

Mission/Vision Statement and Funding

Socrates Academy (60J) 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)

Socrates Academy is an innovative college preparatory school that partners with local and global communities to inspire and empower scholars to reach their full academic and intellectual potential. Socratic learning fosters curiosity; scholars engage in critical thinking and problem-solving while upholding values of diversity, fairness, justice, and empathy. Advanced coursework in the Greek language and cultural heritage, the cradle of Western civilization and democracy, forms the foundation of intellectual and multicultural competencies.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 66,607.92	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

Socrates Academy is committed to ensuring that AIG identification processes are clear, equitable, and comprehensive across all grade levels.

Referral

Scholars in grades K-12 may be referred at any time for AIG services, subject acceleration, or grade acceleration. Teachers, counselors, administrators, parents/guardians, community members, or the scholar him/herself can nominate a student for screening by completing the AIG Referral form, located on the internal Socrates Academy website, The Hub, or the AIG link on the school website. Referral forms will be submitted to the AIG Coordinator and data will be compiled on the digital AIG Screening Notebook sheet to present to the School Support Team (SST). The SST will then make a decision to formally test a scholar for AIG identification or acceleration, continue to monitor the student, or to decline further screening. If a referral is received in the last 90 days of the school year, screening will be conducted at the end of the school year.

Universal Screening

At the end of second grade, scholars are universally screened for AIG Identification. Two formal tests are utilized for this, the Cognitive Abilities Test (CogAT), a nationally normed aptitude test, and Measures of Academic Progress (MAP), a nationally normed achievement test for Reading and Math. Scholars with qualifying aptitude and achievement scores will also have an informal observation checklist, the Gifted Rating Scale (GRS), completed by the second grade teacher.

Students in other grade levels who demonstrate high potential through formative or summative assessments, such as teacher observation of class performance and classroom unit tests /projects, are flagged for further screening at the end of each school year. We also monitor existing data (state and local assessments) across all grade levels to identify students who may qualify for AIG services. Continuously monitoring assessment data throughout the year helps us to ensure that previously identified students are performing at the appropriate level for their AIG identification and to identify any students who may have been previously overlooked.

A portfolio opportunity is provided for scholars who do not identify as gifted in any capacity, but have a qualifying CogAT score, MAP/EOG score, or Gifted Rating Scale score, and have educational or situational circumstances for which traditional testing alone may not be sufficient to identify giftedness. Such scholars may include MultiLingual Learners (MLL), those documented with learning/processing disabilities, and economically disadvantaged/homeless scholars. If the above educational or situational circumstance is documented, these scholars may be approved for this pathway by the School Support Team.

K-2 Screening

Early identification in kindergarten through second grade is supported through teacher observations, performance based tasks, and differentiated instruction data. These scholars may be considered for gifted identification in the form of subject or grade acceleration or differentiation of classwork supported by the AIG Coordinator.

Grades 3-12 and Rescreening

Any scholar receiving a level 5 on an EOG reading or math test or a 90 percentile or greater on a Reading or Math MAP assessment will be screened or re-screened for gifted identification. CogAT scores will be considered valid for 2 years and cannot be readministered within that time period.

Transfer Students/Reciprocity

The screening process for non-AIG identified scholars who transfer into Socrates Academy starts with a request by the parents/guardians or the classroom teacher. Scholars who transfer into Socrates with AIG identification from their previous school will be granted reciprocity. In both cases, the AIG Coordinator will collect data from the previous school and/or documents provided by the parent/guardian. The collected data is evaluated and a meeting is scheduled with the parents/guardians to determine the best placement for the scholar.

Underrepresented Population Screening Considerations

Socrates Academy collaborates with ML/Title III and Exceptional Children's (EC) Departments to ensure identification processes are accessible to historically underrepresented scholars. The AIG Coordinator may request approval from the School Support Team to provide alternative assessments/criteria for students who are culturally/ethnically diverse, have limited resources, and/or are disabled or twice exceptional. Alternative assessments may include the Naglieri Nonverbal Aptitude Test (NNAV) and/or a portfolio. A portfolio consists of work samples showcasing a scholar's independent, advanced work compared to their peers and may be used as a qualifying achievement data point with approval. The portfolio will be scored based on advanced and gifted traits within the scholar's work samples.

To maintain fair and comprehensive AIG identification, Socrates Academy will:

- Provide professional development to educators on reducing bias in the referral process.
- Monitor and analyze trends to refine procedures and ensure equitable access.
- Expand talent development efforts to ensure more scholars have access to gifted education pathways.

*** 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.

Identification Definitions:

- **AI (Academically AND Intellectually Gifted)**
 - These students are highly advanced when compared to their peers
 - These students have a high aptitude AND high achievement scores
- **AG (Academically Gifted in Reading and Math))**
 - These students have intellectual and academic abilities that are advanced compared to their peers
 - High aptitude score and high achievement score

▪ **AM (Academically Gifted in Mathematics)**

- These students have intellectual and academic math abilities that are advanced compared to their peers
- High math aptitude score and high math achievement score

▪ **AR (Academically Gifted in Reading)**

- These students have intellectual and academic reading abilities that are advanced compared to their peers
- High reading aptitude score and high reading achievement score

▪ **IG (Intellectually Gifted)**

- These students are not performing at the level that matches their potential.
- High aptitude scores, but lack achievement

Criteria for Academically and Intellectually Gifted Identification (AI)

Students must meet three requirements that include 2 aptitude indicators and 1 achievement indicator

- Aptitude Indicator (VQN): Full scale of 98th percentile or higher, AND
- Aptitude indicator (V, Q, QN): At least one subtest composite score or 98th percentile or higher, AND
- Achievement Indicator: On grade level MAP or EOG score of 98th percentile or higher

Criteria for Academically Gifted (AG), Academically Gifted in Math (AM), and Academically Gifted in Reading (AR) Identification

Students must meet two requirements that include 1 or 2 aptitude scores, and/or 1 achievement indicator for each subject area. Qualifying for AR and AM = AG Identification

- Aptitude Indicator (VQN): Full scale score of 90th percentile or higher, AND/OR
- Aptitude Indicator (V, Q, QN): Subtest Composite score 90th percentile or higher, AND/OR
- Achievement Indicator: On grade level EOG/EOC or MAP score of 90th percentile or higher,

Criteria for Intellectually Gifted (IG)

Students must meet two requirements that include one aptitude indicator and one achievement indicator

- Aptitude Indicator (VQN): Full scale score of 98th percentile or higher, AND/OR
- Aptitude Indicator (V, Q, QN): Subtest Composite score 98th percentile or higher, AND
- Achievement Indicator: On grade level EOG/EOC or MAP score of 89th percentile or lower

Identification	Aptitude: Full (How you solve problems)	Aptitude: Subtest (How you solve problems)	Achievement Scores (MAP/EOG) (What you know or have learned)
Based on Nationally Normed Assessments			
Screening Tool	Nationally Normed Aptitude Assessment Full Scale Score CogAT	Nationally Normed Aptitude Assessment-Subtest Score (V=verbal, Q=quantitative, QN=quantitative & nonverbal) CogAT	NC EOG or Nationally Normed Achievement Test MAP or EOG
AI	98%tile	98%tile	98%tile
3 Data points			
2 Apt+1 Ach			
AG	90%tile	90%tile	90%tile
Identified as AR & AM			
AR	90%tile	90%tile	90%tile
2 data points			
1/2 apt +/- or 1 ach			
AM	90%tile	90%tile	90%tile
2 data points			
1/2 apt +/- or 1 ach			

IG 94%tile 94%tile 89%tile or lower 89%tile or lower

2 Data Points
1 Apt + 1 Ach

Acceleration Identification Types

- Early Admission to Kindergarten (Grade Based)
- Subject Acceleration (Content Based)
- Whole Grade Acceleration (Grade Based)

Early Admission to Kindergarten

Students approved for early admittance to kindergarten must meet the following requirements as outlined in State Board Policy 16 NCAC 06E.0105.

