Mission/Vision Statement and Funding

East Wake Academy (92G) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

Our vision at East Wake Academy Charter is to provide a diverse and rigorous academic curriculum in a nurturing environment, meeting the 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 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 73,035.00	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

East Wake Academy will develop 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.

EWA uses multiple data-based criteria. There are screening and referral processes that lead to AIG identification at all grade levels. Opportunities are provided for every student to show their strengths and talents.

Identification is a three-step process that includes:
(1) Screening
(2) Referral/eligibility
(3) Identification/Placement

Screening:

EWA seeks to promote and support gifted behaviors prior to formal AIG identification with a K-2 nurturing enrichment program. AIG screening for student identification begins with the talent development program in K-2. The Academically or Intellectually Gifted (AIG) Facilitator works with all teachers and classes in grades K-2 to provide exposure to thinking skills embedded in the curriculum, thereby allowing the AIG Facilitator to nurture advanced thinking and develop academic talent potential.

Annually, the AIG staff analyzes the results from the North Carolina End of Grade Tests in reading and/or mathematics to target students who may require gifted education services. Students who have scored at or above the 90th percentile on the most recent End of Grade testing will be recommended for further AIG testing.

In October of each year, third graders will complete the CogAT (Cognitive Abilities Test) universal screening test. A score at the 90th percentile or higher will be considered for AIG identification. This may be a composite score, or a single battery score to match the service option.

EWA analyzes existing data such as district, statewide, and local reading and math assessment results, both formative and summative, to determine if these data points can complement and provide evidence for screening purposes.

We also look for documentation of outstanding level gifted characteristics, traits, abilities, or behaviors that are exceptionally higher than others of similar age, experience, or environment as evidenced by checklists, or inventories/checklists completed by the student, parents, and/or teachers. Grades earned should be equivalent to 90 or higher in ELA (English Language Arts) or Math. An outstanding level of motivation to learn should be evidenced by motivation checklists completed by teachers and AIG Staff. Parent inventories and student work may also be considered. Analysis of multiple data points will determine if a student’s comprehensive learner profile shows a need beyond the regular education program. All data should reflect achievement at one or more grade levels above the child’s current grade level.

Referrals:

The goal of the referral process is to ensure there is a procedure for finding additional students who might not have been highlighted in the screening process. Referrals can be made by teachers, administrators, parents, students (self-referral), or other staff members. Referrals can happen at any grade level and at any point during the school year.

Teachers or administrators who are referring a student will notify the AIG Coordinator. The teachers of the student will then support the AIG Coordinator in collecting the necessary documents needed for the referral. This will include teacher and parent surveys and AIG Profile Sheet which will include quantitative and qualitative data from MClass, iReady, BOG, and EOG/EOC. Teachers will review data for all students who score at the 90th percentile or higher or achieve a level 5 on End of Grade Tests in Reading and Math.

When all documentation is collected for the referral process it will be shared and discussed during an AIG Advisory Board meeting to determine eligibility based on the evidence gathered.

Parents have the option of referring their child. A parent should notify the AIG Coordinator who will notify the teachers. The teachers of the student will then support the AIG Coordinator in collecting the necessary documents needed for the referral. This will include teacher and parent surveys and AIG Profile which will include quantitative and qualitative data from MClass, iReady, BOG, and EOG/EOC. Documented evidence of the need for differentiated services should reflect one or more grade levels above the current grade.

When all documentation is collected for the referral process it will be shared and discussed during an AIG Advisory Board meeting to determine eligibility based on the evidence gathered.

Students have the option of referring themselves. The student should notify the AIG Coordinator who will notify the teachers and family. The teachers of the student will then support the AIG Coordinator in collecting the necessary documents needed for the referral. This will include teacher and parent surveys and AIG Profile Sheet which will include quantitative and qualitative data from MClass, iReady, BOG, and EOG/EOC.

When all documentation is collected for the referral process it will be shared and discussed during an AIG Advisory Board meeting to determine eligibility based on the evidence gathered.

All students being considered for identification, whether through screening or referral, will have their data reviewed by the AIG Coordinator and the AIG Advisory Board. Eligibility will be determined by the team and appropriate services determined for each student. A parent conference must be held to complete the process.

* **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.

EWA will establish 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.

Grades K through 2:

K-2 talent development students are served by the AIG Facilitator in a small group of advanced learners. Students in the nurturing

enrichment group will be referred to the formal AIG identification process when they enter 3rd grade.

The AIG Advisory Board will research and review the impact for K-2 identification when presented with supporting data possibilities.

Grades 3-8:

A student will be considered for identification if the student has an achievement test (EOG/EOC) score of level 5 or scores at the 90th percentile or greater on an aptitude test (CogAt). For the aptitude test, the score may be for a subtest or composite.

Multiple criteria and sources of data, both qualitative and quantitative, are utilized and analyzed by the AIG Advisory Board to obtain a complete picture of the student, and show evidence to include a student's achievement, aptitude, and potential to achieve. No single criterion utilized for identification screening will eliminate a student from being considered for AIG identification or for the purpose of appropriate service placement.

The AIG Coordinator, AIG Facilitator, and the AIG Advisory Board partner with the ML and EC departments to communicate the AIG policies and to build awareness regarding assessments, practices, and resources to ensure equitable accountability with all stakeholders in meeting the unique needs of twice exceptional or ML students.

Grades K-2, in order to promote and support gifted behaviors prior to formal AIG identification, students are served in a small group nurturing opportunities such as exposure to PETS (Primary Education Thinking Skills) and/or reading or math nurturing groups to develop their talents and strengths.

In grades 3-8, AIG students and higher learners who meet criteria, are placed in advanced classes for ELA (English Language Arts) and Math. Enrichment opportunities are offered throughout the school year to foster student engagement and talent/strength development.

In grades 9-12, students self-select coursework, enrichment clubs and elective courses of interest to them and have access to dual-enrollment opportunities through a partnership with Wake Community College, as well as access to AP (Advanced Placement) coursework.
East Wake Academy utilizes several identification areas:

AR (Academically Gifted- Reading Only)

This student has shown academic potential for reading in the classroom as well as on a local or nationally normed achievement test, but may not have aptitude test data that reflects above grade level verbal intellectual skills. Students identified as AR will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in English Language Arts and reading.

AM (Academically Gifted- Math Only)

This student has shown academic potential for math, in the classroom as well as on a nationally-normed achievement test, but may not have an aptitude test data reflects above grade level quantitative and/or nonverbal intellectual skills. Students identified as AM will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in math.

AG (Academically Gifted- Reading and Math)

This student has shown academic potential for reading and math in the classroom as well as on a nationally normed achievement test, but may not have aptitude test data that reflects above grade level verbal, nonverbal, and quantitative intellectual skills. Students identified as AG will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in reading and math.

AI (Academically and Intellectually Gifted- Reading and/or math)

This student has shown both academic and achievement in the classroom, as well as intellectual potential measured on a nationally-normed aptitude test.

Students identified as AI will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in reading and/or math.

IG (Intellectually Gifted)

This student has a Composite Aptitude Test Score at the 96 percentile or higher. Students identified as IG will be given access to academically and intellectually enriching lessons and opportunities, as well as targeted social and emotional support, to further develop talents and strengths.

Once students are identified in the AIG program, they maintain the identification as long as he/she attends East Wake Academy. Students who enter the school already identified as AIG are placed into the program after contact with a previous educational facility has been made to verify the identification. Once all records and paperwork are received, students will be permanently placed without any further testing or review. Student services may be adjusted based on the student's needs.

EWA will establish 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 in order to ensure equal consideration for traditionally under-represented AIG populations.

IG students will have an Individualized Differentiated Education Plan (IDEP) to support their needs.

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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	* A student who might be considered for AIG identification in K-2 should be working at a level 1½ to 2 years above grade level. Data collection should occur in reading to document the above grade level performance.	* A student who might be considered for AIG identification in K-2 should be working at a level 1½ to 2 years above grade level. Data collection should occur in math to document the above grade level performance.	* A student who might be considered for AIG identification in K-2 should be working at a level 1½ to 2 years above grade level. Data collection should occur in reading and math to document the above grade level performance.	* A student who might be considered for AIG identification in K-2 should be working at a level 3 years above grade level. Data collection should occur in reading and math to document the above grade level performance.	* A student who might be considered for AIG identification in K-2 should be working at a level 3 years above grade level. Data collection should occur in reading and math to document the above grade level performance.

3-5	* This student has shown academic potential for reading in the classroom as well as on a local or nationally normed achievement test, but may not have aptitude test data that reflects above grade level verbal intellectual skills. Students identified as AR will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in English Language Arts and reading.	* This student has shown academic potential for math, in the classroom as well as on a nationally-normed achievement test, but may not have an aptitude test data reflects above grade level quantitative and/or nonverbal intellectual skills. Students identified as AM will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in math.	* This student has shown academic potential for reading and math in the classroom as well as on a nationally normed achievement test, but may not have aptitude test data that reflects above grade level verbal, nonverbal, and quantitative intellectual skills. Students identified as AG will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in reading and math.	* This student has a Composite Aptitude Test Score at the 96 percentile or higher. Students identified as IG will be given access to academically and intellectually enriching lessons and opportunities, as well as targeted social and emotional support, to further develop talents and strengths.	* This student has shown both academic and achievement in the classroom, as well as intellectual potential measured on a nationally-normed aptitude test. Students identified as AI will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in reading and/or math.
6-8	* This student has shown academic potential for reading in the classroom as well as on a local or nationally normed achievement test, but may not have aptitude test data that reflects above grade level verbal intellectual skills. Students identified as AR will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in English Language Arts and reading.	* This student has shown academic potential for math, in the classroom as well as on a nationally-normed achievement test, but may not have an aptitude test data reflects above grade level quantitative and/or nonverbal intellectual skills. Students identified as AM will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in math.	* This student has shown academic potential for reading and math in the classroom as well as on a nationally normed achievement test, but may not have aptitude test data that reflects above grade level verbal, nonverbal, and quantitative intellectual skills. Students identified as AG will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in reading and math.	* This student has a Composite Aptitude Test Score at the 96 percentile or higher. Students identified as IG will be given access to academically and intellectually enriching lessons and opportunities, as well as targeted social and emotional support, to further develop talents and strengths.	* This student has shown both academic and achievement in the classroom, as well as intellectual potential measured on a nationally-normed aptitude test. Students identified as AI will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in reading and/or math.

