

Overview: Mission/Vision Statement and Funding

**East Wake Academy (92G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* LEA Superintendent's Name:

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\* LEA AIG Contact Name:

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

For 2022-2025, the East Wake Academy local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

Our vision at East Wake Academy Charter is to provide a diverse and rigorous academic curriculum in a nurturing environment, meeting social and academic needs of gifted students, while empowering them with state of the art learning to successfully engage in a 21st century global world. We are committed to providing students with educational alternatives that teach, challenge, and expand their knowledge while simultaneously guiding them in developing their full potential.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

| State Funding | Local Funding | Grant Funding | Other Funding |
|---------------|---------------|---------------|---------------|
| * \$ 0.01     | * \$ 0.01     | * \$ 0.01     | * \$ 0.01     |

Standard 1: Student Identification

**East Wake Academy (92G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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 for every student to show their strengths and talents.

Screening instruments used are:

- Parent, teacher, and other school personnel recommendations
- Aptitude tests and achievement testing
- North Carolina EOG and EOC Scores
- Documented evidence of the need for differentiated services that are one or more grade levels above the current grade.

Referral processes that lead to AIG Identification:

- Establish a School-Based AIG Team which will consist of an AIG Coordinator, LEA Representative, and 2 teachers from each respective house: elementary, middle, and high. All teachers who serve on the AIG Team must possess an AIG License.
- The AIG Program accepts nominations for students in grades three through eighth at any time from any stakeholder. Nominations can consist of formal and informal data, such as teacher checklists, gifted rating scales, and peer and self-nominations.
- The School-Based AIG Team (SBT) will review all third through eighth-grade nominations after the first nine weeks. Teachers will review all students who achieve 90th percentile or higher on End of Grade Tests.
- The SBT conducts universal screenings for all 3rd grade students using the Cognitive Abilities Test, also known as the CogAt. CogAt contains specific scores for verbal and nonverbal domains which allow students to show a variety of strengths. Research consistently supports this universal screening practice as a key means of reducing bias and ensuring equity in gifted identification (Card & Giuliano, 2016, p. 13683). The SBT reviews these assessment results to determine which students should be referred. In addition, all students have an opportunity to show their gifts and talents during daily classroom instruction and can take initiative to demonstrate and provide evidence of AIG characteristics outside of school.
- The SBT reviews students who transfer with AIG Identification after four to six weeks of school attendance.
- For students in grades 9-12, The SBT accepts nominations and follows the grades 3-8 as outlined with adjustments on timelines based on semester classes. Nominations can consist of formal and informal data, such as teacher checklists, gifted rating scales, and peer and self-nominations.

**\* Practice B**

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

**K-2 Students:**

K-2 students will be considered for identification if they are referred and demonstrate achievement in reading and/or math at least 2 grade levels above their current grade level as demonstrated on universal screeners. If students meet these qualifications and are recommended by the SBT, then s/he will be identified as IG (Intellectually Gifted).

### **3-12 Students:**

A student may be identified as Academically and Intellectually Gifted (AIG) in an area if:

#### **Criteria 1:**

**Cognitive/Aptitude:** A student must have an Standard Age Score (SAS) of 124 in math and/or reading or composite on CogAT. The SBT conducts universal screenings for all 3rd grade students using the Cognitive Abilities Test, also known as the CogAT. CogAt contains specific scores for verbal and nonverbal domains which allow students to show a variety of strengths.

#### **Criteria 2:**

CogAT subtests - 90th percentile or greater quantitative (for Math), verbal (for Reading), or both aptitude assessment score (or, depending on how scores are reported for the assessment used, a corresponding index or subscore composite accurately depicting aptitude in Math or Reading)

End of Grade (EOG) Tests in which the student has achieved in the 90th percentile or higher

#### **Criteria 3:**

- Parent checklist and formal referral
- Teacher checklist, gifted rating scale, and formal referral
- Academic grades in ELA and mathematics
- The SBT also considers student interest and motivation through the observations. Observation(s) should indicate the student exhibits gifted characteristics a majority of the time.

A student may be identified as Academically Gifted (AG) in an area if:

The student does not meet criteria for academically and intellectually gifted,

AND -Student achievement scores indicate a trend of qualifying scores,

AND -Other indicators, except aptitude, reflect a need on the Summary of Eligibility and Options.

A student may be identified as Intellectually Gifted (IG) if:

The student does not meet criteria for academically and intellectually gifted,

AND -Student composite aptitude score indicates the student is at the 97th percentile or higher,

AND -Other indicators, except achievement, reflect a need on the Summary of Eligibility and Options.

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

**\* Practice C**

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

East Wake Academy will:

Administer a broad sweep aptitude test with all populations in third through seventh grade. This will ensure to catch any students missed by screeners due to CoVid. CogAt contains specific scores for verbal and nonverbal domains which allow students to show a variety of strengths. Research consistently supports this universal screening practice as a key means of reducing bias and ensuring equity in gifted identification. From this screener, The School-Based AIG Team will disaggregate data to determine a potential screening pool. Classroom teachers are informed of the use of multiple criteria and characteristics of gifted students within culturally diverse groups. The School-Based AIG Team will determine which students should move to referral.

Teachers will implement instructional strategies to students whose data demonstrate the need for them to be able to show their strengths. SBT will provide professional development to expand understanding of giftedness and address misconceptions about various sub-groups.