- Aptitude Indicator: 98th percentile or higher on an approved aptitude test
- Achievement Indicator: 98th percentile of higher in reading and mathematics on a standardized test
- Performance indicator: Student work samples that demonstrate performance above same aged peers
- Performance indicator: Two letters of recommendation as outlined in SBP 16 NCAC 06E.0105
- Performance indicator: A social development checklist as outlined in SBP 16 NCAC 06E.0105
- Performance indicator: Informal interview with the child and school administrator or designee
- Performance indicator: Structured interview with the parent(s)/guardian(s)
- For more information, please refer to the above referenced State Board Policy.

Subject Acceleration

Students may be subject accelerated in a core subject area if they meet the following requirements

- Aptitude Indicator: Full Scale IQ of 125 or greater
- Achievement Indicator: On grade level standardized assessment score of 95th percentile or higher in subject to be accelerated
- Achievement Indicator: Two grade levels above standardized assessment score of 75th percentile or higher in subject to be accelerated
- Performance Indicator: Teacher/SST recommendation

- Performance Indicator: Administration recommendation

Whole Grade Acceleration

Students may be whole grade accelerated if they meet the following requirements

- Aptitude Indicator: Full Scale IQ of 130 or greater
- Achievement Indicator: On grade level standardized assessment score of 95th percentile or higher in reading, math, and language arts
- Achievement Indicator: Two grade levels above standardized assessment score of 75th percentile or higher in reading, math, and language arts
- Performance Indicator: Social development checklist
- Performance Indicator: Teacher/SST recommendation
- Performance Indicator: Administration recommendation

Steps for AIG Identification: Kindergarten - 12

- Once a scholar has been referred for AIG evaluation, data is collected and brought to the School Support Team for review.
- If approved for further testing, testing is administered by the AIG Coordinator.
- A decision is made from the completed testing according to the above outlined requirements.
- Parents/guardians meet with the AIG coordinator to discuss placement and sign a Differentiated Education Plan (DEP).

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*** Practice C**

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

To ensure that AIG referral, screening, and identification procedures respond to underrepresented populations of the gifted spectrum, Socrates Academy provides the following additional tools to the screening process:

1. Gifted Rating Scale (GRS): provides a standardized method for identifying children for gifted and talented programs based on teacher observations. The GRS allows for identification of relative strengths and specific areas of giftedness. The six domains include: intellectual, academic, motivation, creativity, leadership, and artistic talent.
2. Naglieri Nonverbal Ability Test (NNAT): assess school learning ability without requiring students to read, write, or speak. The NNAT has been used successfully by other districts as a means to identify a culturally/ethnically diverse group of students. Using the NNAT, we can identify MLL, twice exceptional, economically disadvantaged, and highly gifted students.
3. Portfolio: This opportunity allows students to demonstrate their gifted and advanced traits through work samples. A portfolio consists of work samples showcasing a scholar's independent, advanced work compared to their peers and may be used as a qualifying achievement data point with approval.

The portfolio will be scored based on advanced and gifted traits within the scholar's work samples. This process continues to be refined and adapted to capture student output and performance compared to their same aged peers.

4. K-12 Talent Development: Socrates Academy recognizes the need to develop and nurture student potential. The goal of our TD program is to find students that demonstrate behaviors that are associated with traits of giftedness and/or with potential to achieve in underrepresented populations, as outlined in the North Carolina Academically or Intellectually Gifted Program Standards. The goal of this program is to draw out and nurture the students' intellectual and academic potential so they may meet the gifted criteria. This is accomplished through lessons on critical thinking and metacognition, small group focused instruction with the AIG coordinator, academic and extracurricular clubs/activities, and AIG best practices being introduced to teachers.



Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	28.24%	---	---	---	---	---	17.31%
Male	37.63%	15.87%	---	---	---	---	34.36%
Total	33.15%	12.59%	---	---	18.18%	---	24.90%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

Socrates Academy uses a variety of ways to ensure consistency in the screening, referral, and identification process.

1. Student Files: All data collected on students referred for screening is kept on a Socrates Academy Gifted Identification Rubric in both paper and electronic form. Supporting data is also kept in the student's paper and electronic file. Paper files will be stored in a secure location in the AIG coordinator's office during the school year and with Cumulative Folders during the summer break. Electronic files will be housed in a Google Folder and shared with Administration.
2. A Screening Notebook will be kept in a Google Folder and shared with administration. This electronic notebook will store data on all students who had at least one data point or was referred for screening for gifted identification, whether they qualified or not. There is a decision column where the outcome of the process is coded.
3. AIG Roster and AIG Headcount Report Verification: Twice a year (November and April), the AIG Coordinator will verify the school's AIG Roster and their PowerSchool AIG Headcount Report. The AIG Coordinator will verify the school roster using paper and electronic copies of student files. If errors are found, they are researched and corrected. Both school AIG roster and AIG Headcount will be submitted to Socrates Administration.

4. **AIG Tab on School Website:** This tab contains information about referrals, screening, identification, testing, and services to inform future and current stakeholders about the AIG Program at Socrates. This process also allows stakeholders to actively participate in program accountability to ensure consistent implementation of AIG processes.

5. **Parent Communication:** Letters will be sent home to the parents/guardians to inform them of the universal aptitude testing in second grade and also to any student that will be tested for AIG identification. Information about universal screening will also be posted on ParentSquare, our school wide communication tool. After testing is complete, all parents/guardians will be notified in writing of test results and identification decisions.

6. **Staff Training:** Socrates Academy provides annual training to teachers and staff involved in AIG processes to ensure uniform application of identification criteria and procedures.

*** Practice E**

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

School personnel have access to the AIG screening, referral, and identification processes on our internal website, The Hub. This site also provides them with student information, differentiation strategies, gifted resources, social and emotional tips for gifted students, and a testing calendar. This site continues to evolve as needed.

Parents/Guardians & Community Stakeholders have access to AIG information on the AIG tab on our Socrates Academy website. Here they have access to an online referral form, screening information, information about how students are identified, program implementation, and Talent Development. Various gifted resources and websites are also available here.

AIG Parent meetings are held to dispense information to all newly qualified parents. Parents are presented with information concerning Socrates' AIG plan, gifted services and curriculum, screening and referral process, and resources available to them. The social and emotional development of gifted students will also be discussed.

Monthly AIG information and updates are delivered to parents through our school communication portal, ParentSquare. Notices may also be sent out in paper form in student weekly communication.

Students in grades 3-12 have access to an AIG GoogleClassroom where information is shared with them about upcoming events, screenings, information about AIG in middle and high school, seminars, etc for gifted students. Scholars in grades K-2 receive notifications and information through ParentSquare.

*** 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.

Socrates Academy utilizes both a paper and electronic file system to document each student's screening, testing, and decision process. Both paper and electronic files are created, maintained, and updated by the AIG Coordinator. An electronic screening notebook is created and lists all scholars who are being monitored for AIG identification based on referrals and/or testing data. The Screening Notebook records all testing data and decisions for AIG Identification. Physical files include any test scores, referrals, and results forms that are in paper form. Copies of these files are also maintained in an electronic file for each student. The screening notebook documents all results of all students screened, whether they qualify for AIG services or not. The AIG coordinator audits these records annually for completeness, accuracy, and compliance with state and Socrates Academy policies.

Parents/guardians are provided, through ParentSquare, with information about screening, testing results, and next steps after each part of the identification process. After the identification process is complete, a Differentiated Education Plan (DEP) is prepared for newly identified students. Parents/guardians of

newly qualified students are invited to a DEP meeting at the school where they receive information about our AIG services and their scholar's DEP. At this meeting, parents/guardians will receive a copy of their scholar's DEP.

*** Practice G**

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

The DEP is a student plan that outlines the specifics of the students' differentiated education program through learning environment, content modifications, and enrichment opportunities. Once a scholar has met the identification criteria for at least one area of service, the AIG coordinator collaborates with the AIG teacher, classroom teacher, and parents of each gifted student to create and implement the DEP. Aptitude data, achievement data, gifted rating scales, and classroom grades are used to determine the appropriate service for each child.

Prior to signing the DEP, parents/guardians are given an opportunity to meet with the AIG Coordinator to provide input on their scholar's DEP. By signing the DEP, parents/guardians agree to gifted services once the student has met the identification criteria in at least one area of service. This document is updated/reviewed annually for all scholars to ensure compliance with best practices. The DEP is also updated any time changes are made to the student's plan. If a parent/guardian would like to revisit the DEP outside of the normal reviews, he/she may contact the AIG coordinator or teacher to arrange a meeting.