9-12	* This student has shown academic potential for reading in the classroom as well as on a local or nationally normed achievement test, but may not have aptitude test data that reflects above grade level verbal intellectual skills. Students identified as AR will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in English Language Arts and reading.	* This student has shown academic potential for math, in the classroom as well as on a nationally-normed achievement test, but may not have an aptitude test data reflects above grade level quantitative and/or nonverbal intellectual skills. Students identified as AM will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in math.	* This student has shown academic potential for reading and math in the classroom as well as on a nationally normed achievement test, but may not have aptitude test data that reflects above grade level verbal, nonverbal, and quantitative intellectual skills. Students identified as AG will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in reading and math.	* This student has a Composite Aptitude Test Score at the 96 percentile or higher. Students identified as IG will be given access to academically and intellectually enriching lessons and opportunities, as well as targeted social and emotional support, to further develop talents and strengths.	* This student has shown both academic and achievement in the classroom, as well as intellectual potential measured on a nationally-normed aptitude test. Students identified as AI will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in reading and/or math.

* **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.

EWA 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.

Screening:

EWA will utilize the CogAT as an universal screener. All students will be administered the CogAT in October of third grade. This process will target more students from underrepresented populations for AIG identification. EWA allows the use of an aptitude or achievement score (CogAT or EOG) (both subtest or composite) for identification.

Referral:

A referral may be the result of:

Teacher observation and recommendations
Strong academic performance
Parent referral
AIG staff referral
Students referring themselves

Identification:

Multiple data sources, both qualitative and quantitative, are utilized in order to offer multiple opportunities for students from underrepresented populations to show evidence of potential and a need for services beyond the regular classroom.

Assessment data and demographics will be reviewed by the AIG Coordinator and the AIG Advisory Board to determine if screening, referral, and identification strategies are effective and equitable across various student groups. Revisions of procedures may be necessary to address concerns.

In our effort to not overlook potential, AIG staff will partner with EC (Exceptional Children), ML (Multilingual Learners), and Intervention Specialists, to provide opportunities for students to demonstrate strengths that may lead to identification.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	11.46%
Male	---	---	---	---	---	---	13.48%
Total	---	10.26%	---	---	13.75%	---	12.51%

Percent of Total AIG Students Identified as Dual Exceptionality

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* **Practice D**

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

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

The AIG Coordinator and AIG Advisory Board continually review data to determine students which have potential for meeting the multiple criteria considered during the referral process.

The school AIG Plan is reviewed to ensure consistent adherence to the referral, screening, and placement process. The AIG Advisory Board discusses and reviews procedures to ensure consistency school wide.

Multiple data sources are generated from the general student population which are reviewed and discussed with grade level teachers to facilitate determination of students who may benefit from further assessment and/or eventual identification.

These data sources may include:

iReady data
MClass data
EVASS data
CogAT results
EOG/EOC scores

Once it is determined that a referred student has met qualifying criteria for identification, the process continues with AIG Coordinator and AIG Advisory Board working together to make identification and service placement decisions.

EC (Exceptional Children), ML (Multilingual Learners), and Intervention Specialists may be included to serve on this team if needed to ensure students who may be twice-exceptional obtain the appropriate identification and service placement decisions.

The AIG Coordinator and/or AIG Facilitator attend grade level, department, and curriculum meetings to share the AIG screening, referral, and identification information.

Students Identified in any area under the AIG umbrella will have a current Differentiated Education Plan (DEP) as part of their AIG folder. Students referred but not identified will also have a folder that includes documentation of why the student did not qualify.

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

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

Information is shared with families, students, and the community-at-large via:

AIG Information Booth at Open House
AIG Program Brochure
EWA website including embedded FAQ section
AIG standardized presentation during grade level Parent Nights
Parent letters and permission slips regarding AIG screening
AIG brochure for teachers and staff

All information is translated into the students' native language.

* **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.

EWA documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/ guardians and maintained in student records.

As part of the screening process, the following information is gathered and analyzed:

Report card grades
BOG/EOG/EOC scores
Parent and teacher surveys
iReady data
MClass data
NC Check-in data
CogAT results

All data will be reviewed by the AIG Coordinator and the AIG Advisory Board and compiled on the AIG Student Profile Sheet. This data is considered in discussions of screening, referral, identification, and service delivery. Each student has a folder to house all AIG related data. These folders are housed in the record's room. All data will be shared with families during identification and DEP review meetings. Identification is documented in PowerSchool. AIG identified

students will create a digital portfolio to maintain records and work samples to share with staff and families.

The AIG Coordinator will meet with school staff to discuss the screening, referral, and identification process. Teachers will have the opportunity to review all data and help develop appropriate DEP goals for AIG identified students.

* **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.

EWA 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.

To meet the needs of K-12 gifted students that continually perform above grade level in math and/or reading, a DEP (Differentiated Education Plan) will be developed to implement strategies to address those needs. This document is developed annually by a team which may include AIG staff, counselors, administrators, teachers, and parents/guardians. AIG staff and teachers make recommendations for services and student placement in program options based on qualifications, abilities, needs/appropriateness, and interests.

There will be an annual review of the DEP to track student growth/achievement and to determine the appropriateness of intentional placement in service options. The review process will include feedback from the family, student, and grade level teachers. These stakeholders will collaborate on all identification and placement decisions, as well as development of the DEP.

Data that may be considered may include, but is not limited to:

iReady data in reading and math
MClass
Reports cards
CogAT (Cognitive Abilities Test)

Strategies for meeting these students' needs may include, but are not limited to:

Participating in Primary Education Thinking Skills (PETS) small group instruction
Differentiation within the regular classroom
Problem Based Learning (PBL)
Tiered assignments
Extension activities
Curriculum compacting
Independent projects
Cluster grouping
Enrichment opportunities with AIG Facilitator

*** Ideas for Strengthening the Standard**

Hire additional AIG staff for the campus to ensure screening, referral, identification processes and to develop and document student plans that articulate the differentiated curriculum and instruction services.

Planned Sources of Evidence

*	na
*	na
*	na

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	Identification Flow Chart AIG Brochure AIG Brochure-Spanish AIG Brochure-Spanish-page 2

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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 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.

East Wake Academy 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.

EWA provides a variety of services and experiences for gifted and potentially gifted students that supplement and build academic and intellectual skills and knowledge, while addressing interests, talents, and strengths of students.

High performing students in grades K-2 receive regular nurturing talent development pullout services provided by the AIG Facilitator. This includes enrichment time and differentiated instruction to extend academic potential in both reading and math. This service option is offered to students who have superior classroom performance. This is a data-driven, flexibly-grouped, temporary service option that lasts as long as data supports that this service option is appropriate.

In grades 3-4, students who are identified as gifted will receive weekly pullout enrichment services for 45 minutes in the identification area of strength. These enrichment services are provided by the AIG Facilitator. This includes differentiated instruction in both reading and math, to extend academic potential, which focuses on each identification area of strength.

In grades 5-8, classroom teachers integrate their services into the advanced classes for ELA and math. Advanced classes design instructional practice which focuses on rigor, relationships, relevance, leadership, problem solving, and critical thinking 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

Placement in ELA advanced classes in grades 5-8 will be determined using the following criteria:

-AIG identification
-Final score of i-Ready Diagnostic for reading
-EOG scores of a level 5 on the EOG in reading
-Teacher recommendation
-NC Check-in data
-EVASS predictions

Students in grades 5-8 will receive enrichment opportunities during iblock for three or more hours each week. Iblock is a time for students to be grouped by ability levels to receive tiered instruction. This is a data-driven, flexibly-grouped, temporary service option that lasts as long as data supports that this service option is appropriate.

In grades 9-12, AIG advanced learning opportunities may include

-Student self-selected courses
-Enrichment clubs
-Honors courses
-AP (Advanced Placement) courses
-CTE (Career and Technical Education) courses
-Dual-enrollment opportunities through a partnership with Wake Tech Community College

The AIG Coordinator provides support to regular classroom teachers and instructional staff in order to meet the needs of gifted learners. This may include coaching, curriculum support, content acceleration, and professional development.