**\* Practice D**

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

East Wake Academy will:

- Establish a School-Based AIG Team which will consist of an AIG Coordinator, LEA Representative, and 2 teachers from each respective house: elementary, middle, and high. All teachers who serve on the AIG Team must possess an AIG License.
- Establish staff development training for all School-Based AIG Team Members.
- Train new teachers in the best practices of screening and identification for consistency of implementation at the beginning of the year, PLC Meetings, and an early release Professional Development Day.
- Have administrators and the AIG Coordinator attend leadership meetings to share AIG Identification information.

The School-Based AIG Team will maintain student AIG records including, but not limited to:

- Students identified in any area under the AIG umbrella will have a current Differentiated Education Plan (DEP)
- AND a notice of AIG Identification form will be placed in the student's cumulative folder and an AIG identification sticker will be placed on the front of the folder indicating AIG identification.
- Records for students referred but NOT identified will be included in the student's cumulative folder: Referral to AIG Program and documentation of why the student did not qualify.

**\* Practice E**

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

East Wake Academy will:

- Continue to maintain the AIG Webpage embedded in the EWA homepage.
- Host an interest meeting in September of each school year so parents and the community can learn about AIG Services.
- Update and continue to use the AIG Program Brochure.
- Have teachers inform parents of the differentiation strategies used at the beginning of the school year in grades 4-8.
- Have teachers inform parents of differentiation opportunities that they have provided within their classes with specific examples during the year.
- Translate all written materials into students' native language.

**\* Practice F**

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

- School personnel gathers the following information on the candidate: grades in English Language Arts and mathematics, performance data, parent and teacher checklists, and standardized testing history (if applicable).
- The SBT reviews the information gathered and makes a recommendation to refer or not to refer.
- The AIG Coordinator will meet with school staff to share the process for identification and development of the Differentiated Education Plan (DEP) which outlines services. Teachers review and develop appropriate DEPs for AIG identified students.
- The AIG Coordinator files information for candidates not referred for one year.
- The SBT informs parents and teachers of the decisions of all candidates.
- Maintain documentation in placement folders in the school's records room.

**\* Ideas for Strengthening the Standard**

- Section E: Add an FAQ section on the AIG Webpage to address potential questions regarding AIG Identification Process and Services.
- Section B: East Wake Academy needs to employ more assessment instruments and nontraditional measures that will ensure equal consideration for traditionally under-represented AIG populations.
- Section F: Implementation of Grade 3-12 AIG digital portfolio to maintain records and work samples of students to be shared with staff and families.
- The SBT will also research and review the impact for K-2 identification when presented with supporting data possibilities.

**Planned Sources of Evidence**

- \* Site Review Team Records
- \* Copy of AIG Plan Parent Communications
- \* Beginning of year meeting agenda/presentation SBT agendas Teacher sign-in roster for proof of attending professional development

| Type                                | Documents | Document Template | Document/Link |
|-------------------------------------|-----------|-------------------|---------------|
| AIG Standard 1 Additional Resources |           | N/A               |               |



Standard 2: Comprehensive Programming within a Total School Community

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**Standard 2: Comprehensive Programming within a Total School Community**

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

**\* Practice A**

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

There is not a pull-out program for AIG Services at EWA. Classroom teachers integrate their services into the daily instructional day. Grade level (K-8) teams meet to create student groups to give enrichment opportunities for core content. At least 3 hours a week is given for smaller group enrichment opportunities with core content.

In addition, core classes design instructional practice which focuses on rigor, relationships, and relevance including:

- using critical thinking skills
- curriculum units using Universal Design
- learning styles, and multiple intelligences considered when creating lesson plans
- algebraic thinking
- Bloom's Taxonomy
- hands-on science and math
- tiered lessons
- learning contracts
- independent study/advanced novel studies
- project-based and personalized learning/playlists

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

**\* Practice B**

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

East Wake Academy will:

- Communicate and collaborate with all grade level teams to make sure enrichment activities are aligned to the total instructional program. Monthly DAT meetings with LEA, grade level teams and MTSS coordinator are performed.
- Develop a task force to create policies when serving twice-exceptional children (EC Teacher from each house, AIG Coordinator, and certified teachers).
- Have a common place to store resources and materials that are accessible to all teachers who work with gifted students.
- Review all Local Board of Education (LBE) policies bimonthly that relate to AIG to ensure policies are effective and based on best practices.

**\* Practice C**

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

The teachers will determine if students in grades 6-8 go into an advanced class for ELA and mathematics by using the following criteria:

- Final score of i-Ready Diagnostic for ELA and mathematics
- EOG Scores of ELA and mathematics in the 95th percentile or higher CogAT SAS Score of 124
- Students in 5-8 will receive enrichment opportunities during "iblock" grouping for 3 or more hours each week. Iblock is a time for students to be grouped by ability levels to get tiered instruction.
- Students in grades 3-4 will be grouped in the same homeroom classes with a teacher who possesses an AIG License, so enrichment can be integrated throughout each instructional day.
- Students will also receive enrichment during the school's "Eagle Time" which either provides intervention or enrichment for 30 minutes each day. During Eagle Time, students will read advanced novels and complete project-based learning projects.

**\* Practice D**

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

There will be a common Google Slide Presentation that is used for sharing about AIG programs and services. Teachers and other school personnel will have access to this.