At the beginning of each school year, the AIG Coordinator notifies all classroom teachers and support staff of the AIG identified scholars in their care. DEPs are shared with teachers and support staff at this time and any necessary training is provided.

Copies of DEPs are kept electronically and in paper form in each scholar's personal file.

The parent/guardian does have the option to opt out of services by signing a Decline/Withdraw of Services form. If a parent/guardian decides to opt out of gifted services, the student will need to re-qualify for services.

At the High School level, the school counselor and AIG Coordinator will collaborate with each AIG identified student and his/her family to develop the DEP. At this level, the DEP is more of a scheduling form that follows an advising session with the counselor, in which AIG students are encouraged to maintain an appropriate level of academic rigor and challenge in their course selections. Parents receive a copy, and a copy remains in each student's electronic file for communication and reference with the school.

Socrates Academy holds a curriculum night in which the AIG Coordinator and Teachers discuss the specifics of differentiated services offered to gifted learners on an annual basis.

*** Ideas for Strengthening the Standard**

1. Develop a rubric for evaluating Scholar Portfolios
2. Provide yearly Profession Development for staff on characteristics of AIG scholars and reducing the bias in referral.
3. Expand Talent Development efforts to ensure more scholars have access to gifted education pathways.

Planned Sources of Evidence

* AIG Website	
* AIG Screening Notebook (electronic) with results	
* AIG Documentation in Cumulative Folders	
* Parent Square Notifications and Goolge Classroom for AIG	
* Electronic Student Data Files	
* AIG Headcount	

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A		 AIG Referral Form  Parents Rights-Due Process  AIG Glossary  AIG Identification Definitions and Qualifications Rubric

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

At Socrates Academy, the AIG program strives to ensure that all students are offered educational services that match their needs. The comprehensive services offered through the AIG Program address the needs of gifted learners across all grade levels and throughout the learning environment. The resources used by the AIG Program are research-based and proven effective for gifted learners to provide high quality, specialized instruction. Curriculum materials are aligned to the North Carolina Standard Course of Study (NCSCoS).

K-2 Services

AIG services are provided to Kindergarten through second grade scholars in the form of Talent Development and enrichment. Teachers, the AIG Coordinator, and other faculty members who suspect that a scholar is performing academically or intellectually above his/her peers may refer the scholar for enrichment services using the AIG referral form. The AIG Coordinator will meet with the classroom teacher to analyze data and determine the scholar's exact area(s) of needs. With the help of the MTSS team, the AIG Coordinator will guide and collaborate with the classroom teacher to select/create curriculum modifications, materials, and enrichment activities. If other scholars in the same grade have similar advanced academic or intellectual needs, an effort will be made to serve these scholars together, so they have access to academic peers. The AIG Coordinator and the MTSS team will continue to monitor these scholars' progress and adjust support as needed.

Talent Development is provided to all K, 1st, and 2nd grade scholars utilizing the Primary Educational Thinking Skills curriculum (PETS). The AIG Coordinator will prepare and present approximately 12 lessons to all first and second grade scholars, and 6 lessons to all Kindergarten scholars throughout the school year. The goal of this program is to nurture and expose scholars to different ways of thinking and creative problem solving strategies.

AIG programming and services for K-2 may also include:

- Early admission to Kindergarten
- Talent Development utilizing the PETS program
- Single subject acceleration
- Whole grade acceleration
- Extracurricular/Enrichment experiences

Grades 3-5 Services

Scholars in grades 3-5 who are certified AIG, will be homogeneously grouped for comprehensive daily instruction in the area(s) they are certified in. They will receive instruction from an AIG certified teacher utilizing a curriculum specifically designed for AIG students. AIG teachers will be supported by the AIG Coordinator.

Non-certified scholars who perform at an advanced level comparable to AIG scholars may be added as a Talent Development scholar to these groupings. These advanced scholars may also be pulled periodically by the AIG coordinator to receive Talent Development and Enrichment services in a small group setting.

Additional AIG services and programming for 3-5 grade may also include:

- Single subject acceleration
- Whole grade acceleration
- Replacement curriculum reading and/or math
- Student led conferences
- Extracurricular/Enrichment experiences based on areas of interest

Grades 6-8 Services

Scholars in grades 6-8 who are certified AIG, will be homogeneously grouped for comprehensive daily instruction in the area(s) they are certified in. They will receive instruction utilizing a curriculum specifically designed for AIG students. Non-certified scholars who perform at an advanced level comparable to AIG scholars may be added as a Talent Development scholar to these groupings.

The AIG Coordinator will work collaboratively with the middle school classroom teachers and support staff, providing training, coaching, and consulting to best serve gifted and advanced learners. These collaboration sessions will take place during bi-monthly PLC meetings. The AIG Coordinator will also team teach with the classroom teachers as time allows.

Additional AIG services and programming for 6-8 grade may also include:

- Single subject acceleration
- Whole grade acceleration
- Replacement curriculum reading and/or math
- Student led conferences
- Extracurricular/Enrichment experiences based on areas of interest

Grades 9-12 Services

Socrates Academy scholars receive differentiated instruction through content area and advanced course offerings.

Advanced Class Offerings include:

- Honors courses

- Advanced Placement courses
- Dual enrollment
- Early Graduation
- Governor's School
- Virtual classes through NC School of Mathematics and Science
- Credit by Demonstrated Mastery
- Global Studies Diploma
- Student led conferences
- Monthly Advisory Sessions
- Ellinomatheia Exam (certificate of proficiency in Greek language)

These offerings allow students multiple opportunities to personalize their high school path based on their identified strengths, interests, needs, and goals.

K-12 Extracurricular Enrichment Activities

- Math Olympiads
- Lego Robotics
- Odyssey of the Mind
- NC Mock Trial
- Chess Club
- Academic Competitions
- Fine Arts Activities
- Special interest Labs and Seminars
- Summer Enrichment Programs

Grades K-12

Each day, scholars have a 30 minute FLEX time in their schedule. This time is used to group the scholars across the grade level based on their academic and social needs. The AIG coordinator will guide the teachers of the advanced scholars with strategies and curriculum to utilize during this time. During this time, the AIG coordinator may also pull small groups to nurture and enrich, or provide extension activities.

Scholars Identified as Intellectually Gifted in grades 3-12, will meet in small groups monthly with the AIG Coordinator to focus on topics that will provide them with strategies for time management, perfectionism, and other topics that may guide their development and encourage them to be successful.

The AIG Coordinator's Role

The AIG Coordinator will provide all teachers, specialists, and administrators with access to information on scholar Differentiated Education Plans (DEPs). The AIG Coordinator will also meet with all teachers to ensure they are aware of the identified AIG scholars in their classroom and the services they will be receiving. DEPs will be kept in the AIG Coordinator's office. In addition, a notation will be made in each AIG scholar's cumulative folder of their identification to ensure all relevant stakeholders have access to this information.

The AIG Coordinator will meet with other school personnel, such as counselors, MTSS teams, MLL teachers, IEP/504 personnel, at monthly School Support Team meetings and as needed to ensure equity and appropriate support for all AIG scholars.

The AIG Coordinator will also work directly with the AIG teachers and general education teachers to analyze student data, for example, class tests, NC Check-ins, and MAP testing. This analysis will allow us to adapt curriculum to meet the needs of our scholars on a regular basis. The AIG Coordinator will attend PLC grade level and subject area meetings throughout the school year to give direct and indirect support to classroom teachers with advanced scholars, those who are not identified as AIG who benefit from a more rigorous curriculum. This in depth data analysis will allow us to utilize MTSS to address the changing needs of all our advanced learners, by providing them access to differentiated instruction and enrichment. These regular meetings will allow us to regularly evaluate and adjust a scholar's evolving needs.

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* Practice B

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

Socrates Academy acknowledges that gifted scholars may have unique social and emotional needs, not limited to asynchronous development, perfectionism, peer relationships, underachievement, anxiety, sensitivity, and future planning. We have three counselors that serve our K-12 scholars, one for K-4, one for 5-8, and one for 9-12. The counselors provide group counseling sessions, focused on the specific characteristics of gifted scholars, once a quarter to identified students in grades 3-8. The AIG teachers, classroom teachers, AIG coordinator, and counselors meet quarterly to discuss appropriate and applicable social and emotional topics for these lessons. Some common themes include stress management, underachievement, and peer relationships. General information about the topics presented at the group counseling sessions is shared with parents/guardians on ParentSquare. Counselors are also available to meet with students one on one per the student, teacher, or parent's request.