The AIG Coordinator and AIG Facilitator will make plans to visit other charter schools to see how AIG is implemented in other settings.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	* High performing students in grades K-2 receive regular nurturing talent development pullout services provided by the AIG Facilitator. This includes enrichment time and differentiated instruction to extend academic potential in both reading and math. This service option is offered to students who have superior classroom performance. This is a data-driven, flexibly-grouped, temporary service option that lasts as long as data supports that this service option is appropriate.	* High performing students in grades K-2 receive regular nurturing talent development pullout services provided by the AIG Facilitator. This includes enrichment time and differentiated instruction to extend academic potential in both reading and math. This service option is offered to students who have superior classroom performance. This is a data-driven, flexibly-grouped, temporary service option that lasts as long as data supports that this service option is appropriate.	* High performing students in grades K-2 receive regular nurturing talent development pullout services provided by the AIG Facilitator. This includes enrichment time and differentiated instruction to extend academic potential in both reading and math. This service option is offered to students who have superior classroom performance. This is a data-driven, flexibly-grouped, temporary service option that lasts as long as data supports that this service option is appropriate.	* na

3-5	* In grades 3-4, students who are identified as gifted will receive weekly pullout enrichment services for 45 minutes in the identification area of strength. These enrichment services are provided by the AIG Facilitator. This includes differentiated instruction in both reading and math, to extend academic potential, which focuses on each identification area of strength.	* In grades 3-4, students who are identified as gifted will receive weekly pullout enrichment services for 45 minutes in the identification area of strength. These enrichment services are provided by the AIG Facilitator. This includes differentiated instruction in both reading and math, to extend academic potential, which focuses on each identification area of strength.	* In grades 3-4, students who are identified as gifted will receive weekly pullout enrichment services for 45 minutes in the identification area of strength. These enrichment services are provided by the AIG Facilitator. This includes differentiated instruction in both reading and math, to extend academic potential, which focuses on each identification area of strength.	* At EWA, our elementary house serves grades K-4.
6-8				* At EWA, our middle school academy serves grades 5-8.

	* In grades 5-8, classroom teachers integrate their services into the advanced classes for ELA and math. Advanced classes design instructional practice which focuses on rigor, relationships, relevance, leadership, problem solving, and critical thinking 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 Placement in ELA advanced classes in grades 5-8 will be determined using the following criteria: -AIG identification -Final score of i-Ready Diagnostic for reading -EOG scores of a level 5 on the EOG in reading -Teacher recommendation -NC Check-in data -EVASS predictions Placement in math advanced classes and Math 1 in grades 5-8 will be determined using the following criteria: -AIG identification -Final score of i-Ready Diagnostic for mathematics -EOG scores of a level 5 on the EOG in math -Teacher recommendation -NC Check-in data -EVASS predictions Students in grades 5-8 will receive enrichment opportunities during iblock for three or more hours each week. Iblock is a time for students to be grouped by ability levels to receive tiered instruction. This is a data-driven, flexibly-grouped, temporary service option that lasts as long as data supports that this service option is appropriate.	* In grades 5-8, classroom teachers integrate their services into the advanced classes for ELA and math. Advanced classes design instructional practice which focuses on rigor, relationships, relevance, leadership, problem solving, and critical thinking 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 Placement in ELA advanced classes in grades 5-8 will be determined using the following criteria: -AIG identification -Final score of i-Ready Diagnostic for reading -EOG scores of a level 5 on the EOG in reading -Teacher recommendation -NC Check-in data -EVASS predictions Placement in math advanced classes and Math 1 in grades 5-8 will be determined using the following criteria: -AIG identification -Final score of i-Ready Diagnostic for mathematics -EOG scores of a level 5 on the EOG in math -Teacher recommendation -NC Check-in data -EVASS predictions Students in grades 5-8 will receive enrichment opportunities during iblock for three or more hours each week. Iblock is a time for students to be grouped by ability levels to receive tiered instruction. This is a data-driven, flexibly-grouped, temporary service option that lasts as long as data supports that this service option is appropriate.	* In grades 5-8, classroom teachers integrate their services into the advanced classes for ELA and math. Advanced classes design instructional practice which focuses on rigor, relationships, relevance, leadership, problem solving, and critical thinking 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 Placement in ELA advanced classes in grades 5-8 will be determined using the following criteria: -AIG identification -Final score of i-Ready Diagnostic for reading -EOG scores of a level 5 on the EOG in reading -Teacher recommendation -NC Check-in data -EVASS predictions Placement in math advanced classes and Math 1 in grades 5-8 will be determined using the following criteria: -AIG identification -Final score of i-Ready Diagnostic for mathematics -EOG scores of a level 5 on the EOG in math -Teacher recommendation -NC Check-in data -EVASS predictions Students in grades 5-8 will receive enrichment opportunities during iblock for three or more hours each week. Iblock is a time for students to be grouped by ability levels to receive tiered instruction. This is a data-driven, flexibly-grouped, temporary service option that lasts as long as data supports that this service option is appropriate.	

9-12	* In grades 9-12, AIG advanced learning opportunities may include -Student self-selected courses -Enrichment clubs -Honors courses -AP (Advanced Placement) courses -CTE (Career and Technical Education) courses -Dual-enrollment opportunities through a partnership with Wake Tech Community College The AIG Coordinator provides support to regular classroom teachers and instructional staff in order to meet the needs of gifted learners. This may include coaching, curriculum support, content acceleration, and professional development. The AIG Coordinator and AIG Facilitator will make plans to visit other charter schools to see how AIG is implemented in other settings.	* In grades 9-12, AIG advanced learning opportunities may include -Student self-selected courses -Enrichment clubs -Honors courses -AP (Advanced Placement) courses -CTE (Career and Technical Education) courses -Dual-enrollment opportunities through a partnership with Wake Tech Community College The AIG Coordinator provides support to regular classroom teachers and instructional staff in order to meet the needs of gifted learners. This may include coaching, curriculum support, content acceleration, and professional development. The AIG Coordinator and AIG Facilitator will make plans to visit other charter schools to see how AIG is implemented in other settings.	* In grades 9-12, AIG advanced learning opportunities may include -Student self-selected courses -Enrichment clubs -Honors courses -AP (Advanced Placement) courses -CTE (Career and Technical Education) courses -Dual-enrollment opportunities through a partnership with Wake Tech Community College The AIG Coordinator provides support to regular classroom teachers and instructional staff in order to meet the needs of gifted learners. This may include coaching, curriculum support, content acceleration, and professional development. The AIG Coordinator and AIG Facilitator will make plans to visit other charter schools to see how AIG is implemented in other settings.	* na

* **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.

East Wake Academy delivers an AIG program with comprehensive services that address the social and emotional needs (SEL) of AIG students across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

EWA strives to foster collaboration among regular education teachers, AIG coordinator, other instructional staff, parents/families, and administration in order to create an environment that addresses and meets the social and emotional needs of AIG students.

EWA also stresses collaboration of Guidance Counselors, ML teachers and EC teachers to support the overall development of gifted learners. Collaboration among these stakeholders is fostered in order to provide access to any social and emotional goals and service information needed on the student Differentiated Education Plans. This group will work with the AIG Coordinator to discuss the academic performance of gifted students and the data related to their social-emotional needs.

In K-4, Guidance Counselors deliver SEL lessons designed by the Positivity Project. The Positivity Project is a character education curriculum designed to empower young people to build positive relationships by recognizing and developing their own character strengths and those of others. Counselors also provide students with Lunch Bunch sessions, regular lunchtime meetings with peers and a caring adult, to give them a space to both make connections with peers as well as work towards specific social-emotional goals.. Check-ins are offered to students needing an opportunity for individual time to focus on self-awareness and emotional safety.

In grades 5-8, Guidance Counselors and administrators facilitate Positivity Project lessons during community meetings. These lessons focus on building positive relationships, developing character strengths, and fostering a belief that "Other People Matter". Students also participate in team building activities with their grade levels during their iblock.

In grades 9-12, students are offered one-on-one counseling sessions through the guidance department. These sessions address personal concerns and improve mental well-being. They involve a confidential and supportive environment where students can explore their thoughts, feelings, and behaviors, and develop coping strategies. Community meetings are held throughout the school year to address social and emotional topics.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	* In K-2, Guidance Counselors deliver SEL lessons designed by the Positivity Project. The Positivity Project is a character education curriculum designed to empower young people to build positive relationships by recognizing and developing their own character strengths and those of others. Counselors also provide students with Lunch Bunch sessions, regular lunchtime meetings with peers and a caring adult, to give them a space to both make connections with peers as well as work towards specific social-emotional goals.. Check-ins are offered to students needing an opportunity for individual time to focus on self-awareness and emotional safety.	* In K-2, Guidance Counselors deliver SEL lessons designed by the Positivity Project. The Positivity Project is a character education curriculum designed to empower young people to build positive relationships by recognizing and developing their own character strengths and those of others. Counselors also provide students with Lunch Bunch sessions, regular lunchtime meetings with peers and a caring adult, to give them a space to both make connections with peers as well as work towards specific social-emotional goals.. Check-ins are offered to students needing an opportunity for individual time to focus on self-awareness and emotional safety.	* In K-2, Guidance Counselors deliver SEL lessons designed by the Positivity Project. The Positivity Project is a character education curriculum designed to empower young people to build positive relationships by recognizing and developing their own character strengths and those of others. Counselors also provide students with Lunch Bunch sessions, regular lunchtime meetings with peers and a caring adult, to give them a space to both make connections with peers as well as work towards specific social-emotional goals.. Check-ins are offered to students needing an opportunity for individual time to focus on self-awareness and emotional safety.	* na
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6-8	* In grades 5-8, Guidance Counselors and administrators facilitate Positivity Project lessons during community meetings. These lessons focus on building positive relationships, developing character strengths, and fostering a belief that "Other People Matter". Students also participate in team building activities with their grade levels during their iblock.	* In grades 5-8, Guidance Counselors and administrators facilitate Positivity Project lessons during community meetings. These lessons focus on building positive relationships, developing character strengths, and fostering a belief that "Other People Matter". Students also participate in team building activities with their grade levels during their Iblock.	* In grades 5-8, Guidance Counselors and administrators facilitate Positivity Project lessons during community meetings. These lessons focus on building positive relationships, developing character strengths, and fostering a belief that "Other People Matter". Students also participate in team building activities with their grade levels during their Iblock.	* At EWA, our middle school academy serves grades 5-8.
9-12	* In grades 9-12, students are offered one-on-one counseling sessions through the guidance department. These sessions address personal concerns and improve mental well-being. They involve a confidential and supportive environment where students can explore their thoughts, feelings, and behaviors, and develop coping strategies. Community meetings are held throughout the school year to address social and emotional topics.	* In grades 9-12, students are offered one-on-one counseling sessions through the guidance department. These sessions address personal concerns and improve mental well-being. They involve a confidential and supportive environment where students can explore their thoughts, feelings, and behaviors, and develop coping strategies. Community meetings are held throughout the school year to address social and emotional topics.	* In grades 9-12, students are offered one-on-one counseling sessions through the guidance department. These sessions address personal concerns and improve mental well-being. They involve a confidential and supportive environment where students can explore their thoughts, feelings, and behaviors, and develop coping strategies. Community meetings are held throughout the school year to address social and emotional topics.	* na

* **Practice C**

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

East Wake Academy integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

EWA aligns implementation of the AIG program and services with the school's priorities and School Improvement Plan. Strategic plans include strengthening lesson planning and instructional practices to include rigorous, in-depth, engaging, and challenging opportunities for all students with higher level questioning and differentiated instruction.