Instructional services and programs for gifted learners will be discussed quarterly at all PLC and SBT Meetings.

Teachers will use the FAQ Guide on the website to refer to if they have any questions about gifted services.

The AIG Coordinator will present to the board at least two times a year to be able to speak about AIG, services offered, or concerns.

The AIG Coordinator would also be a part of any curriculum, policy, or finance meetings.



**\* 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.

- Provide notification of student services to instructional staff at the beginning of the year through a meeting and forms indicating what area(s) of eligibility students will be served.
- Quarterly School Based Team meetings (DAT meeting, review of local board, grade level team meetings) will be scheduled to discuss services.
- Student data, including the current Differentiated Education Plan (DEP), will be housed in cumulative folders, and the following will be included in those folders: how the student was identified, how the student is currently identified, and how the services should change in the next grade span.
- There will be an annual meeting with parents to discuss each student's services.
- BOY/EOY transitional meetings between houses (Elementary, Middle, High School) will review DEPs including counselors, LEA, AIG specialists, and regular education teachers. Transitional meetings from 8th to 9th grade include discussion and schedule for advanced coursework.

**\* Practice F**

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

Teachers, guidance counselors, and social workers are trained on how to deal with special problems issues pertaining to the gifted learner, such as:

- underachieving students
- twice-exceptional students
- students from diverse populations
- intellectually gifted students

Core Behavior Committees have been formed to help implement a social and emotional program into each house: elementary, middle, and high school. Training that needs to be done will be provided for all staff. A staff referral system is in place in each house for students referred to the counselor as needed.

All staff (K-8) will use a P2 program to ensure SEL skills are being taught weekly to students to address different social-emotional needs.

9-12 students have access to Say Something App to ensure the safety of all students.

**\* Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

- Students in grades 6-8 have the opportunity to be placed in advanced math and ELA Classes. In these classrooms, there is acceleration, and standards are compacted. For example, in math, all sixth-grade and half of seventh-grade standards are taught.
- In grades 3-5, students are given enrichment in the area(s) of eligibility (either reading or math).
- Students in 5-8 will receive enrichment opportunities during "block" grouping for 3 or more hours each week. Block is a time for students to be grouped by ability levels to get tiered instruction. Guest speakers/specialists/experts in the field of study are invited on various topics to enrich the lessons and create further inquiry opportunities.

- Teachers are asked to give three assignments each quarter that offer enrichment. Students in grades 3 & 4 receive enrichment with a teacher during Eagle Time (5 times a week for 30 minutes).
- Junior National Honor Society, JNHS, gives academic opportunities to students that excel in learning.
- Off-campus enrichment opportunities and authentic experiences are given for IG/AIG learners.

**\* Practice H**

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

- -Gather feedback directly from students of under-represented populations to discuss service options outside of traditional services that are needed.
- -Elementary Mathematics
- EWA has implemented Engage NY as a core curriculum program in grades K-5. This research-based curriculum provides extensions and enrichments in addition to appropriate, conceptual development across mathematical domains. EWA personnel will continue to support this implementation and determine appropriate resources and professional development to address the needs for higher-ability and gifted math learners.
- -High School Honors Courses
- Teachers implement honors level curricula which vary from standard level classes through content, process, and/or product modification based on readiness, interest, and learning profiles.
- Utilization of mentorship, interest-based learning, peer counseling, and other strategies to meet the needs of diverse AIG learners.

**\* Practice I**

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

**The following are K-4 extra-curricular clubs or programs that are offered:**

- Geek Gang (robotics and coding)
- Book Club
- STEM/STEAM (building a Soap Box Derby Car & traveling to participate in The Gravity Games)
- Safety Patrol
- Orchestra
- Girls on the Run

**The following are examples of middle school extra-curricular clubs or programs that are offered:**

- Student Council
- COLE (Battle of the Books for Charter Schools)
- Sports (soccer, basketball, baseball, volleyball, softball, cross country, golf, cheerleading)

Dance

Diversity

Orchestra

FBLA (Future Business Leaders of America)

STEM

Safety Patrol

Diversity

First Priority

Junior National Honor Society

Project Based & Personalized Learning Activities in middle school that allow students to research topics of their choice.

**The following are examples of high school clubs that are offered:**

Future Business Leaders of America (FBLA)

National Honor Society

Student Council

Green

Clogging Team

Glee

Art

Spanish

Future Investigators of America

Gaming

Sports (soccer, basketball, baseball, volleyball, softball, cross country, golf, cheerleading)

NC Gravity Games is an opportunity that students in fourth grade and middle school can attend after building a Soap Box Derby Car.

Orchestra

**\* Ideas for Strengthening the Standard**

- --site visits to other schools to see how AIG is implemented in grades K-5.
- --implementation of a math program for grades 6-8
- --become more consistent across the district distributing information about Duke TIP, Governor's School, Summer Ventures, and other such programs
- --Practice F: implementation of a strong SEL component in 9-12 for AIG students

**Planned Sources of Evidence**

- \* Unit lessons DEPs Learning contracts, tiered assignments, project-based & personalized learning rubrics CogAT PLT (Professional Learning Team)/DAT/MTSS Minutes
- \* mClass/Dibels i-Ready Diagnostic K-2 Assessments EOGs
- \* Professional Development agendas, Google Slides, and rosters Formative and Summative Assessments Benchmark Testing

**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 through the use of differentiation strategies, including enrichment, extension, and acceleration.