K-2 AIG counseling is provided as needed to individual scholars. The request for counseling may be made by the scholar, teacher, or parent.

High School scholars can request to meet with their counselor as needed. A parent/guardian or teacher may also request a meeting. The counselor also meets one on one with the students at least once a year to discuss college and career planning. Monthly group advisory meetings are also held by the HS counselor.

The AIG Coordinator, as well as the school counselors, is a source of information for teachers, parents, and scholars. The AIG Coordinator provides social and emotional support and information through:

- Staff development sessions on the social and emotional needs of gifted scholars
- Providing one on one support for scholars and parents as needed
- Supporting the AIG classroom teacher with information about the social and emotional needs of gifted scholars during bi-monthly AIG PLC meetings

- Monthly AIG Newsletters delivered to parents/guardians via ParentSquare and to school staff monthly via our staff school newsletter
- Annual meetings held with parents of AIG scholars, held at the beginning and end of the school year, to complete and sign DEPs

Strategies for social and emotional health are also included on each scholar's DEP. DEP's are stored in the AIG Coordinator's Office and are shared with all teachers, counselors, and school specialists. The AIG Coordinator is a part of the MTSS team, and is able to offer insights into a gifted scholar's behavior and/or academic concerns.

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*** Practice C**

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

The AIG program is intentionally aligned with the district's strategic goals, particularly in the areas of equity, innovation, college and career readiness, and academic excellence. The district's commitment to fostering an inclusive learning environment is reflected in policies that ensure gifted education is accessible to all eligible students, regardless of socioeconomic status or background. The AIG program directly supports the district's focus on personalized learning, rigorous instruction, and whole-child development by embedding differentiated services and enrichment opportunities within the broader instructional framework.

Resource Allocation for AIG Services:

The district allocates resources strategically to ensure the equitable implementation of AIG services across the school. This includes:

- **Dedicated AIG Staffing:** AIG Specialists, an AIG coordinator, and instructional support personnel are employed to oversee program development, collaborate with general education teachers, and provide direct and indirect services to students.
- **Professional Development:** Funding is allocated for professional learning opportunities, ensuring that teachers and instructional staff are equipped with best practices for meeting the needs of gifted learners. Specialized training in curriculum programs implemented solely for AIG scholars is provided to AIG teachers in small group meetings.
- **Instructional Materials and Technology:** Investments in curriculum resources, enrichment programs, and digital tools support differentiated instruction, acceleration, and enrichment opportunities for AIG students.

Integration of AIG Needs in Policy and Practice:

Socrates Academy ensures that AIG learners are addressed at all levels through policies and practices that reflect best practices in gifted education. This is achieved through:

- **Incorporation in School Improvement Plans:** Socrates Academy includes AIG considerations in their improvement plans to ensure alignment with broader academic goals.
- **Board Policies:** Regular policy reviews ensure that district guidelines for AIG identification, service delivery, and professional development reflect current research and best practices.
- **Multi-Tiered System of Support (MTSS):** AIG programming is integrated within the MTSS framework, ensuring that advanced learners receive targeted support alongside interventions for struggling students.

Stakeholder Involvement and Collaboration:

A collaborative approach ensures the success of AIG initiatives. The district engages:

- Instructional Departments: Cross-departmental collaboration ensures that AIG programming is embedded in curriculum development, assessment practices, and instructional planning.
- School and District Leaders: AIG services are regularly discussed in leadership meetings to advocate for resource allocation and policy updates.
- Parents Partners: Parent advisory groups provide input and support for AIG initiatives, including mentorship and extracurricular enrichment.

Equity and Access Considerations:

The district actively works to expand access to AIG programming, particularly for underrepresented populations, through:

- Universal Screening and Alternative Pathways to Identification: Ensuring students from diverse backgrounds have multiple entry points into AIG services.
- Targeted Outreach and Support: Specialized programs, such as PETS, and outreach efforts identify and support culturally diverse, economically disadvantaged, multilingual learners, and twice-exceptional students.
- Data-Driven Decision Making: Ongoing data analysis informs adjustments to AIG policies and services, ensuring that programming is equitable and meets the needs of all advanced learners.
- Scheduling: Socrates Academy exerts great effort to provide for schedules which allow for AIG services to be provided in the most efficient and effective manner. This cooperation leads to opportunities for innovative instructional activities such as enrichment blocks and provides for accelerated options as well.

By embedding AIG services within district priorities, allocating resources effectively, and fostering collaboration across multiple stakeholders, the district ensures that gifted learners receive the support necessary to thrive academically, socially, and emotionally.

*** Practice D**

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

Data analysis in K-12 grade level or content Professional Learning Communities (PLC) at Socrates Academy drives decisions about grouping for advanced learners to promote growth of all scholars. PLC teams utilize benchmark data and common formative assessments to plan for effective instructional strategies for scholars that have demonstrated mastery at key points. Cluster grouping of AIG identified scholars and other advanced learners is recommended as a best practice at all grade levels.

Reading

K-2: In the Talent Development (TD) program, teachers target small groups to work with throughout the year. These groups are flexible and fluid based on the scholars who demonstrate high ability in a particular thinking skill.

3-5: Cluster grouping of AIG scholars in a class taught by a licensed AIG teacher.

6-12: Cluster grouping in reading instruction - Honors, AP, or acceleration to English 1

Decisions for reading grouping are based on in-class and school wide assessments (MAP, EOG, Diebels, etc.). Data is analyzed and changes are implemented as needed after each assessment.

Math

K-2: In the TD program, teachers target small groups to work with throughout the year. These groups are flexible and fluid based on the scholars who demonstrate high ability in a particular thinking skill.

3-5: Cluster grouping of AIG scholars in a class taught by a licensed AIG teacher.

6-12: Cluster grouping in math instruction -6/7 compacted, ? compacted, Math 1, Math 2, AP

The accelerated groups are determined annually based on school and state-wide assessments. The goal for scholars in accelerated groups is to be in Math 1 by 8th grade at the latest.

In compliance with House Bill 986, scholars with a level 5 on the math EOG will automatically have the opportunity to participate in math acceleration. Scholars that reach this data point in later years of school can be on-ramped into advanced math courses by completing local coursework that covers missed content and objectives from the previous prerequisite course(s) to which the scholar was not exposed. This support and practice helps ensure the best chance of success for a student added to a pathway of compacted math curriculum at a later point in school.

Scholars who score a Level 5 on the EOG reading test can be enrolled in the honors ELA course for their grade level at any point during the middle or high school years when this data point is reached.

Scholars who have demonstrated AIG potential based on one or a combination of the following will be added to the Watch List:

- Scoring an 80% or higher on standardized achievement testing in math and/or reading
- MAP projections of Level 5 in math and/or reading
- CogAT percentiles of 90 or higher on V, Q/QN, or VQN
- GRS cumulative percentage of 90 or higher in either intellectual, academic, or creativity

These scholars are documented via the internal AIG Watch List form and may receive additional academic enrichment services based on demonstrated content mastery.

High School

All gifted learners are encouraged to challenge themselves academically through advanced courses, such as honors, AP, and Challenge and Career Promise. The high school counselor and AIG coordinator will monitor AIG scholars and what courses they are taking to ensure students are challenging themselves.

* 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.

General identification and service information is accessible in a variety of formats and tailored to various stakeholder groups to ensure understanding and alignment with responsibilities.

Communication Methods Include:

- Socrates Academy ParentSquare and AIG Quarterly Newsletters
- Socrates Academy AIG Website

- Email communication
- Staff/PLC/Curriculum Committee Meetings
- Curriculum Nights and School Open-Houses (specifically for parents of AIG scholars)
- Beginning-of-Year Staff Development and Team Meetings

Each school year, an annual AIG Program Overview is shared with school personnel. This presentation includes:

- AIG services overview
- Referral and identification process
- Best practices for differentiation in the classroom
- Legislative updates (e.g., NC AIG Program Standards, House Bill 986)

Access to AIG Records and DEPs: Confidential AIG records contain the Differentiated Education Plan (DEP) for formally identified scholars. Administrators and general education teachers are granted access to AIG records for the scholars they serve. Parents/guardians may request access to their child's AIG records by contacting the AIG teacher or AIG Coordinator. These records are securely maintained in protected shared drive folders.