Grade-level Data Talks focus on targeting areas of need to facilitate student achievement, proficiency, and growth, both academically, as well as socially and emotionally.

The AIG Coordinator supports the staff in meeting the academic, social, and emotional needs of AIG students. Resources for differentiation within an MTSS infrastructure are shared in order for the AIG program and gifted students to be consistently represented and advocated for.

In addition, data from the NC Testing program, as well as school-approved assessment tools, is used in the evaluation and improvement of AIG programming and services.

The school staff utilizes:

Data from the NC Testing program
School-approved benchmarks
Common assessments

Identifying what students have mastered allows for enrichment, extension, and acceleration. Identifying what students struggle with allows for addressing areas of weakness or learning gaps.

* **Practice D**

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

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

EWA analyzes current student achievement data to inform grouping practices. Grouping procedures are based on the comprehensive needs of all students. Grouping strategies are intentionally designed to allow flexible and fluid grouping for small groups and targeted instruction within the regular classroom as needed to facilitate changing academic, social, and emotional needs throughout the school year.

In grades K-4, the AIG program and services are aligned with areas of strength to supplement the academic skills, standard course of study, and content taught at all grade levels. These may include cluster grouping of advanced students in homerooms. Students will also receive enrichment during the school's "Eagle Time," which either provides intervention or enrichment for 30 minutes each day. Eagle Time is devoted to intervention, enrichment, extension, and acceleration. For Eagle Time, student groupings are data-driven and flexibly grouped temporary service options that last as long as data supports that this service option is appropriate.

In grades 5-8, students are served in Advanced Math and/or Advanced English/Language Arts classes based on school criteria. Student groupings are data-driven and flexibly grouped temporary service options that lasts as long as data supports that this service option is appropriate.

High school services may include self-selected Advanced Placement and Honors courses in English, math, science, social studies, journalism, economics, psychology, art, dance, and Spanish. High school students are encouraged by counselors and administrators to self-select rigorous courses based on their talents and strengths, as well as their academic, social, and emotional needs. AP and Honors level curricula vary from standard level classes through content, process, and/or product modification based on readiness, interest, and learning profiles.

* **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.

EWA Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

The AIG Coordinator collaborates with teachers to offer professional development sessions regarding differentiation of instruction, characteristics of gifted students, and the AIG program and plan.

Information regarding students' needs related to differentiation is shared with teachers and support staff so they are able to support AIG students' needs.

An AIG Teacher Information Brochure has been created to share information with the entire staff regarding regulations related to gifted education, as well as the identification process and service delivery options.

An AIG website is available on the school's website. It includes information on referral, screening, and identification; regulations related to gifted education; and service delivery options that support differentiation for AIG students.

AIG brochures, which outline essential components of the AIG plan, are available to families in both English and Spanish.

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

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

AIG coordinator collaborates with:

Teachers
Support staff
Guidance counselors
Administration
Parents/families

The AIG Coordinator partners with the Multi Language (ML) and Exceptional Children's (EC) Departments to establish collaborative transition meetings for twice-exceptional and ML/AIG students when students transition between houses.

Students with AIG identification have documentation folders that are transferred to the middle and/or high academies when students transition between houses.

BOY/EOY transitional meetings between houses (elementary, middle, and high) will review DEPs. These meetings will include counselors, administrators, AIG specialists, regular education teachers, parents/families, and other school staff. Transitional meetings include discussions to schedule advanced classwork and to discuss supports that students may need in their transition to the next grade span.

Students transitioning from 8th grade to high school, work with their parents, teachers, and a guidance counselor to complete a plan for their four-year course of study, with consideration given to Advanced Placement, Honors, Portrait of a graduate skills, and dual-enrollment courses.

* **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.

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

High school students may choose to pursue courses through NCVPS (North Carolina Virtual Public School). These online courses offer the opportunity to take courses not offered face-to-face at EWA.

Dual-enrollment is offered through North Carolina Career and College Promise. This program allows high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students may choose the college transfer program that is designed for students planning to continue their educational career beyond high school to eventually achieve an Associate's or Bachelor's degree at a community college or university or the career and technical education program that allows students to begin a certification or diploma program in a particular technical field or career area. Tuition is waived for these college courses.

Early graduation is an option for students that finish all graduation requirements in less than 4 school years.

In 2013, GCS-M-001 Policy Defining “Course for Credit,” was approved by the State Board of Education. Within this policy are guidelines for offering Credit by Demonstrated Mastery to North Carolina students. CDM is the process in which local education agencies employ a body-of-evidence to award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. The CDM process is open to all NC public school students in grades 9–12 in high school courses and in grades 6–8 for high school courses offered in middle school. Only English I may be taken

in middle school. LEAs may choose to make CDM available for students in grades 6–8 for middle grades content.

Students complete a standard examination of the assessment required for the course to demonstrate foundational knowledge. Examinations shall include, where applicable.

• End-of-Course (EOC)
• Career and Technical Education (CTE) Post-Assessment, or
• Locally developed final exam

Schools participating in CDM must complete the test administration (i.e., Phase I) during one of three 10-day testing windows each year during the months of February, July, or September. LEAs are encouraged to set a deadline for student CDM applications no less than one week prior to each testing window.

High school students can find all information regarding these programs from the EWA Course Guide, Senior Academy guidance counselor, Senior Academy administrator, or the College and Career Coordinator. Information sessions are also available to students. These sessions will provide applications and directions on how to complete enrollment and articulate procedures to stakeholders so they have a clear understanding of all options.

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

EWA cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

EWA utilizes formal and informal data to make intentional grouping decisions. Research- based curriculum and instructional resources guide this process.

The AIG Facilitator collaborates with K-3 classroom teachers, ML, and EC teachers during data talks to incorporate early intervention and talent development opportunities. The staff strives to observe student strengths, recognize potential, and respond with intentional differentiation. EWA addresses the needs of K-3 students by fostering creativity, curiosity, and critical thinking through access to advanced content and intentional opportunities to strengthen communication, collaboration, and cultivate potential in K-3 learners. Art, Music, Dance, and Media teachers collaborate with K-4 teachers twice a quarter to ensure vertical and horizontal alignment, reinforcement of learning standards, and to provide opportunities for talent development.

Using formal and informal assessments, K-4 teachers will use flexible grouping within their classrooms to differentiate instruction by content, process, and product, which may include but is not limited to:

-Grouping with like-ability peers for small group reading and math instruction

-Differentiated personalized learning pathways for reading and math based on readiness levels determined by iReady

-Use of curriculum resources for differentiated curriculum and instruction

* **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.

EWA 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.

Dance, Art, Spanish, Domestic Arts, Business, Music, and Movement teachers will meet with regular classroom teachers, and ML and EC staff twice each

quarter to aligned objectives, mastery criterion, learning activities, and experiences to ensure a foundation for understanding language, improving reading comprehension, and supporting academic success across various subjects. This will allow frontloading to be used to provide all students, including twice exceptional and ML, with essential background information, vocabulary, and skills before they engage in a lesson or activity, and to help them better understand and participate. Frontloading will be an essential part of horizontal and vertical alignment meetings will ensure consistency in learning outcomes and instruction within the same grade level or subject, and build a cohesive learning path across different grade levels, ensuring students build on prior knowledge.

In efforts to expand excellence and to be deliberate in offering appropriate learning experiences as a continuum for all students, EWA strives to develop talent and knowledge prior to identification.

* **Practice J**

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

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

EWA provides diverse and advanced learning opportunities to encourage exploration, and foster a growth mindset. We strive to create a supportive environment where students can discover and pursue their passions, celebrate their achievements, and learn from their mistakes.

The following extra-curricular clubs, and program are offered at EWA:

K-4

Soaring Eagles Chorus
Dance Club
Wake Forest Community Youth Orchestra
Book Buddies

Middle Academy

Dance Team
Random Acts of Kindness Club
Wake Forest Community Youth Orchestra
Future Business Leaders of America
Safety Patrol
First Priority
National Junior Honor Society
Student Council
Chess Club
Drama Club
Eagle Ambassadors
First Priority

Senior Academy
Future Business Leaders of America
Student Council
Art Club

Spanish Club
Gaming Club
National Honor Society
Cancer Awareness Club
Community Service Club
Book Club

Soccer, basketball, baseball, volleyball, softball, cross country, golf, and cheerleading are offered in the middle and senior academies.