Teachers of AIG students share "Best Practices" throughout the year through district Professional Learning Community (PLC) opportunities in selected content areas.

Administrators purposefully place AIG and potentially gifted students in appropriate learning environments which provide acceleration and growth opportunities within advanced content. The Director of Innovation and Teacher Development offers training to support personalized learning and relevant and innovative classroom instruction.

Teachers from all houses (Elementary, Middle, and High School) are being trained through NCDPI Rethink cohort for blended learning. When the course is complete, they will disseminate training among their house staff.

EWA currently addresses gifted curricula using the following resources: Teacher developed tiered assignments, curriculum compacting assignments, and independent study units which include strategies such as:

-Literature Circles

-Problem-based Learning

-Personalized Learning

-In-class/Across-grade flexible grouping (student movement based upon current data to encourage development of potential)

**Grades K-2**

Primary Education Thinking Skills (PETS) and research-based gifted curriculum models

**Grades 3-5**

-Identification of AIG potential through aptitude and achievement tests (Grade 3)

-Cluster grouping for identified students

-Project-Based Learning implementation (initial phases)

**Grades 6-8**



|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>-Advanced math sequence in middle school</li> <li>-Advanced language arts sequence in middle school</li> <li>-In-class/Across-grade flexible grouping</li> <li>-Project-Based Learning implementation (initial phases)</li> <li>-Students in 5-8 will receive enrichment opportunities during “iblock” grouping for 3 or more hours each week. Iblock is a time for students to be grouped by ability levels to get tiered instruction.</li> </ul> <p><b>Grades 9-12</b></p> <ul style="list-style-type: none"> <li>-Honors classes</li> <li>-Advanced placement classes</li> <li>-Project-Based Learning implementation (initial phases)</li> </ul> | <p><b>* Practice B</b><br/> Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.</p> <p>EWA established clear guidelines and expectations for teachers who provide direct services to gifted learners. These instructional strategies currently implemented with high ability and gifted learners include, but are not limited to:</p> <ul style="list-style-type: none"> <li>-Tiered assignments</li> <li>-Curriculum compacting</li> <li>-Independent studies</li> <li>-Levels of Questioning</li> </ul> | <p><b>* Practice C</b><br/> Incorporates a variety of evidence-based resources that enhance student learning.</p> <p>Instructional techniques will be enhanced through the use of current research models including Universal Design for Instruction, Bloom's Taxonomy, and Multiple Intelligences. Also, the following will be used during the instructional day:</p> <ul style="list-style-type: none"> <li>-Critical Thinking Skills</li> <li>-Learning Styles and Multiple Intelligences</li> </ul> |
|---|--|---|

-Algebraic Thinking

-Curriculum Units

-Resources provided to teachers of sample activities for enrichment opportunities

-MTSS framework (including AIG/enrichment)

-Standard Treatment Protocol (STP)- resources for teachers listed by tiers (including AIG/enrichment)

-Blended learning cohort- teacher training is given to all staff

**\* Practice D**

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

Teachers implement strategies that allow students to work in collaborative groups, teaming together in problem-based learning situations.

Students will engage in learning tasks that foster 21st-century skills at more advanced levels. EWA's Director of Innovation works cohesively to ensure teachers are aware of the digital learning competencies.

Student council opportunities for students to practice and demonstrate their leadership skills.

JNHS/NHS for students academically excelling to foster lifelong learning.

Community outreach through service learning projects.

**\* Practice E**

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

The AIG Coordinator will work with the grade level teams in our school to support the analysis of ongoing students' assessment data and to formulate effective assessments that encourage learning opportunities that reinforce, develop, and challenge students' thinking.

End-of-grade/course assessments, district benchmarks, and common assessment data provide teachers with student and class feedback in both reading and math. Teachers can chart student growth to help shape future instructional planning.

Teachers will work with the AIG Coordinator/SBT to analyze benchmark assessment scores, end-of-grade results, common assessments, and other universal screeners. Ongoing assessments continue to provide critical information on student performance, program effectiveness, and instructional design.

DAT meetings are performed with LEA, grade level teams, and MTSS coordinators to ensure data is being used to drive instruction including core class learning and enrichment opportunities. Teachers will provide flexible grouping based on data.

**\* Practice F**

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

Gifted personnel provide information concerning the social and emotional needs of gifted learners and create professional development for school counselors. Program personnel provides similar information to parents and gifted learners through brochures, websites, and other media. Through a collaborative effort between the gifted education program and other educators, EWA trains regular education teachers and counselors in appropriate practices to encourage the effective development of gifted learners. This training includes information and resources on how to deal with special problems and issues pertaining to the gifted learner, including subject or grade accelerated students, underachieving, underperforming students, twice-exceptional students, students from diverse populations, and intellectually gifted students.

Counselors also meet the needs of gifted students by assisting them with:

- Freshman orientation
- Course selections
- Grade transitions
- College applications
- Career planning
- Scholarships
- Study Skills
- Enrichment opportunities

Summer Camp or Enrichment opportunities are offered to students through off-campus programs.

Provide a lending library for teachers with curriculum materials that highlight best practices for meeting the social and emotional needs of gifted learners.

School-wide teacher book study for best practices is given yearly.