AIG Coordinators inform regular education teachers, administrators, and support staff of identified scholars and their matching service needs. These stakeholders receive access to:

- DEPs
- AIG Program and Local AIG Plan
- Gifted education regulations and legislation

Roles and Responsibilities: AIG specialists, classroom teachers, and parents/guardians collaborate annually to develop DEPs for each AIG scholar. These plans hold teachers accountable for delivering differentiated services aligned with each scholar's area(s) of identification. Support staff are briefed on their role in supporting the holistic needs of AIG students.

Professional Development and Resources:

- Ongoing PD opportunities integrate NC AIG Program Standards and gifted education legislation.
- Staff are trained in strategies for differentiation such as curriculum compacting, tiered assignments, and enrichment clustering.
- AIG Coordinators collaborate with MTSS teams to discuss Tier 1 supports, enrichment options, and flexible grouping practices.
- A Quick Guide and FAQ sheet summarizing key aspects of the AIG plan, service delivery, and DEPs will be developed and shared via the internal Hub site and school email.

AIG Website: Regularly updated, the AIG website includes:

- Program information and announcements

- Socrates Academy Board-approved AIG Plan
- NC Department of Public Instruction AIG Program Standards
- Gifted education legislation
- Frequently Asked Questions for parents
- School-wide screening and enrollment information

Future development of the website will focus on creating a more parent-centric experience, including translated materials, student success highlights, and interactive resources.

These coordinated efforts ensure that all internal stakeholders are knowledgeable about the AIG program, equipped to meet student needs, and informed on best practices and regulatory requirements.

*** Practice F**

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

Socrates Academy houses all grades, K–12, on one campus, which allows for seamless communication and coordination among teachers and support staff to ensure consistent and effective delivery of AIG services across grade levels.

Communication of Identification and Services: The AIG Coordinator communicates annually with teachers, administrators, and counselors by providing a yearly notification of AIG identification status and student service needs. This includes access to updated Differentiated Education Plans (DEPs) and the Headcount spreadsheet, which is monitored and updated regularly throughout the year to track scholar progress and support decisions about service continuation.

Within-Grade and Cross-Grade Communication: The AIG Coordinator facilitates grade-level transition meetings each spring to review the academic, intellectual, and social-emotional needs of AIG scholars. This information is passed to the receiving grade-level counterparts to share observations, assessment data, and notes on services provided, including recommended changes or supports needed for the upcoming year. These meetings help ensure continuity of support and alignment of instruction for AIG students.

Key Transition Points (5th–6th and 8th–9th Grades): During key transition years (5th to middle school and middle to high school), AIG teachers, counselors, and administrators collaborate with parents to ensure scholars are placed in appropriate classes aligned with their AIG identification and academic performance. Students are supported in selecting advanced courses that align with their long-term academic goals and post-secondary interests, including honors, AP, and dual-enrollment pathways.

Student Transfers to/from Socrates Academy: When a student transfers to or from Socrates Academy, the following AIG documentation is included:

- AIG identification and eligibility records
- Differentiated Education Plan (DEP)
- Academic performance data and service notes
- Any additional information that supports a smooth service transition

Incoming transfer students are reviewed by the AIG Coordinator in collaboration with the School Support Team to determine placement and service alignment. Outgoing students' AIG documentation is compiled and transferred securely.

Collaboration with EC and ML Departments: To support the needs of twice-exceptional and multilingual learners, the EC and ML departments are invited to participate in transition meetings when appropriate. These collaborative conversations ensure that AIG services are aligned with IEPs, 504s, and Language Instruction Educational Programs (LIEPs).

Quarterly Site Team Meetings: The AIG Coordinator meets quarterly with school-based leadership and instructional teams to monitor AIG service implementation, review academic data, and plan for adjustments to service delivery. These meetings also provide a platform for problem-solving and planning transitions for students who may benefit from additional enrichment or accelerated opportunities.

Through structured collaboration, detailed documentation practices, and consistent communication between teachers and departments, Socrates Academy ensures a cohesive K–12 continuum of services that supports the academic and personal growth of all AIG scholars.

*** 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.

Early Admission to Kindergarten:

All testing of the scholar must be administered after April 16th following the child's fourth birthday. The psychologist should send the completed battery of test results to the school administration. Neither the AIG Coordinator nor the school administration will accept test results from the parents. The following must be provided to the school administration 30 days prior to the start of the school year. Students approved for early admittance to kindergarten must meet the following requirements as outlined in State Board Policy 16 NCAC 06E.0105. This information can be found on the school website.

- Aptitude Indicator: 98th percentile or higher on an approved aptitude test
- Achievement Indicator: 98th percentile of higher in reading and mathematics on a standardized test
- Performance indicator: Student work samples that demonstrate performance above same aged peers
- Performance indicator: Two letters of recommendation as outlined in SBP 16 NCAC 06E.0105
- Performance indicator: A social development checklist as outlined in SBP 16 NCAC 06E.0105
- Performance indicator: Informal interview with the child and school administrator or designee
- Performance indicator: Structured interview with the parent(s)/guardian(s)

The administration will make a determination as to whether or not the child is accepted for Early Kindergarten within three weeks of receiving the information.

If a scholar is admitted to early Kindergarten and is not adjusting well to the school setting, the administration can rescind approval of early admission based on substantial evidence documenting issues before the end of the first ninety (90) calendar days of the scholar's enrollment. If the decision is made to remove the child from school, parents are notified in writing and given ten days notice to arrange childcare, if needed.

Note: Early admission to kindergarten does not guarantee placement in the AIG program.

Whole Grade/Subject Acceleration Process (K-5)

These acceleration options ensure the needs of highly gifted scholars—those demonstrating advanced readiness beyond standard AIG identification—are met with appropriately rigorous instruction and flexible placement options.

A highly gifted scholar can be nominated by a parent/guardian or a classroom teacher for whole grade or subject acceleration. If a parent/guardian wants to nominate a scholar for subject/whole grade acceleration, they should contact the AIG coordinator. If a teacher wants to nominate a scholar, they should contact the AIG coordinator and the parents/guardians. The AIG coordinator will meet with the classroom teacher to address parent/teacher concerns of curriculum rigor and make suggestions for differentiation.

Prior to the first meeting, the classroom teacher and AIG coordinator will talk with the scholar to determine his/her feelings about possible subject/grade acceleration.

When considering a highly gifted scholar for subject/grade acceleration, the administration must be present at all School Support Team (SST) meetings. The AIG coordinator will document all subject/grade acceleration procedures on the Subject/Grade Acceleration Procedure form. When considering a scholar for whole grade acceleration, it is highly recommended that the school psychologist is present.

Prior to the first meeting, parents/guardians must be provided a copy of the Parents Rights-Due Process.

Step 1:

- The SST, including the administration, meets with the parents/guardians to evaluate the need for subject/grade acceleration.
- The classroom teacher must provide documented evidence to show that the scholar is working two years above grade level in the subject/grade being considered for acceleration.
- The classroom teacher should also complete the Iowa Acceleration Scale (IAS) to determine if the scholar is socially and emotionally ready for acceleration. The IAS is a research based tool used to ensure social-emotional and academic readiness. It provides an unbiased lens for acceleration decisions.
- If the evidence does not support the scholar is working two years above grade level or is socially and emotionally prepared, the subject/grade acceleration process should stop.
- If the evidence supports the scholar is academically two years above grade level and is socially and emotionally prepared, the SST should recommend differentiation strategies to be used in the classroom to meet the advanced needs of the scholar.

- Proceed to Step 2.

Step 2:

- During the next four weeks, the current teacher should implement the above recommended strategies into the learning environment with the help of the AIG coordinator.
- A second meeting should be scheduled at the end of four weeks to evaluate how the scholar is responding to these strategies. If the scholar is responding well to these strategies and the scholar's needs are being met, the process should stop.
- In cases where the scholar's needs are not being met or it is unreasonable for the teacher to effectively implement the strategies, the acceleration process should continue to Step 3.