*** Ideas for Strengthening the Standard**

Increase the amount of staff with AIG certification to engage opportunities for students.

Seek opportunities for enrichment in the surroundng areas and beyond.

Establish more opportunities for dual enrollment.

Do a better job to ensure an effective continuation of K-12 services between houses.

Broaden talent development efforts.

Planned Sources of Evidence

*	na
*	na
*	na

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	Dual Enrollment Information EWA Strategic Plan Framework AIG Facilitator Schedule AIG Website AIG and EWA Teacher Brochure

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.

EWA 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 AIG Coordinator will collaborate with teachers and support staff to extend and enrich the curriculum to meet the needs of AIG students. Professional development sessions will be offered on differentiation of instruction and social and emotional needs of gifted students. The AIG staff will also meet with classroom teachers to assist with planning and implementation of opportunities for intentional, targeted, appropriate differentiation, enrichment, extension, and acceleration.

1:1 instructional technology gives blended learning opportunities for personalized pathways for differentiation, enrichment, extension, and acceleration with project-based learning in all grade levels and all subject areas for all gifted learners.

Elementary Academy opportunities:

Personalized learning opportunities are created for reading and math through the use of iReady, Zearn, Happy Numbers, and X-tra Math. These programs assign work at the readiness levels of the students, thus offering enrichment, extension, and acceleration through differentiation targeting students' academic strengths.

Middle Academy opportunities:

Middle Academy classroom teachers with AIG students, may primarily teach classes grouped by ability allowing for greater depth and complexity. The delivery of instruction varies to meet the needs of the students in the classroom to incllude in depth and critical thinking topics of conversation, socratic seminars, project based learning, and independent study. Standards based assessments are provided prior to instruction to gauge the needs of students before content is taught. If students understand the content, teacher moves on to the next standard to maximize time and potential. When the academic need is greater than can be addressed in the classroom setting, curriculum compacting and Credit by Demonstrated Mastery opportunities are available.

Senior Academy opportunities:

Senior Academy classroom teachers with AIG students, are usually scheduled in your higher level courses AP, CCP, or NCVPS options. EWA averages 350 CCP courses a semester as part of the dual enrollment or CTE pathways.

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

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

Collaboration between the AIG staff and the classroom teachers will provide a focused approach that will provide rigor, depth, complexity, and sophistication to meet the needs of gifted learners.

Student interests are incorporated through the use of the following instructional practices:

-Tiered assignments
-Flexible grouping
-Curriculum compacting
-Independent studies
-Project based-learning
-Revised Bloom's Taxonomy
-Webb's Depth 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.

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

A variety of research-based differentiated curricular and resource materials are available to classroom teachers.

Universal Design for Instruction
Primary Education Thinking Skills (PETS) used with grades K-3 to foster critical thinking skills
Revised Bloom's Taxonomy with a focus on the higher levels including opportunities to analyze, evaluate, and create
Learning Styles and Multiple Intelligences
Algebraic Thinking
Curriculum Units and Pacing Guides
Depth of Knowledge leveled question stems, focusing on critical and deeper level thinking
Project Based Learning which offers enrichment, extension, and acceleration

Data is used in order to determine the specific strategies that should be used. Data can be gathered from classroom summative and formative assessments, iReady diagnostics, and NC Check-ins.

* **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.

EWA 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.

These durable skills are embedded into all subject matter. By embedding them into curriculum and instructional practices they are relevant and applicable to real-world situations. This happens in the following:

K-4
-AIG Enrichment classes
-Primary Education Thinking Skills
-Enrichment activities included on K-4 pacing guides
-STEM/STEAM opportunities

Middle Academy
-iblock classes based on performance in standards
-Intramural and Clubs for interest
-Google Suite Tools used for critical thinking, creativity, collaboration, communication, curiosity, and leadership
-STEM/STEAM opportunities
-Personalized and problem-based learning opportunities

Senior Academy
-Honors, and AP courses
-High school CTE
-North Carolina Virtual Public School (NCVPS)
-STEM/STEAM opportunities
-Personalized and problem-based learning opportunities
-Portrait of a Graduate

EWA works to ensure that rigor and relevance of gifted services challenges gifted learners in all instances. By modifying the content, process, product, and learning environment through the implementation of research-based differentiation strategies for gifted learners, we ensure the individual academic needs of gifted students are being met.

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

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

EWA aligns assessment with available resources to ensure measuring a range of students' needs and abilities.

These include the following:

End-of-grade/course assessments
Common Formative Assessments
State required reading assessments
Informal and Formative Assessment
iReady diagnostics
NC Check-ins
MClass assessments

Ongoing assessments continue to provide critical information on student performance, program effectiveness, and instructional design. EWA utilizes benchmark and classroom assessment data to make instructional and flexible grouping and on demand regrouping decisions based on measures of ranges of students' needs and abilities.

School administrators work with classroom teachers to analyze and act on the assessment data in order to make the most beneficial flexible grouping and regrouping options based on students' readiness and to drive instruction. Pre-assessments are administered and drive curricular decisions and support flexible grouping decisions.

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

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

Classroom teachers meet twice quarterly with the AIG Facilitator, EC, ML, and Intervention teachers to plan and ensure instruction that includes differentiation options for gifted learners. This may include advanced content, problem solving, differentiated units, and resources to engage and challenge all learners.

Counselors work with stakeholders to address the academic, social, and emotional needs of gifted learners. This includes information and resources on how to deal with the special problems and issues pertaining to the gifted learner, including underachieving, underperforming, twice-exceptional, and students from diverse populations.

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

-Freshman orientation
-Course selections of Honor's and AP level
-Grade transitions
-College applications
-Career planning
-Scholarships
-Study Skills
-Enrichment opportunities

Advanced content is also planned and delivered outside of AIG guidelines through flexible grouping, cluster grouping, differentiated curriculum, and accelerated learning options based on student needs. These are designed to provide individualized instruction and challenge for students who demonstrate advanced learning needs. NCDPI Advanced Learning Labs are used to accelerate and enrich units of instruction.

Differentiation leads to increased student engagement, improved learning outcomes, and a more inclusive and positive classroom environment. It ensures that all students, including those with learning differences or those who are ahead of their peers, have the opportunity to learn and succeed. By adapting the content, process, and product of learning, differentiation helps students gain a deeper understanding of the subject matter.

EWA fosters open communication and collaboration with school-based teams using structured Multi-Tiered System of Supports (MTSS) protocols to facilitate unbiased, effective data analysis conversations. Assessment data is collected to facilitate analysis of student progress toward academic goals, and synthesize this information with data related to attendance, behavior, and social-emotional needs in order to consider each student holistically within MTSS.

*** Ideas for Strengthening the Standard**

Develop stronger Career Development plans for middle and high school students.

Provide more support for teachers to differentiate lessons.

Planned Sources of Evidence

*	na
*	na

* na

Documents

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

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.

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

Our goal is to have more teachers AIG certified throughout all three houses.

The AIG Coordinator and AIG Facilitator are AIG-licensed. They work together to

-plan, develop, evaluate, and revise the AIG plan
-participate in professional development opportunities, including regional and other statewide AIG meetings
-provide advocacy for the needs of AIG learners at all levels
-oversee the screening, referral, identification, and placement processes
-enroll students into the AIG program through PowerSchool
-handle paperwork and parent communication
-maintain documentation of students identification evidence and services provided
-provide an AIG handbook and brochure for staff

The AIG Coordinator

-provide leadership for the needs of AIG learners at all levels
-monitors implementation of program services and staff
-presents the written plan to the families, faculty and staff, and the EWA Board
-coordinates the process for Governor's School nominees and submits necessary paperwork for participants
-collects, reviews, and presents data for the school regarding their AIG populations
-serves as the school contact for AP (Advanced Placement)
-develops partnerships with and communication strategies with families and the community to support the AIG program
-provide opportunities for teachers with AIG licensure to network with teachers from other schools through conferences and workshops
-monitor of the credentials of high school honors teachers for possible inclusion in appropriate professional development

* **Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

EWA engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

The AIG Facilitator, a full time employee based in the elementary academy, will provide support, instruction, and services to gifted students and teachers of

gifted students.

This will include

-nurturing enrichment students in grade K-4
-developing Differentiated Education Plans and maintain all AIG records
-collaborating with regular education teachers to plan challenging, rigorous, differentiated instruction which meets the NC Standard Course of Study guidelines, and equips all students with future-ready skills
-facilitating services for students in the gifted population
-complete tasks necessary for screening, referral, identification, and placement of gifted students
-design professional development for teachers and other stakeholders
-provide resources to teachers, staff, and families
-collaborate with school leadership, classroom teachers, ML, and EC teachers
-creating an AIG drive to house all data and reports related to the AIG department

* **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.

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

The AIG Coordinator and AIG facilitator will attend professional development conferences in order to share AIG best practices with teachers working with gifted learners. They will also conduct training sessions on differentiation, characteristics of gifted learners, and instructional strategies with regular classroom teachers. This targeted professional development for all stakeholder groups will help everyone understand the needs of all AIG students. AIG Booster Shots will be used as a resource.

The AIG Coordinator will plan and implement “AIG 101” professional development opportunities for staff to cover topics such as Characteristics of Gifted Learners, Methods and Models for Gifted Instruction, and ML for gifted learners. All AIG professional development will be based on current research of best practices. Agendas and teacher attendance rosters will be saved on the AIG Drive.

* **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.