**\* Practice G**

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

Students in grades K-3 receive enrichment and acceleration opportunities as indicated by performance on informal assessments and determined by grade level Professional Learning Communities (PLCs) at each school. In order to recognize gifted potential, schools utilize Primary Education Thinking Skills (PETS) to provide opportunities for students to demonstrate critical and creative thinking at the highest levels to work together. All students in K-3 have an opportunity to participate in using resources supplied by the district. EWA offers professional development in implementing a nurturing program in K-3 classrooms. Teachers provide rosters of K-3 students who are participating in the nurturing program (PETS). EWA supports the development of an appropriate K-2 curriculum utilizing research-based, gifted education curriculum models that will extend the PETS program. Students who demonstrate additional need, participate in small groups and/or individual activities to enhance thinking skills further. Using PETS data and classroom observation of student performance, teachers form flexible groups.

These small groups can be pulled during Eagle Time in which intervention or enrichment occurs.

**\* Practice H**

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

The gifted program:

-Provides online opportunities for district Professional Learning Community (PLC) and collaboration

-Works with AIG Coordinator to compact curricula standards that allows for middle school students to enroll in high school course(s) -Works with School Based Team to determine class placement criteria

-K-8 (during Eagle Time and iblock classes) teachers use standards and lessons discussed with SBT/AIG Coordinator from data to differentiate curriculum and instruction given to flexible grouping.

-Protected DAT time (includes grade level teams, LEA, and AIG coordinator) and grade-level planning; which include a clear agenda to further discuss students and to review DEP goals for individual student needs.

-Open communication between EC, AIG, and grade level teachers so that the needs of twice exceptional students are not overlooked.

**\* Practice I**

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

EWA serves students who demonstrate a need for a differentiated learning environment: Grades K-5 (approved cluster/subject grouping), Grades 6-8 (Advanced Language Arts or Advanced Mathematics sequences), and Grades 9-12 (Honors or Advanced Placement Courses) based upon the criteria established through this plan and district procedures. Teacher-developed Differentiated Education Plans (DEPs) for identified students indicate the learning environment and instructional service options appropriate for their indicated academic needs. DEPs indicate the research-based instructional strategies used with AIG-identified students. Parents meet with teachers and students to discuss the development of the DEPs and how instruction will change to meet academic needs. Teachers outline their responsibilities, along with the roles of students and parents in the educational process. Teachers maintain documentation of each instructional strategy utilized and maintain samples of students' work indicative of the students' academic abilities. During the year, teachers constantly update students regarding progress and performance. However, they must also update parents on their student's progress on gifted expectations. Teachers evaluate these DEPs annually to ensure the continuation of appropriate academic services within the gifted program. Teachers implement the DEP as written with changes approved through the School Based Team as needed. Such changes involve all stakeholders including students and parents.

**\* Ideas for Strengthening the Standard**

-Utilization of 1:1 technology for blended learning

-D: teacher training for 4Cs and how to show evidence in lesson planning

-additional courses in middle school

-adding STEM/STEAM components in middle and high school

- As teachers implement personalized and problem-based learning, teachers will meet students' individual academic needs.

-implement walkthroughs consistently with purpose

-explore resources compatible with available technology applications

-Rigor and relevance of gifted services should challenge gifted learners in all instances and challenge students by modifying the content, process, product, and learning environment. While some teachers use strategies that address abilities, readiness, interest, and learning profiles, EWA recognizes inconsistencies across the school with the implementation of research-based differentiation strategies for gifted learners. EWA's initiative of personalized learning aligns with the need for consistency.

### Planned Sources of Evidence

\* -Elementary, Middle, and High Schools AIG services/placement fidelity checks -Elementary, Middle, and High Schools AIG Services DEP checks -PLC agendas/rosters -Teacher-developed tiered assignments,

\* -Primary Education Thinking Skills Professional Development rosters -Primary Education Thinking Skills Behavioral Checklists -Primary Education Thinking Skills Small Group Checklists -Baseline data

\* -Annual evaluation to administrators, teachers, and random samples of AIG-identified students and parents -AIG Service Reviews document advanced content and research-based learning opportunities, etc

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



Standard 4: Personnel and Professional Development

**East Wake Academy (92G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 4: Personnel and Professional Development**

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

**\* Practice A**

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

-SBT has AIG experience. Some teachers have AIG added to their licenses.

-Provides support to personnel overseeing the delivery and planning of AIG instruction; data is reviewed during grade level meetings (agenda shared and collaborated with AIG coordinator) and school DAT meetings (with AIG coordinator, counselor, grade level teachers, and MTSS coordinator)

-Collaborated with other district or charter school leadership teams to discuss best practices for gifted students.

-Establishes clear, equitable, and comprehensive student identification procedures for gifted screening, referrals, and identification through SBT.