Step 3:

- An on grade level, nationally normed achievement tests should be administered in the subject(s) being considered for acceleration. If the scholar scores 95% or higher
- Administer a nationally normed achievement test two grade levels above in the subject(s) being considered for acceleration. If the scholar scores 75% or higher
- Administer a nationally normed Full Scale IQ test. Students must score 130 or above for grade level acceleration, and 125 or above for subject acceleration.
- If all the above criteria are met, proceed to Step 4.

Step 4:

- The SST will meet to examine the data and make recommendations.
- The administration and AIG Coordinator will then meet with the parents/guardians to discuss acceleration options and complete documentation paperwork.
- If a scholar is subject accelerated, the scholar should be identified as AR or AM. Required paperwork should be completed and filed in the AIG shared drive. The scholar should be added to the school's AIG Headcount. A DEP should be written for the scholar and updated annually. All subject acceleration documentation and the DEP should be filed in the scholar's AIG folder.

Subject Acceleration Process (Grades 6-8)

Scholars are considered for subject acceleration via honors courses by scoring a Level 5 on the prior grade EOG.

Math Acceleration

6TH GRADE MATH ACCELERATION 2024-2025 (L5 >= 94%)

- Level 4 (below 84%): 6th grade Math
- Level 4 (85%- 93%): 6th grade Math
- Level 4 (85%- 93%) AND scored at least 5 points on rubric: 6/7 math compacted
- Level 5 (94%-96%): Math 6/7 compacted
- Level 5 (97%+): 7/8 compacted

7th GRADE MATH ACCELERATION 2024-2025 (L5 >= 96%)

- Level 4 (below 84%): 7th grade Math
- Level 4 (85%- 95%): 7th grade Math
- Level 4 (85%- 95%) AND scored at least 6 points on rubric: 7/8 compacted

- Level 5 (96%-97%): Math 7/8 compacted

- Level 5 (98%+): Math 1 (if they were in compacted 6/7)

8th GRADE MATH ACCELERATION 2024-2025 (L5 >= 95%)

- Level 4 (below 95%): 8th grade Math

- Level 5 (95%+ EOG and in 7/8 compacted math): Math I

- Level 5 (95%+ and in regular 7th grade math): Math I with 6 points on rubric

- Level 5 (99%+) AND took regular 7th grade math: may enter Math I

- In compacted ?, below 90% percentile, take assessment on grade standards to determine placement

English Language Arts Acceleration

- 6th Grade: All gifted scholars with L4 or higher on 5th Reading EOG will be placed in Honors ELA 6; all other gifted scholars will be placed in ELA 6

- 7th Grade: All gifted scholars with L4 or higher on 6th Reading EOG will be placed in Honors ELA 7; all other gifted scholars will be placed in ELA 7

- 8th Grade: Gifted scholars who passed the Eng 1 Placement Test will go to English 1, gifted scholars with L4 or higher on 7th Reading EOG will be placed in Honors ELA 8; all other gifted scholars will be placed in ELA 8.

Learning beyond the Classroom

For highly gifted scholars, mentorships, project-based learning, and enrichment experiences may also be arranged to provide instruction beyond the traditional classroom setting.

Early Graduation Process

Early entrance to college can be accomplished in a variety of ways. The first way is that a scholar graduates early from high school, usually in three-and a half years or less. Generally this is accomplished by accelerating content or increasing the amount of coursework undertaken each year in middle and high school. This may also be accomplished through dual enrollment, distance learning coursework, or extracurricular activities.

Advanced Placement Process

The AP Program offers college-level coursework for scholars in high school. AP exams allow scholars to earn university credit and/or advanced university standing based on the examination area. Interested scholars should speak with their counselor for more information about AP courses and check into the reciprocity of these courses at desired colleges or universities.

Dual Enrollment Process (Career and College Promise)

Career and College Promise (CCP) is North Carolina's dual enrollment program for high school scholars. The program allows eligible NC high school scholars to enroll in college courses at North Carolina community colleges and universities through their high school.

The goal of CCP is to offer structured opportunities for qualified Socrates Academy high school scholars to dually enrol in community college courses that lead to a certificate, diploma, or degree, as well as provide entry-level job skills.

Credit by Demonstrated Mastery

Credit by Demonstrated Mastery (CDM) is available to all middle and high school scholars as an opportunity for subject acceleration. Information about this process is available through middle and high school counselors and the AIG Coordinator. Application should be made at the beginning of the school year or in January to the AIG Coordinator. Scholars will then participate in Phase 1, where they will demonstrate their foundational knowledge of the course through a formal examination. After successful completion of Phase 1, the scholar may proceed to Phase 2, Artifact Development. In this phase, scholars will create an artifact that will demonstrate their deep understanding of the content standard, and their ability to apply the skills and knowledge expected for the course. Each phase of this process will be monitored by the School Support Team and guided by NC's Implementation Guide for Credit by Demonstrated Mastery (June 2016).

*** Practice H**

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

To enrich and extend the North Carolina Standard Course of Study (NCSCoS) for all scholars in a classroom, general education teachers should use data from classroom assessments to determine the need(s) for enrichment and/or extension. The general education teachers provide differentiated instruction for enrichment and/or extension activities to meet scholar needs. The general education teacher can collaborate with the AIG coordinator to discuss resources and/or additional support measures needed to guide scholar learning with enrichment and/or extension activities.

K-2 Talent Development

Please refer to 2A for detailed service options.

Socrates Academy offers Talent Development (TD) to all K-2nd grade scholars. The goal of TD is to draw out or nurture a scholar's intellectual or academic abilities and potential. Ultimately, TD will help us identify scholars who demonstrate behaviors that are associated with traits of giftedness. TD is not a gifted identification. Scholars must meet the gifted identification criteria to be formally identified as Gifted. The TD program is a flexible program that supports Socrates Academy's vision for provident opportunities for every scholar to demonstrate areas of giftedness.

The Primary Elementary Thinking Skills (PETS) program offers whole group enrichment instruction in convergent, divergent, visual/spatial, and evaluative thinking skills for scholars in grades K-2. K-2 teachers will use the observation forms within PETS to help identify scholars who display repetitive use of the featured thinking skill for flexible small group enrichment instruction and/or extension activities.

An AIG coordinator will teach a series of 30 minute whole group lessons to every K-2 class during the school year. Prior to these lessons being taught in the classroom, the AIG coordinator will provide Professional Development to the K-2 classroom teachers, providing information about gifted traits and characteristics. During the lessons, the classroom teacher is an active observer during the whole group lesson, collecting anecdotal data using a data collection form. This data will help identify scholars with a particular strength and serve as a basis for program evaluation. Educators will also observe traits such as heightened sensitivity, curiosity, or leadership tendencies, allowing us to better address the whole child, including their social and emotional needs. The classroom teacher will also find ways to reinforce the focused thinking skill throughout the week during regular class instruction. These structured observations and data collected through TD contribute to a more equitable and holistic identification process, particularly for scholars whose potential may otherwise be overlooked.

*** Practice I**

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

The district is committed to broadening access to advanced learning opportunities in grades 4–12 through intentional programming, inclusive mindsets, and equitable policies. Recognizing that giftedness and potential can emerge over time, the district allows for open access to advanced coursework, including placement in AIG classrooms or enrichment groups, even if students are not yet formally identified as AIG. This approach reflects a philosophy that identification is a continuum, not a gatekeeper.

Classroom teachers, AIG coordinators, counselors, and administrators work collaboratively to recommend students for these services, using a range of classroom data and formative assessments. This inclusive practice ensures that students from traditionally underrepresented groups—such as multilingual learners, twice-exceptional students, and those from economically disadvantaged backgrounds—have pathways into advanced instruction. The district analyzes participation data to identify trends in representation and responds by adjusting services and supports.

Talent development efforts include enrichment groups led by the AIG Coordinator and access to specialized instruction in core content areas. AIG personnel provide push-in services and small-group instruction for advanced learners based on data collected at the beginning and throughout the school year. The district also promotes collaboration across departments—such as EC, ML, and Title I—to identify and support students with emerging strengths. These partnerships are instrumental in designing inclusive, culturally responsive enrichment programs that intentionally develop potential. Service options and updates are communicated to these departments regularly to ensure alignment and synergy across support services.