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

EWA encourages intentional placement of AIG students in heterogeneously grouped classes. Students in the Middle Academy are homogenously grouped classes for Advanced Classes in ELA and Math.

Teachers at all levels deliver rigorous, differentiated curriculum that enriches and extends the North Carolina Standard Course of Study. Teachers receive specialized training in gifted education, enabling them to implement differentiated instruction, adapt curriculum, and provide enriching activities. School counselors are trained to provide individual and group counseling, resources, and support for gifted students and their families.

The EWA Eagle Foundation is committed to the continued growth of our teachers. They recognize that a thriving learning environment depends on educators who are continually learning themselves. To that end, the Foundation will build initiatives to raise community support for professional development, advanced degrees, and specialized training for our faculty—empowering those who inspire our students every day. Whether it’s through scholarships, grant funding, or strategic partnerships with local colleges and universities, the foundation will ensure teachers have access to the tools they need to grow and lead.

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

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

EWA strives to provide a working atmosphere of professionalism with a focus on relationship building, equity, and excellence. Interview questions are embedded that relate to meeting the needs of gifted learners. Comprehensive support is providing during the first three years of teaching, including professional development, mentorship, coaching, to can help new teachers feel prepared and supported.

EWA administrators will encourage teachers to seek AIG certification.

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

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

Professional development will be planned through the lenses of mindsets, policies, and practices to provide multiple perspectives and a comprehensive learning experience. Expanding the understanding of giftedness and addressing misperceptions about student groups will be a goal of professional development. This will include integrating professional development opportunities with the school's existing equity and excellence efforts. Resources will include the NCDPI-Call to Action, Guidebook, and Guidebook 2.0.

* **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.

EWA 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.

The AIG Coordinator and AIG Facilitator will serve on school committees to ensure the needs of AIG students, families, and teachers are being met. They will also collaborate with administrators to ensure that AIG topics are integrated into all professional development settings and within the School Improvement Plan. Professional development will be held on the school scheduled Professional Development days and on teacher workdays and will focus on best practices for identifying, supporting, and educating gifted students. This includes understanding the specific needs of gifted learners, effective instructional strategies, and how to implement differentiation and advanced learning opportunities.

The AIG Facilitator will share best practices and resources in all staff in a monthly newsletter.

Structures exist to help teachers refine their practice, including professional learning communities (PLCs), professional development workshops, and opportunities for feedback and reflection. These encourage collaboration, peer support, and the sharing of best practices. These combined efforts prepare teachers to meet the needs of gifted learners.

*** Ideas for Strengthening the Standard**

Offer more AIG PD to all staff at EWA.

Planned Sources of Evidence

*	na

*	na
*	na

Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	EWA Eagle Foundation

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 will develop intentional, two-way partnerships with parents/guardians to support AIG students.

EWA strives to facilitate the two-way nature of partnerships in which both parents and educators have a responsibility and input in supporting a child's well-being, development, and learning. It's a collaborative effort where mutual participation and shared communication are key to successful outcomes.

To emphasize the shared responsibility between school and home in supporting AIG students' academic and social-emotional development communication methods to reach families include the school website, email and phone calls. Translated materials and communication are available for families with limited English proficiency.

The AIG Coordinator will update the website to include information explaining appropriate services for the academic/intellectual, and social/ emotional needs of AIG students. The EWA website includes general programming information and a copy of the AIG plan, as well as highlights AIG policies and practices.

In order to develop strong mutually beneficial relationships with all stakeholders, families, and guest speakers are invited into the school.

Each grade level, K-4 will hold two events each year in order to spotlight student learning, foster student awareness, and to offer opportunities for healthy development of AIG students' academic, intellectual, social and emotional needs. These may include: Grandparents Day, Read Across America, Thanksgiving feasts, Donuts and DEAR (Drop Everything and Read), Pizza with a Pal, Community Helpers Day, and Volcano Day.

The Middle Academy Career Day and STEAM Day are held in order to collaborate on activities and projects that extend learning beyond the classroom.

In the Senior Academy, the Dance, Spanish, and Art departments hold showcase events each semester. They also host a College and Career Fair.

Yearly DEP review meetings are held with families of AIG students. These meetings are crucial for ensuring gifted students receive appropriate educational support. They allow parents and teachers to assess a student's progress and ensure that there is a relevant and effective plan in place in supporting the student's learning and development. During these meetings, students will have the opportunity to share their digital portfolios to showcase what they have learned.

* **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.

EWA 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.

EWA will strive to seek and educate local businesses about EWA's AIG program and goals. The AIG Advisory Board is seeking more off-campus educational opportunities to engage parents/families and to increase community connections.

United Way in North Carolina offers various grant opportunities for teachers at EWA to support innovative teaching methods and classroom projects. The Bright Ideas Education Grants, funded by North Carolina's electric cooperatives, supports projects with innovative teaching methods.

Our relationship with Wake Tech Community College allows many advanced opportunities for our AIG students. Students can take classes through Career & College Promise. This offers students the option to choose from these two pathways:

College Transfer: Designed for students planning to continue their educational career beyond high school to eventually achieve an Associate's or Bachelor's degree at a community college or university.

Career and Technical Education: Allows students to begin a certification or diploma program in a particular technical field or career area.

Beginning with the class of 2027, Senior Academy students must earn a minimum of 40 hours of community service as part of the EWA graduation requirements. This community service is an action by the student that benefits the community. This requirement will enhance a myriad of skills such as problem-solving, collaboration with others, time management, communication, leadership, and initiating change in one's community.

The East Wake Academy Eagle Foundation is the nonprofit partner of East Wake Academy, created to advance the mission of providing a rigorous, character-based education that prepares students to thrive in a diverse and dynamic world. Their work is rooted in the belief that strong schools are built on strong communities, and that every student—especially those with advanced academic potential—deserves the resources, opportunities, and encouragement to reach their highest potential.

The Foundation raises and stewards private and community support to enhance programs and initiatives that go beyond the scope of traditional funding. A key focus is supporting East Wake Academy's Academically and Intellectually Gifted (AIG) program by building meaningful partnerships with service organizations, institutions of higher education, and businesses in our surrounding counties—Wake, Wilson, Nash, Franklin, and Johnston. Through these collaborations, the foundation is cultivating a network of support that nurtures innovation, exploration, and academic excellence.

The Foundation is proud to seek partnerships with organizations like GlaxoSmithKline and Nomaco, both based in Zebulon, NC, whose investment in innovation and education aligns with our vision. Partnerships with Wake Tech could include mentorship programs, STEM experiences, career exposure, and enrichment opportunities tailored for gifted students. By connecting our AIG learners with industry leaders and real-world learning, the Foundation will foster the kind of curiosity and capability that will serve them for a lifetime.

* **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.

EWA establishes and utilizes an advisory board to develop, implement, monitor, and revise the local AIG program and plan. This advisory board 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 Advisory Board helps review and revise the existing AIG Plan to meet the guidelines for the 2025-2028 plan cycle. This group consists of elementary, middle, and high school teachers, parents, AIG Facilitator, and AIG Coordinator. The AIG Advisory Board will meet to discuss areas of concern and provide

feedback on the AIG program.

In order to engage in plan revision efforts, open communication and collaboration are fostered. The board will work on data collection and interpret findings in planning next steps for future AIG plans. Their expertise will be utilized to inform decision-making and provide valuable insights for a more robust and relevant plan.

* **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.

EWA informs all students, parents/guardians, and the community of the AIG Plan, AIG program services, policies and procedures relating to advanced learning and gifted education, and ways to access advanced learning opportunities.

The AIG Coordinator will update the website to include information explaining appropriate services for the academic/intellectual, and social/ emotional needs of AIG students. The EWA website includes general programming information and a copy of the AIG plan, as well as highlights AIG policies and practices.

A brochure that highlights the AIG program is available in English and Spanish.

The EWA Course Guide is available to Senior Academy students and helps to outline advanced learning opportunities.

*** Ideas for Strengthening the Standard**

Work with the Eagle Foundation to form more partnerships within the community.

Planned Sources of Evidence

*	na
*	na
*	na

Documents

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	EWA Course Guide

East Wake Academy (92G) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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}), 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.

All components of the AIG plan for each of the six standards have been thoroughly addressed and reviewed by the AIG Advisory Committee. This committee evaluated how East Wake Academy's AIG program aligns with each standard and provided both written and verbal feedback during their regular meetings throughout the school year while drafting the new plan. The existing plan has received approval from the Board of Directors and the NCDPI. The plan currently under review has also been approved by the Board of Directors and submitted to the NCDPI for further review and feedback.a=1

* **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.

EWA 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.

Monitoring of the plan is recognized and is an ongoing systematic process of development, implementation, monitoring, evaluation, and revision that is flexibile and adaptable. The AIG Advisory Board will meet regularly to reflect on the AIG Plan and programming to ensure the integrity of implementation of each standard practice. The Advisory Board along with AIG Coordinator will also monitor the representation and performance of highly gifted populations and to ensure the AIG plan is being implemented with fidelity and that the plan addresses the diverse needs of gifted students, including their academic, intellectual, social, and emotional needs.

The AIG Coordinator collaborates with administrators from all three houses to ensure AIG students' academic, intellectual, and social/emotional needs are being met.

The administrators from all three houses will follow the EWA AIG plan when scheduling. The school-based AIG Specialists and high school counselors periodically send AIG Headcount information to the AIG Coordinator, which helps monitor the student identification and placements in services.

* **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.

EWA 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.

Funds allotted for AIG programming continue to be used to support district AIG program goals and to ensure students will benefit from spending decisions. The majority of local dollars are slated for our LEA response during the 2022-2025 Plan Cycle will include the following:

EWA will prioritize resources and professional development based on program needs and in consideration of the unique needs of the school population. This

includes the purchase of testing materials and curricula resources.