-Ensures consistency in program implementation

-Maintains the documentation of School-Based Team Decisions

-Oversees processes for Differentiated Education Plans and annual reviews

-Provides curricula resources to appropriately challenge and serve gifted learners and students with gifted potential

-Encourages and supports the use of 21st Century content and resources

-Monitors the credentials of teachers of AIG students

-Oversees accelerative instructional and placement options within the schools

-Encourages extra-curricular programs, competitions, and contests

-Coordinates communication with all AIG stakeholders including the AIG School Based Team, publications, and any paperwork regarding AIG program and services

-Evaluates, refines, and informs AIG stakeholders of all aspects of AIG programming including a written plan, services fidelity, state funding, program evaluation, data collection and dissemination, and rights of AIG stakeholders

-Participates actively in area meetings, professional development opportunities, and other state initiatives to support gifted programs

**\* Practice B**

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

-Provides feedback for teachers in regards to enrichment opportunities/lesson plans

-Serves as a member and maintains records for the School Based Team who oversees identification and placement decisions regarding gifted identification

-Supports AIG programming by educating staff on the processes, procedures, and protocols in gifted education

-Works with school personnel and data information services to complete fidelity checks related to program services, teacher credentials, and required communications

-Manages tasks related to fidelity checks\

-Provides parent letters and DEPs

-Assists in reviewing students and school data and program evaluation data

-Assists in the development of processes related to screening, referral, identification, and placement of gifted students

-Meets with PLC's at schools upon request to assist in implementing strategies for AIG students

-Organizes testing procedures for school personnel to test for appropriate student services - Distributes materials and resources to school

-Participates in AIG In-House Audit

-Helps redesign professional development for various gifted programming, such as, but not limited to PETS to support system structures

-Provides training or assistance to teachers who teach gifted students.

**\* Practice C**

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

Professional Development Topics for Classroom Teachers -Instructional

Practices given by AIG School Based Team. Topics include:

-Characteristics of Bright and Gifted Learners

-Primary Education Thinking Skills (PETS)

Professional Development Topics for Counselors

-Social and emotional needs

-Issues in gifted education

AIG Procedures, Processes, and Protocol Topics:

-Differentiated Education Plan (DEP) implementation

-Screening, nomination, and referral processes

-Evaluation

-Service/Annual reviews

-Transition guidelines

-Scheduling and placement options

-Advanced content protocols

Topics include the following:

-Professionalism and Advocacy (History, Legislation) -Characteristics (Development and Issues)

-Identification (Assessment, Multiple Criteria)

-Learning Environments (Physical, Social, Questioning) -Instruction (Methods/Models)

Provide professional development for classroom teachers who provide instruction to AIG learners at elementary, middle, and high school levels. This instruction consists of online modules, face-to-face instruction, classroom visits, and lesson planning/coaching components.

Teachers from all houses (Elementary, Middle, and High School) are being trained through NCDPI Rethink cohort for blended learning. When the course is complete, they will disseminate training among their house staff.

**\* 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.

Teachers who work with gifted learners in the following settings must possess AIG licensure:

-Elementary English/Language Arts teachers

-Elementary mathematics teachers

-Middle school English/Language Arts teachers

-Middle school mathematics teachers

-High school core area honors teachers

Teachers may obtain licensure by taking the Gifted Education Praxis Test (5358) and obtaining a passing score of at least 157 (as set by the state of NC). Documentation of scores must be shown. Administrators sign documentation that students are appropriately placed with AIG credentialed teachers.

All elementary and middle school identified students and students with high-performance data must receive services with a credentialed teacher, even if services are delivered in a regular classroom environment. High school administrators place AIG-identified students in honors courses with teachers who have earned credentials.

In the event that a beginning teacher must be assigned to teach gifted students, he/she must obtain AIG Licensure within the school year.

**\* Practice E**

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

EWA's AIG program supports the school's initiatives which includes:

- relationships, relevance, and rigor. The AIG Program supports these initiatives by providing AIG professional development to teachers who provide services to gifted students.
- Teachers from all houses (Elementary, Middle, and High School) are being trained through NCDPI Rethink cohort for blended learning. When the course is complete, they will disseminate training among their house staff.
- Promote and encourage PD outside of the district to support best practices for gifted learners.

**\* Practice F**

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

Teachers have opportunities to apply what they have learned in professional Development.

Teachers have a daily planning time during the instructional day in which they can collaborate and plan lessons to help meet the needs of gifted learners.

Professional learning days are given to staff for PD training without students (Early Release or full PD day).

Technology Thursday after-school training is provided to all staff bimonthly for technology integration.

Google Drive/Classroom for all staff to access AIG resources such as PD training material, exemplar lessons, and differentiation of materials for core classes.

**\* 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.

MTSS team will work to be sure to include professional development that will support all learners. These opportunities include but are not limited to differentiation, leveled tasks, escape rooms, high order thinking activities, etc.

**\* Ideas for Strengthening the Standard**

A: Goal to have more teachers AIG certified throughout all three houses.

C: Being more transparent with parents about the process so AIG students have maximum opportunity for growth.

E: Provide more opportunities for teachers with AIG Licensure to network with teachers from other schools through conferences and workshops.

E: Plan and implement "AIG 101" PD opportunities for staff that covers topics such as Characteristics of Gifted Learners, Methods and Models for Gifted Instruction, SEL for gifted learners, etc. based on current research best practices- modeled by AIG School Based Team.

F: Hiring a part-time/full-time AIG Specialist to be able to effectively handle paperwork, parent communication, and professional development

**Planned Sources of Evidence**

\* Revisit the budget to structure current classroom teacher allotments to the intended roles Increase the number of teachers seeking AIG certification - Professional Growth Plans -Instructional snapshots

\* -Presentation/workshop handouts -Resource lists -Fidelity checks

\* - Training/meeting agendas -List of teachers who have earned AIG credentials -Registration for gifted conferences/workshops -AIG Drive

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



Standard 5: Partnerships

**East Wake Academy (92G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

--EWA seeks to engage all stakeholders regarding assurance of appropriate gifted service options for gifted learners.