Professional development sessions are offered to teachers, counselors, and administrators to support mindset shifts toward equity and excellence. These sessions use district-level/school-level data to identify underrepresentation in advanced programs and challenge deficit-based thinking. By engaging stakeholders in data analysis and reflective conversations, the district is actively working to shift perceptions of who benefits from gifted services and how potential can be cultivated.

The district continues to refine policies and programming based on feedback, data trends, and student needs, ensuring that all learners have equitable access to advanced learning pathways that recognize and develop their strengths.

*** Practice J**

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

Socrates Academy is committed to cultivating the talents and interests of AIG students through a wide array of extracurricular programming offered during and beyond the traditional school day. These opportunities are intentionally designed to support the academic, intellectual, and social-emotional needs of AIG scholars across all grade spans (K–12).

At the beginning of each school year, AIG students complete an interest inventory survey, enabling staff to align enrichment offerings with individual strengths and preferences. These survey results guide the development of targeted enrichment sessions, which are offered before, during, and after school. Opportunities are first extended to AIG students and then opened to all scholars to promote equity and inclusion.

K–12 Opportunities by Grade Span:

- **Elementary School:** Students are introduced to foundational enrichment opportunities such as Chess Club, Battle of the Books, and Math Olympiads, fostering critical thinking, collaboration, and early academic engagement. Clubs like Odyssey of the Mind also encourage creativity and teamwork.
- **Middle School:** Enrichment expands to include Science Olympiad, Lego League Robotics, and interest-based seminars (e.g., Art and Anatomy, Board Game Café). These experiences deepen students' problem-solving abilities, technical skills, and intellectual curiosity.
- **High School:** Advanced opportunities are provided such as writing seminars led by a former New York Times writer, allowing students to refine communication and analytical skills while exploring career-aligned interests. Future efforts aim to increase specialized enrichment for high schoolers

through partnerships and student-led initiatives.

Social-Emotional Benefits: Participation in extracurricular programming nurtures essential social-emotional competencies, including leadership, collaboration, resilience, and self-efficacy. Programs like Odyssey of the Mind and team competitions provide structured settings for building confidence, managing challenges, and developing peer relationships in supportive environments.

Partnerships and Community Collaboration: We collaborate with external professionals and community partners to enrich student experiences. Notable partnerships include a writing mentor with journalism expertise and local artists offering after-school classes in pottery and Greek dance. We aim to expand these collaborations to provide more diverse offerings in the future.

Equity and Access: Socrates Academy is committed to making enrichment programs accessible to all students. We strive to eliminate financial and logistical barriers by offering low- or no-cost activities and ensuring a variety of time slots to accommodate different family needs. Communication about these programs is shared via the school website, printed materials, and school newsletters to keep families informed and engaged.

Celebrating Student Growth: To honor student participation and accomplishments, we plan to showcase enrichment projects and experiences through photo displays in our school's front lobby and on the School News platform. These displays will serve both to celebrate student achievements and to inspire future participation.

*** Ideas for Strengthening the Standard**

- Develop partnerships with local organizations provide input and support for AIG initiatives, including mentorship and extracurricular enrichment.
- Develop and implement a "District AIG Plan 101" session for new and returning staff annually.
- Create a "Quick Guide" of best practices for differentiation in the classroom.
- Develop Staff Professional Development to train staff in strategies for differentiation such as curriculum compacting, tiered assignments, and enrichment clustering.
- A Quick Guide and FAQ sheet summarizing key aspects of the AIG plan, service delivery, and DEPs will be developed and shared via the internal Hub site and school email.
- Implement summer transition programs between 5th–6th and 8th–9th grades designed to frontload key academic skills and increase student readiness for middle and high school advanced learning opportunities.
- Increase specialized enrichment for high schoolers through partnerships and student-led initiatives.
- Development of the website, focusing on creating a more parent-centric experience, including translated materials, student success highlights, and interactive resources.

Planned Sources of Evidence

* AIG Website and The Hub

* AIG Meeting Agendas

* Student DEPs

Documents

Document Template

N/A

Document/Link

 [Grade Acceleration Procedure](#)

 [Subject Acceleration Procedure](#)

Type

AIG Standard 2 Additional Resources

Standard 3: Differentiated Curriculum and Instruction

Socrates Academy (60J) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Socrates Academy adapts the North Carolina Standard Course of Study (NCSCoS) to meet the diverse needs of advanced learners across all grade levels. The NCSCoS serves as the foundation for instruction and is enriched, extended, and accelerated to challenge students and develop their strengths. All differentiation efforts are built around instructional experiences that promote academic rigor and higher-level thinking.

The instructional program integrates the Socratic Method into every subject area, supporting a culture of inquiry, analysis, and debate that stimulates AIG students' intellectual curiosity. Teachers are trained to use Socratic questioning techniques to deepen student engagement, regardless of content area.

Differentiation by Grade Span:

- Grades K–2: Whole-group enrichment opportunities are delivered through the PETS (Primary Education Thinking Skills) program. Teachers collaborate with the AIG Specialist to implement extensions and identify students with advanced potential through classroom observations and data collection.
- Grades 3–5: Teachers use differentiated reading and math materials to meet advanced learning needs. Interdisciplinary units such as those from the Vanderbilt Programs are used in AIG pullout groups. Interest-based lunchtime seminars are also offered for enrichment.
- Grades 6–8: Differentiation is embedded in Honors Math and ELA classes, with curriculum compacting where appropriate. Math 1 is available to 7th-grade students. Advanced readers engage with classic and contemporary texts at an elevated Lexile level. English 1, for high school credit, is available to qualified students in 8th grade. Students may also begin earning high school credit in Greek. Lunchtime seminars, based on student interest inventories, are provided once a semester to enrich/extend student learning.
- Grades 9–12: Students have access to Honors, AP, and Dual Enrollment courses. Additional enrichment and acceleration opportunities are available through NC Virtual Public School and the North Carolina School of Science and Mathematics (NCSSM). Course selection and pacing are adjusted to meet individual student needs and readiness.

Support for Differentiation: To ensure consistent implementation of differentiated instruction:

- The AIG office provides a library of enrichment resources and units aligned with state standards.
- Classroom teachers have common planning time, which allows collaboration with AIG personnel to co-design lessons and provide enrichment.
- Teachers receive ongoing coaching and professional development, focused on increasing lesson complexity and adapting instructional strategies, from the AIG Coordinator.
- When appropriate, grade levels implement co-teaching and push-in services by the AIG Specialist to support differentiation in the regular classroom.

<p>Beyond ELA and Math: Differentiation is also supported in other content areas such as science and social studies. Students engage in interdisciplinary enrichment projects that explore real-world issues, historical analysis, and STEM challenges aligned to the NCSCoS.</p> <p>This comprehensive model of differentiation—grounded in the NCSCoS and supported through interdisciplinary planning, co-teaching, and targeted enrichment—ensures that AIG students receive appropriate academic challenges and growth opportunities across grade levels and content areas.</p>	<p>* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.</p> <p>Socrates Academy uses a variety of student data to differentiate instruction based on identified abilities, readiness, and interests. Student pre-assessments, classroom performance, learning profiles, and teacher observations are used to guide grouping and instructional strategies throughout the year. At the start of each year, interest inventories are completed by AIG scholars to provide insight into their passions and preferences, which inform planning for enrichment and independent projects.</p> <p>In grades K–2, scholars are grouped flexibly during WIN (What I Need) Time based on readiness levels in reading and math. These groups are adjusted frequently based on ongoing formative assessments. Enrichment and extension opportunities are provided for students working above grade level, including problem-solving tasks, exploration centers, and open-ended challenges.</p> <p>In grades 3–5, teachers utilize pre-assessments to create tiered assignments, compact curriculum, and develop targeted learning paths. AIG students are cluster-grouped, and their advanced needs are met through targeted small-group instruction, interest-based research projects, and interdisciplinary units that foster critical thinking and creativity. Learning menus and choice boards allow students to pursue deeper learning in areas aligned with their interests.</p> <p>Middle school students engage in advanced coursework such as Honors ELA and Math, where teachers differentiate through Socratic seminars, problem-based learning, and curriculum compacting. Interest-based seminars and electives (e.g., Greek, Spanish, Art and Anatomy) are offered, allowing students to pursue advanced studies in areas of passion.</p> <p>At the high school level, AIG scholars self-select honors, AP, and dual enrollment courses aligned with their post-secondary goals. Teachers use student input, course interest surveys, and performance data to guide students toward meaningful learning experiences. Differentiation includes independent study opportunities, internships, and access to virtual courses through NCVPS and NCSSM.</p> <p>Across all grade spans, instructional strategies include:</p> <ul style="list-style-type: none"> ▪ Choice boards and learning menus ▪ Socratic seminars and collaborative discussions ▪ Curriculum compacting and tiered assignments ▪ Project-based learning and independent studies ▪ Flexible grouping for guided reading and math enrichment ▪ Use of graphic organizers and depth and complexity icons <p>Grade-level teams and PLCs meet regularly to discuss student progress and collaboratively design differentiated lessons that address varied readiness levels, strengths, and interests. These collaborative structures ensure that all instructional staff, including AIG specialists, general education teachers, and support staff, have the opportunity to plan rigorous, relevant, and personalized instruction.</p>
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Through purposeful use of student data and collaboration, Socrates Academy ensures that all AIG students experience instruction that matches their unique profiles and supports their academic and personal growth.