The AIG Advisory Board, AIG Coordinator, and finance officer will monitor expenditures that maximize student learning support.

* **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 and analyzes multiple sources of student achievement and growth data, as well as annual drop-out data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

Data that provides information on student achievement, growth, and Advanced Placement enrollment will be analyzed for patterns and trend. Data can be analyzed during Data Talks, School Improvement Team meetings, and AIG Advisory Board meetings. Student data such as BOY, EOG, EOC, AP and social and emotion information will be used to determine and identify patterns over time. This will help the Advisory Board make data-driven decision about local practices, policies and mindsets.

Student achievement is maintained, analyzed, and shared at each level. EOG scores and final yearly grades will be recorded to a headcount spreadsheet for all the gifted and nurtured students at EWA at the end of each year in order to inform mindsets and policies. The AIG Coordinator will look for trends in student growth. Administrators will share school, grade, and subject area data with grade levels.

Annual drop-out data will be collected by the high school guidance counselor. Information will be shared with the AIG Coordinator to look for trends that may have led to drop-out. 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 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 implements, monitors, and evaluates the various subgroups represented within the gifted education program in order to ensure inclusion of underrepresented populations such as gifted students with diverse academic, intellectual, social, and emotional needs.

At the start of each year, the system's structures include placing higher-performing students in advanced content grouping/courses in order to nurture the potential of all populations. Through such inclusive programming, diverse populations including culturally/ethnically diverse, economically disadvantaged, ML, highly gifted, and twice-exceptional students have access to advanced content. Throughout the year, student performance data is reviewed to ensure that scaffolds are in place to support growth for diverse students. The AIG Coordinator and AIG Facilitator will collaborate with teachers 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 the nurturing watch list. At the end of each year all referral paperwork will be reviewed. This will allow for more information to be gathered for students referred and not identified. This will support efforts to ensure equity and excellence in the EWA AIG program.

The AIG Coordinator will collaborate with teachers to ensure that the AIG curriculum is rigorous for all gifted students.

* **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.

EWA 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 works closely with Human Resources to maintain teacher certification information of all teachers who have "AIG Credentials" which includes AIG licensure, previous AIG endorsement, Advanced Placement certification, or previous honors credentials. The AIG Coordinator will also collaborate with building administrators to discuss who their AIG-certified teachers are and how those teachers can best support and meet the needs of our gifted learners.

* **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.

EWA 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.

Annual feedback opportunities and surveys are made accessible to all stakeholders, including parents/guardians of students in the AIG program. The AIG Coordinator collects, organizes, and interprets the data and reports it to stakeholders. Qualitative and quantitative data is collected regularly, both formally and informally, to help make informed decisions about instruction, resource allocation, and school improvement efforts.

Stakeholders are given the opportunity to provide feedback in a variety of ways including:

Surveys
Parent/teacher conferences
DEP meetings/annual conferences
Open House
Grade level and content area meetings
MTSS meetings

Informal opportunities such as PLCs, parent conferences, and AIG Advisory Board meetings will be used throughout the year will ensure ongoing communication and feedback from all stakeholders.

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

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

The AIG Advisory Board will consist of the AIG Coordinator, AIG Facilitator, parents, and one teacher from each grade span; grades K-4, grades 5-8, and grades 9-12. This Advisory Board will meet regularly with the AIG Coordinator to provide ongoing assessment of the existing programs and gain awareness of the needs of academically and intellectually gifted students. The Board will also be responsible for evaluating the local plan to ensure effectiveness and alignment with the state AIG standards.

The AIG Advisory Board will review all evaluation data collected. Data will first be shared with teachers, administrators, and other staff involved in the AIG program. It will be shared with families and all other stakeholders through the AIG website. In addition, it will be shared during face-to-face meetings and Open House opportunities. Data will be analyzed and used to reshape the AIG program.

* **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.

EWA safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices.

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.

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. The Gifted Advisory Board 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 AIG Advisory Board trained to make appropriate recommendations for an individual student.

Families are informed that their student will be screened for possible gifted identification. They receive written communication and have the right to opt-out of testing. Once students are identified, families have the right to deny identification, if they so choose. Once a student is identified, parents/guardians are given the option to attend an initial placement meeting with the AIG staff. During this meeting, the AIG staff reviews all assessment data and the parent signs the Student Profile Sheet, giving consent to services. Often the service delivery does not change since the student has participated in the talent development program; however, parents are officially notified and give consent to continued services through the initial placement meeting.

For students identified as academically or intellectually gifted, a Differentiated Education Plan or program is written. Such a plan will include student strengths and the options considered by the AIG Advisory Board 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. During annual review meetings to discuss the Differentiated Education Plan, the AIG staff will review students' rights for reassessment, appropriate services, and enrichment opportunities. The AIG Specialist will ensure teachers, counselors, and administrators understand the policies, procedures, and practices in place to protect the rights of AIG students.

Students who have been identified as gifted in other districts and transfer to EWA will keep their gifted identification label. We will rescreen students to determine appropriate levels of gifted identification as needed. AIG students in military families will be placed immediately according to Article 29B Interstate Compact on Educational Opportunity for Military Children § 115C-407.5.

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).

Should an AIG staff member, teacher, school administrator, other stakeholder, or parents/guardians think it is in the best interest of an AIG or IG student to be reassessed for add-on or initial identification for services, parents/guardians will be notified and written consent obtained for consent to evaluate.

If the parent/guardian does not agree with the system's decision concerning eligibility, they should notify the AIG Advisory Committee within five school days. The AIG Coordinator will schedule a conference with the parent or guardian within ten school days of receiving the appeal and, after reviewing the challenged recommendation with the AIG Advisory Board, will respond in writing to the parent or guardian and AIG committee within five school days after the parent conference.

If the disagreement is not resolved through the AIG Coordinator's conference, the parent or guardian may file a written appeal of the decision with the Executive Director within ten school days of receiving the AIG Coordinator's response. The Executive Director will schedule a conference with the parent or guardian within ten school days of receiving the appeal. The Executive Director shall respond in writing to the parent or guardian and AIG Coordinator concerning the outcome of the review within ten school days after the conference.

If the disagreement is not resolved, the parent or guardian may file a written appeal of the decision to the East Wake Academy Board of Directors within ten school days of receiving the response from the Executive Director. The Board shall offer a final written decision to the parent or guardian within thirty calendar days after receiving the appeal.

In the event that the local grievance procedure fails to resolve the disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decisions of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

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Process	Procedure
Informed consent for identification	* 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. 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. The Gifted Advisory Board 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 AIG Advisory Board trained to make appropriate recommendations for an individual student. Families are informed that their student will be screened for possible gifted identification. They receive written communication and have the right to opt-out of testing. Once students are identified, families have the right to deny identification, if they so choose. Once a student is identified, parents/guardians are given the option to attend an initial placement meeting with the AIG staff. During this meeting, the AIG staff reviews all assessment data and the parent signs the Student Profile Sheet, giving consent to services. Often the service delivery does not change since the student has participated in the talent development program; however, parents are officially notified and give consent to continued services through the initial placement meeting.

Informed consent for placement	* For students identified as academically or intellectually gifted, a Differentiated Education Plan or program is written. Such a plan will include student strengths and the options considered by the AIG Advisory Board 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. During annual review meetings to discuss the Differentiated Education Plan, the AIG staff will review students' rights for reassessment, appropriate services, and enrichment opportunities. The AIG Specialist will ensure teachers, counselors, and administrators understand the policies, procedures, and practices in place to protect the rights of AIG students.
Transfer procedures	* Students who have been identified as gifted in other districts and transfer to EWA will keep their gifted identification label. We will rescreen students to determine appropriate levels of gifted identification as needed. AIG students in military families will be placed immediately according to Article 29B Interstate Compact on Educational Opportunity for Military Children § 115C-407.5.
Reassessment procedures	* Should an AIG staff member, teacher, school administrator, other stakeholder, or parents/guardians think it is in the best interest of an AIG or IG student to be reassessed for add-on or initial identification for services, parents/guardians will be notified and written consent obtained for consent to evaluate.
Procedures to resolve disagreement	* If the parent/guardian does not agree with the system's decision concerning eligibility, they should notify the AIG Advisory Committee within five school days. The AIG Coordinator will schedule a conference with the parent or guardian within ten school days of receiving the appeal and, after reviewing the challenged recommendation with the AIG Advisory Board, will respond in writing to the parent or guardian and AIG committee within five school days after the parent conference. If the disagreement is not resolved through the AIG Coordinator's conference, the parent or guardian may file a written appeal of the decision with the Executive Director within ten school days of receiving the AIG Coordinator's response. The Executive Director will schedule a conference with the parent or guardian within ten school days of receiving the appeal. The Executive Director shall respond in writing to the parent or guardian and AIG Coordinator concerning the outcome of the review within ten school days after the conference. If the disagreement is not resolved, the parent or guardian may file a written appeal of the decision to the East Wake Academy Board of Directors within ten school days of receiving the response from the Executive Director. The Board shall offer a final written decision to the parent or guardian within thirty calendar days after receiving the appeal. In the event that the local grievance procedure fails to resolve the disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decisions of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

*** Ideas for Strengthening the Standard**

Creating systems that will foster accountability for AIG programming.

Make sure that grievances are communicated effectively to all stakeholders.

Involve the Advisory Board for feedback on all processes throughout plan years.

