilize their on-campus AIG support person to review this material and discuss options more fully.	
* Ideas for Strengthening the Standard 1. Continue to look for additional partnerships in the community which support the social and emotional well being of gifted students. 2. Create a special section on the School Website for Gifted Education announcements and celebrations.	
Planned Sources of Evidence	

* School Website		
* Partnership Agreements		
* School Schedules		
Type	Documents	Document/Link
AIG Standard 5 Additional Resources	Document Template	N/A

Standard 6: Program Accountability	
Durham Charter School (32B) 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.	AIG Advisory Committee reviews and revises the Durham Charter AIG plan. The AIG Advisory Committee meets once per quarter to discuss implementation, revisions, and adjustments to each of the standards. Once approved by the Durham Charter Board, the 2025-2028 AIG Plan is submitted to NCDPI for review and additional feedback. Important documents which help to monitor this practice are the current AIG plan, training provided by DPI, the Advisory Committee meeting notes and the AIG program self assessment tool. Durham Charter will conduct ongoing monitoring of the 2025-2028 AIG Plan and will focus on these key areas: 1. Student growth for identified students 2. Clear communication of identification and placement processes with parents and the community 3. Consistent deepening of implementation of differentiated curriculum 4. Professional development which supports gifted education 5. Clear district standards and requirements for teachers who teach identified students 6. Parent involvement on the AIG Advisory Board
* 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.	DCS monitors the implementation of the local AIG program and plans in accordance with current legislation and state policies to ensure fidelity of implementation of all AIG program components. The AIG Committee meets quarterly with principals, academic deans, and grade team leads to discuss updates and needs regarding Durham Charter's gifted population. AIG Committee feedback is used to inform policies and ensure implementation of program goals. In the beginning of each school year, documents are sent home by the AIG coordinator and teachers to parents of third grade students concerning the gifted identification sweep screen process. The AIG coordinator / teachers continue to review the AIG plan and program goals at scheduled meeting times to ensure fidelity of implementation for all AIG program components.

* 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. DCS will continue to develop and monitor a budget to address the needs of the gifted population. This budget, in addition to state funding, will support curriculum, instruction, and extra activities.
* 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. The Administrative team maintains and analyzes multiple sources of achievement and growth data. DCS will continue to identify patterns and trends which inform mindsets, policies and practices for equity and excellence.
* 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. AIG Coordinator conducts a review of EOG/EOC and MAP testing results at all grade levels to confirm that these pathways ensure that racial, ethnic, economic or other demographic factors do not reduce the likelihood of access to and participation in gifted education. Students can also be referred for AIG services by parents and/or teachers K-12.
* 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. Durham Charter continues to support those with AIG licensure in this plan while encouraging others to receive licensure & collect data on who already maintains this certification in each grade bands.
* 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. Durham Charter elicits regular feedback from students, parents, families, teachers and other stakeholders regarding the implementation and effectiveness of the local AIG program. DCS will continue to seek feedback from students, parents, families, and other stakeholders regarding the implementation and effectiveness of the local AIG program. DCS will continue to seek parent representation that reflects the diversity of our current AIG parents and families.

* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. Durham Charter facilitates a comprehensive evaluation of the AIG program using multiple sources of data to revise the AIG plan every three years. These data sources include the plan itself, the NCDPI local AIG plan review, Advisory Committee input, and formative and summative grade level data.			
* 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. Durham Charter local AIG program evaluation data is shared with school and district personnel, students, parents and other community stakeholders at board meetings & on the school website.			
Click here to remove the table and use only the narrative field.			
* Ideas for Strengthening the Standard			
1. Offer summer enrichment in addition to traditional summer school. 2. Monitor practices which support academic, intellectual, social and emotional enrichment for identified students. 3. Create opportunities for classroom observations by AIG certified personnel to support implementation of program goals			
Planned Sources of Evidence			
*	Advisory Committee Agenda		
	Advisory Committee Minutes		
	School Master Data		
Type		Documents	Document/Link
AIG Standard 6 Additional Resources		Document Template	N/A

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

* Approved by local Board of Education on:

04/24/2025 

AIG Related Documents

Durham Charter School (32B) 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	 Signed 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

Phrase		Definition