--The AIG School Based Team will:

-hold AIG meetings to educate stakeholders regarding the system's AIG policies and programs

-provide training for teachers, administrators, and counselors on the unique needs of the gifted, and

-update the website to include information explaining appropriate services for the

academic/intellectual, and social/ emotional needs of AIG students.

-Families and guest speakers are invited into the school to present on expert topics of student interests

-Yearly DEP review meeting with families for AIG students

-Collaboration with other district departments to share successes and seek further strategies to increase family engagement

**\* Practice B**

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

The AIG School Based Team shares information with all stakeholders regarding the local program, plan, and policies through various media, and face-to-face meetings.

AIG Coordinator presents AIG programming information and updates annually.

EWA will hold annual meetings with parents/families regarding services.

The EWA website includes general programming information and a copy of the AIG plan, as well as highlights AIG policies and practices.

**\* 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.

The AIG School Based Team:

-receives input from school and community for Gifted Leadership Advisory Team (GLAT) candidates,

-invites the participation of the community, and holds meetings every school year to discuss current AIG issues, standards, and implementation.

-The purpose of the GLAT is to review program evaluation results and determine program goals. They provide input and feedback on program processes and procedures; share what is working well and suggestions for improvement for the implementation of the AIG plan; analyze and monitor district-level program effectiveness.

-Time is protected for parents and community members' questions about the school's AIG program

- EWA AIG Coordinator develops an AIG Advisory Council Interest Survey. This survey is shared with all parents/guardians, staff, students, and community members through both the website and grade-level team communication. All persons of interest from the survey are invited to participate in the AIG Advisory Council meetings.

**\* Practice D**

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

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

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

The AIG Program ensures the participation of stakeholders through informational

meetings, automated emails, published articles, and AIG surveys. Gifted personnel work with other personnel to deliver and explain AIG information to interested Spanish-speaking parents/guardians at school meetings and provide written information in Spanish. As requested, personnel will seek translators for other languages to appropriately support all populations. Contact information for all families is collected each year for school registration and updated by teams at the start of the year.

**\* Ideas for Strengthening the Standard**

A: students' digital portfolios are shared with families as well as staff to showcase what they have learned

A: more off-campus educational opportunities for students and families to engage in enrichment activities

E: The gifted education program will seek more opportunities to engage parents/families within the various components of the school's program.

Develop strategies to improve/increase community connections to gifted education

Provide intentional opportunities for parent involvement

**Planned Sources of Evidence**

\* -Brochures -Gifted Leadership Advisory Team documents

\* -Website -AIG meeting documents

\* -Survey and results -Identification paperwork

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

Standard 6: Program Accountability

**East Wake Academy (92G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 6: Program Accountability**

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

**\* Practice A**

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

In the development of this local plan, EWA will:

- Plan was revised based on comments from review in Spring of 2020, using the unpacking document from NCDPI
- outline student identification and placement,
- provide differentiated curriculum and instruction,
- describe personnel roles and professional development,
- deliver comprehensive programming within the total school community,
- create partnerships and involve various stakeholders, and
- ensure program accountability.

**\* 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.

Currently, EWA monitors the implementation of the program by the SBT/AIG coordinator/LEAs using the following methods:

- Placement fidelity checks
- Parent, teacher, student and administrator surveys
- Meetings/visits with classroom teachers by LEAs/AIG coordinator
- Gifted Leadership Advisory Team meetings
- Review of available data

**\* 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.

The budget allocates for AIG testing materials and scoring, curricula resources, and professional development for advanced learning staff, and professional development for appropriate resource implementation. The SBT team and finance office will meet to create an AIG budget and monitor the implementation of the budget.

**\* 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.

EWA maintains, analyzes, and shares information about student achievement and growth data. Each administrator presents school, grade, and subject data to the PLCs, and teachers receive their personal data for previous students and projected data for current students. SBT, grade level teachers, and AIG Coordinators meet to analyze student growth and achievement data on assessments such as EOG, iReady, and EOC. High school guidance counselors and SBT meet with AIG students to ensure their educational needs are being met to prevent dropouts. In the event an AIG student drops out, an exit interview will occur to find out why the student left the school.

**\* 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.

EWA monitors various subgroups represented within the gifted education program. The AIG School Based Team records provide documentation of the inclusion of special populations in screening, nomination, referral, and placement procedures. In addition, the system's structures include higher-performing students in advanced content grouping/courses in order to nurture the potential of all populations. Through such inclusive programming, diverse populations have access to advanced content including culturally/ethnically diverse, economically disadvantaged, EL, and twice-exceptional students. SBT will meet three times per year to analyze AIG headcount and to monitor and discuss representational gaps. SBT will also look at local norms to ensure that a single criteria is not blocking identification for specific subgroups.



SBT/AIG coordinator will collaborate with school MTSS teams to determine students that are performing or progressing at a higher than normal average and are not identified as AIG. These students will be added to a watch list.