Planned Sources of Evidence

*	na
*	na
*	na

Documents

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

Local Board of Education Approval

East Wake Academy (92G) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
06/09/2025

AIG Related Documents

East Wake Academy (92G) 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	AIG Board Approval

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	Identification Flow Chart AIG Brochure AIG Brochure-Spanish AIG Brochure-Spanish-page 2
AIG Standard 2 Additional Resources	N/A	Dual Enrollment Information EWA Strategic Plan Framework AIG Facilitator Schedule AIG Website AIG and EWA Teacher Brochure
AIG Standard 3 Additional Resources	N/A	AIG Resources for Teachers
AIG Standard 4 Additional Resources	N/A	EWA Eagle Foundation
AIG Standard 5 Additional Resources	N/A	EWA Course Guide
AIG Standard 6 Additional Resources	N/A	

Phrase	Definition
1:1 technology	refers to a program where each student is provided with their own individual device, like a laptop, tablet, or Chromebook, for educational purposes
Acceleration	a variety of strategies aimed at advancing a student's learning progress faster than the typical pace
AI	student showing both academic and achievement in the classroom
AIG	Academically and Intellectually Gifted, students who exhibit high-performance capability or the potential for high accomplishment in intellectual areas, specific academic fields, or both
AIG Coordinator	instructional specialist, who is responsible for supporting the needs of gifted students within EWA
AIG Facilitator	an educator who supports and collaborates with teachers to provide differentiated instruction and support for AIG students
Algebraic Thinking	the ability to generalize, represent, justify, and reason with abstract mathematical structures and relationships
AM	academically gifted in math only
AG	academically gifted in math and reading
AP	Advanced Placement-undergraduate university-level curricula and examinations offered to high school students
AR	academically gifted in reading only
Battery Core	a group, series, or set of several tests
Benchmark	a standard or a set of standards used to measure and evaluate student progress against specific learning goals and expected outcomes
BOG	beginning of the year practice End of Grade test
Book Buddies	elementary level book club
Career and College Promise	CCP, program is a dual enrollment program allowing eligible high school students to enroll in college classes at community colleges and universities, earning college credit while still in high school
Cancer Awareness Club	a student organization focused on raising awareness about cancer, educating members and the wider community, and supporting those affected by the disease
CDM	Credit by Demonstrated Mastery-student may earn credit for a high school course by demonstrating a deep understanding of the content; without course enrollment or seat time

Cluster Grouping	a system where students with similar learning abilities or interests are purposefully grouped together within the same classroom, alongside a mix of other students
CogAt	Cognitive Abilities Test, a norm-referenced test used to evaluate a student's learned reasoning and problem-solving abilities
Common assessments	standardized assessments or tests that are developed and used collaboratively by a group of teachers, typically within a school or district, to evaluate student learning and progress on specific learning objectives
Community Service Club	a voluntary, non-profit organization where members come together to perform charitable projects that benefit the community
Composite score	a single numerical value that combines multiple related scores or metrics into a single measure
CTE	Career and Technical Education, study that integrates core academic knowledge with practical, technical, and occupational skills, preparing students for both post-secondary education and specific careers
Curriculum Compacting	a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned
Dance Club	dance troupe lead by the dance teacher for select students in grades 5-
DEP	Differentiated Education Plan, a personalized learning plan for students, particularly those identified as gifted, to address their unique needs and learning styles through differentiated instruction
Depth of Knowledge	DOK, refers to a system developed by Norman Webb to categorize the cognitive complexity of educational tasks
Differentiation	a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same classroom
Dual Enrollment	a program that allows high school students to take college-level courses and earn both high school and college credit simultaneously
Eagle Ambassadors	current students who represents their educational institution to prospective students and their families, often acting as a liaison between the school and potential applicants
Eagle Time	enrichment/intervention period in grades K-4
EC	Exceptional Children-a designation for students who have different educational needs than the average child
Elementary Academy	grades K-4
ELA	English Language Arts, a broad field encompassing the skills of reading, writing, speaking, listening, and using language effectively
Enrichment	supplemental learning experiences designed to go beyond the core curriculum, engaging students in more complex, challenging, and stimulating learning opportunities
EOC	End of Course tests
EOG	End of Grade tests

EWA	East Wake Academy, a public charter school in Zebulon, NC
EVAAS	Education Value-Added Assessment System-provides North Carolina's educators with tools to improve student learning and to reflect and improve on their own effectiveness
Extension	activities that build upon or go beyond the core content of a lesson or unit to provide more challenging or in-depth learning experiences
First Priority	a church-based, student-led, and adult-coached youth organization that supports student-initiated work to take the Hope of Christ to every student in the United States
Flexible grouping	an instructional strategy where students are grouped dynamically, rather than fixed, based on their individual needs, abilities, and learning styles
Formative assessment	a process used during instruction to monitor student learning and provide feedback to improve teaching and learning, ultimately leading to improved student achievement
Future Business Leaders of America	a non-profit career and technical student organization that prepares middle, high school, and college students for careers in business
Gaming Club	an organization that brings people together to play games, which can include video games, board games, or tabletop games, in a social setting
Grouping strategies	methods teachers use to divide a class into smaller groups for instruction or activities, often based on student characteristics or learning needs
iBlock	enrichment/intervention period in grades 5-8
Identification	refers to the process of recognizing and classifying students who exhibit specific needs or characteristics, such as giftedness, disabilities, or specific learning needs
IDEP	Individualized Differentiated Education Plan
IG	identification for students with outstanding intellectual abilities and potential that may adversely affect their educational performance. They have high aptitude scores in both verbal and mathematical areas but may not meet the academic achievement criteria for Academically Gifted services
iReady	online program for K-8 students that combines assessment and personalized instruction in reading and math
Happy Numbers	computer program giving individualized instruction in math
House	a subunit within the school where students and sometimes staff members are assigned
LEA	Local Education Agency, a local government or public entity responsible for administering and overseeing public schools within a specific geographic area
Learning contract	a formal, written agreement between a student and a teacher (or instructor) outlining the student's learning goals, the strategies they will use to achieve those goals, and how their progress will be evaluated
Learning styles	different ways individuals prefer to receive, process, and retain information, and the methods they use to learn
MClass	an assessment and instruction system that helps measure your child's literacy and math development

Middle Academy	grades 5-8
ML	multilingual, refers to the ability of students or individuals to use two or more languages effectively, not just for communication but also for learning and instruction
MTSS	Multi-Tiered System of Supports-a framework used in education to ensure all students receive the support they need-a proactive, data-driven approach that uses a tiered system of interventions to address academic and behavioral needs
Multiple Intelligences	idea that human intelligence is not a single general ability but comprises various distinct modalities, such as linguistic, logical-mathematical, musical, and spatial intelligences
National Honor Society	a prestigious national organization that recognizes high school students for their academic excellence, leadership, service, and character
National Junior Honor Society	a national organization that recognizes middle school students who demonstrate excellence in scholarship, service, leadership, character, and citizenship
NC Check Ins	interim assessments designed to provide teachers and students with immediate data and a reliable estimate of student performance on specific North Carolina content standards
NCVPS	North Carolina Virtual Public Schools, the NC official online school
Percentile rank	a student's performance compared to others in a specific group, like their grade level or a standardized test norm group
PETS	Primary Education Thinking Skills is a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3
PBL	Project Based Learning, teaching method where students learn by working on a project that addresses a complex, real-world problem or question
Placement	the type of educational program and the setting where a student receives services
Playlist	a sequenced list of learning activities or resources designed for students to work through at their own pace
PLC	Professional Learning Communities, a group of educators who work collaboratively to improve teaching practices and student learning outcomes
PowerSchool	a Student Information System used by schools and districts to manage student data, including grades, attendance, and other important information
Portrait of a Graduate	defines the skills and mindsets students need to thrive after high school, encompassing both college, career, and civic life
Qualitative	non-numerical data that explores and describes the nuances of learning, teaching, and student experiences
Quantitative	measurable data, like test scores or attendance rates, that are analyzed using mathematical and statistical methods
Referral	a formal process where a student is sent to a specific support service or specialist for further evaluation or assistance

Revised Bloom's taxonomy	refers to the emphasis on two learning domains that make up educational objectives: cognitive and affective
Random Acts of Kindness Club	club designed to do kind acts, build self-esteem, and bring everyone in the school together
Safety Patrol	group of middle academy students that assist with afternoon carpool duty
Screening	a brief assessment process used to identify students who may be at risk for academic difficulties, social-emotional challenges, or developmental delays
SEL	social and emotional learning, the process through which individuals develop the knowledge, skills, and attitudes to understand and manage emotions, build positive relationships, and make responsible decisions
Service options	the various types of educational services and supports provided to students, particularly those with disabilities or special needs, to enhance their learning and development
SCOS	NC Standard Course of Study, defines the content standards for each grade level and high school course in North Carolina public schools
Senior Academy	grades 9-12
Soaring Eagles Chorus	Chorus lead by the chorus teacher for select students in grades 3-4
STEM/STEAM	Science, Technology, Engineering, Science or Science, Technology, Engineering, Art, Science
Student Age Score	SAS, compares a student's performance on a test to the average performance of students of a specific age.
Student Council	a group of students elected by their peers to address issues of concern and organize student events and activities
Tiered Assignments	differentiated instruction strategies where tasks are adjusted to match different student needs, readiness, and learning styles
Universal Design	teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process
Wake Forest Community Youth Orchestra	opportunity for select students in grades 3-8 to learn violin from professional musicians
Xtramath	online math fact fluency program that helps students develop quick recall and automaticity of their basic math facts
Zearn	a free, online math learning platform and nonprofit organization focused on inspiring kids to enjoy math