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**Percent Ethnicity Identified as AIG**

|               | Asian % | Black % | Hisp % | Native Amer % | Multi % | Pac Islander % | White % |
|---------------|---------|---------|--------|---------------|---------|----------------|---------|
| <b>Female</b> | ---     | ---     | ---    | ---           | ---     | ---            | 5.29%   |
| <b>Male</b>   | ---     | ---     | ---    | ---           | ---     | ---            | <5%     |
| <b>Total</b>  | ---     | ---     | ---    | ---           | ---     | ---            | <5%     |

**Percent of Total AIG Students Identified as Dual Exceptionality**

**\* Practice F**

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

The AIG Coordinator maintains a database of all teachers who have "AIG Credentials" which includes AIG licensure, previous AIG endorsement, Advanced Placement certification, or previous honors credentials.

**\* Practice G**

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

EWA elicits and utilizes feedback from students, parents/families, teachers, and other stakeholders to evaluate and revise AIG programming. The Gifted Leadership Advisory Team revises the surveys annually to reflect the program goals and objectives.

**\* Practice H**

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

Sources of data include the following:

- Annual surveys for parents, teachers, students, and administrators
- Achievement data from EOG and EOC courses

-Benchmark assessment data

-Headcount data

-Feedback from Gifted Leadership Advisory Team

DAT meetings are held to analyze data, provide feedback for current AIG strategies both positives and areas for improvements, and discuss the implementation of next steps for learners with SBT/AIG Coordinators/MTSS Coordinator.

SBT will use the feedback from the Gifted Leadership Advisory Team (GLAT) to evaluate the effectiveness of the local AIG program and look at successes and challenges.

SBT will review any legislative changes or policy updates from NCDPI.

**\* Practice I**

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

EWA currently shares data from the program evaluation to the Gifted Leadership Advisory Team and the school board.

**\* Practice J**

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

EWA has developed policies, procedures, and practices using both quantitative

and qualitative data to ensure the protection of the rights of all AIG students. A parent/guardian signs as an acknowledgment of receipt of the parents' rights document and personnel file signed documentation in the AIG records.

All academically or intellectually gifted students must be provided a free appropriate public education. Differentiated services will be provided for the academically or intellectually gifted student (1) at no expense to the parent/guardian, (2) according to the guidelines of EWA's Academically and Intellectually Gifted Program, and (3) according to the student's Differentiated Education Plan (DEP).

Nomination: When any person thinks that a child is academically or intellectually gifted and may need differentiated educational services, that person should inform school personnel in writing the reasons for nominating the child and complete the appropriate student checklist as requested. The nomination should include information about the student's characteristics and strengths that require differentiated services.

Screening and Evaluation: screening process must be followed: 1. A School Based Team must review nominations and based on need, make recommendations for referral for further evaluation. 2. The parent/guardian must give written consent before any individual evaluation may be administered. 3. Student eligibility for differentiated services will be determined by a School Based Team trained to make appropriate recommendations for an individual student. Parent/Guardian receives a written copy of the team decision. The parent/guardian has the right to ask to meet with the School Based Team to review the decision. In order for the school to provide formal gifted services, a parent/guardian must provide written consent. If the parent/guardian does not agree with the system's decision concerning eligibility, he/she has the right to submit the results of an independent educational and intellectual evaluation. The evaluation must be administered by a qualified examiner who is not employed by the education agency responsible for the student's education. Measures of intellectual aptitude and achievement are two of the formal criteria considered in determining eligibility, and additional measures do not necessarily guarantee

placement in the Academically or Intellectually Gifted Program, although those results will be considered. EWA DOES NOT PAY FOR INDEPENDENT EDUCATIONAL OR INTELLECTUAL EVALUATIONS. For students identified as academically or intellectually gifted, a Differentiated Education Plan or program must be written. Such a plan will include student strengths and the options considered by the School Based Team as appropriate to meet the student's educational needs. Placement is the end result of the referral, evaluation, consideration of all criteria involved in giftedness, and the development of the DEP. EWA must ensure that placement is based on multiple indicators of giftedness and that the options chosen are based on the needs of the student.

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

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

**\* Ideas for Strengthening the Standard**

E: The AIG School Based Team must develop procedures to monitor the representation and performance of highly gifted populations.

F: Annual monitoring of the credentials of high school honors teachers for possible inclusion in appropriate professional development.

H: EWA needs to receive feedback on a more consistent basis and desires to better analyze and reshape the program based on the data received.

Address concerns from other standards which directly impact this standard

**Planned Sources of Evidence**

\* Documentation of board approval State feedback

\* Fidelity checks Survey documentation (letters, links)

\* Survey results Gifted Leadership Team Advisory meeting agendas

| Type | Documents | Document Template | Document/Link |
|------|-----------|-------------------|---------------|
|------|-----------|-------------------|---------------|

|                                     |  |     |  |
|-------------------------------------|--|-----|--|
| AIG Standard 6 Additional Resources |  | N/A |  |
|-------------------------------------|--|-----|--|

Local Board of Education Approval

**East Wake Academy (92G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

10/12/2022 

Original Application Submission Date: 11/03/2022

**Type Documents Document Template Document/Link**

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

 [Local Board of Education Approval Template](#)

 [East Wake Academy Local Board Approval](#)

AIG Related Documents

**East Wake Academy (92G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Required Documents**

**Type Document Template Document/Link**

Local Board of Education Approval Signatures [Upload at least 1 document(s)]  [Local Board of Education Approval Template](#)  [East Wake Academy Local Board Approval](#)

**Optional Documents**

**Type Document Template Document/Link**

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



Glossary

East Wake Academy (92G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

| Phrase | Definition |
|--------|------------|
|--------|------------|

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

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