*** Practice C**

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

Socrates Academy utilizes a robust set of evidence-based curricular resources to address the academic, intellectual, and social-emotional needs of AIG students across all grade levels. These materials are selected to provide challenge, depth, and meaningful engagement, while also supporting students' holistic development.

Academic and Intellectual Resources:

- **Grades K–2:** Instructional resources include the PETS (Primary Education Thinking Skills) curriculum, Jacob's Ladder (early literacy), book clubs, and guided reading texts to challenge developing readers. PETS is implemented as whole-group instruction and reinforced through learning centers for early finishers.
- **Grades 3–12:** A variety of advanced, research-based curricula are used across subjects, including:
 - ELA: William & Mary Language Arts, Vanderbilt University Interdisciplinary Units, Jacob's Ladder Reading Comprehension and Affective Series, CLEAR Curriculum, and Michael Clay Thompson Grammar, Vocabulary, and Writing Series.
 - Math: Singapore Math, Math Olympiad, and Hands-on Equations. These materials allow for compacting of grade-level content and integration of higher-order thinking, providing both breadth and depth for advanced learners.

Social and Emotional Learning Resources: Socrates Academy supports the whole child by using:

- Jacob's Ladder Affective Series, which integrates literature-based lessons that explore emotional intelligence, empathy, and self-awareness.
- Socratic Seminar (Paideia) strategies to build students' communication, critical thinking, and respectful dialogue skills. These resources are embedded into enrichment and language arts units to promote self-reflection and strengthen students' interpersonal and intrapersonal competencies.

Implementation and Support: All evidence-based resources are introduced and supported through teacher planning sessions, PLC collaboration, and professional development facilitated by the AIG Coordinator. Grade-level and department teams collaborate to align these materials to the NC Standard Course of Study and adapt them to meet the needs of individual learners.

Teachers are provided with access to resources via a centralized digital folder, a resource library located in the AIG Coordinator's office, and printed resource guides and curriculum maps are shared annually. AIG Specialists also coach teachers on using these tools to differentiate instruction and extend the learning of AIG students in all content areas.

Support for Twice-Exceptional and Multilingual Learners: Many of the resources—particularly Jacob's Ladder and M.C. Thompson Grammar—include built-in scaffolds to support 2e and multilingual learners. Graphic organizers, vocabulary support, and varied response formats allow teachers to tailor lessons to students' individual learning profiles.

Collaborative Structures and SEL Data Use: AIG Specialists are embedded in school-based MTSS teams and collaborate with counselors, administrators, and EC/ML staff to monitor student data, including SEL indicators (behavior, attendance, discipline). This cross-departmental collaboration ensures that interventions are responsive to student needs.

Through intentional use of academic and SEL resources, professional development, and cross-grade planning, Socrates Academy ensures that AIG students receive instruction and support that nurtures their full potential—intellectually, emotionally, and socially.

*** 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.

Socrates Academy integrates the development of durable skills and mindsets throughout its academic programming, aligning with the NCDPI Portrait of a Graduate framework to ensure students are prepared for post-secondary success. These durable skills—adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility—are embedded across all grade levels through intentional instructional practices, curriculum choices, and real-world learning experiences.

Socratic Method & Real-World Learning: Central to our instructional philosophy is the Socratic Method, which is implemented across all content areas. This approach fosters critical and creative thinking, collaboration, communication, empathy, and a learner's mindset. Students engage in structured dialogues and inquiry-based discussions that challenge them to think deeply, listen actively, and articulate their ideas with clarity and respect. These discussions are often grounded in real-world scenarios and interdisciplinary content.

Problem-Based Learning (PBL) and Project-Based Learning (PjBL) experiences provide authentic contexts for developing durable skills. Students work in teams to solve complex problems, encouraging adaptability, responsibility, and innovation. Examples include interdisciplinary projects, simulations, and collaborative performances or showcases.

Grade Span Implementation:

- **Grades K–2:** Students engage in group-based learning activities, oral storytelling circles, and SEL-focused read-alouds that build empathy, communication, and adaptability. Classroom jobs and reflection activities nurture personal responsibility.
- **Grades 3–5:** Book clubs, STEM challenges, and journaling exercises promote critical and creative thinking. Students begin goal-setting exercises and reflect on their learning to build a growth mindset. Scholars also conduct student-led conferences in the fall.
- **Grades 6–8:** Interdisciplinary PBL units, Socratic seminars, student-led conferences, and content-specific projects help students refine communication, leadership, and time management skills. Honors classes foster independent thinking.
- **Grades 9–12:** Students participate in advanced coursework (e.g., AP, dual enrollment) and are encouraged to pursue real-world experiences such as internships, mentorships, and community projects. These opportunities develop initiative, accountability, and resilience.

Community Partnerships & Enrichment: Students apply their learning beyond the classroom through partnerships with community organizations and enrichment activities, including:

- UNCC enrichment opportunities
- Art and writing competitions
- Chess tournaments and clubs
- Odyssey of the Mind and other problem-solving competitions
- Guest speaker seminars

These experiences support durable skills such as leadership, creative problem-solving, and perseverance in real-world contexts.

Mindset and SEL Development: Durable skills are reinforced through daily instruction and schoolwide initiatives. Students are encouraged to reflect on mistakes as opportunities for growth, take ownership of their learning, and seek feedback from peers and teachers. AIG teachers collaborate with counselors and classroom teachers to model and promote SEL competencies that align with durable skills.

Alignment with Portrait of a Graduate: The school's durable skills framework is directly aligned to the NC DPI Portrait of a Graduate competencies. Instructional staff are supported through professional development to embed these skills in lessons, assessments, and student reflections.

Through intentional instructional design, real-world engagement, and a schoolwide commitment to developing the whole child, Socrates Academy ensures AIG students are well-equipped with the durable skills necessary for lifelong learning, college and career readiness, and meaningful civic engagement.

*** Practice E**

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

Socrates Academy utilizes a comprehensive and balanced assessment system to inform instruction and differentiate curriculum for AIG students. Teachers use a variety of formative and summative assessments to gather data on student performance, readiness, and growth. These data points drive decisions about curriculum compacting, enrichment, and acceleration.

Assessment Tools and Practices:

- **Summative Assessments:** End-of-Grade (EOG) and End-of-Course (EOC) exams, NWEA MAP, CommonLit benchmarks, IXL post-tests, and NC Check-Ins provide valuable data on academic achievement and growth.
- **Formative Assessments:** Teachers regularly implement formative tools such as exit tickets, reading records, student observations, interest inventories, and standards-aligned quizzes to monitor ongoing progress.
- **Pre-assessments:** Administered routinely at the beginning of units or content areas to identify student readiness levels, guide instructional planning, and determine content that can be compacted or extended.
- **Aptitude Assessments:** Cognitive Abilities Test (CogAT) and Naglieri Nonverbal Ability Test (NNAT) are used during the identification process to capture academic potential.

Using Data to Differentiate: Assessment data informs decisions about content pacing, depth, and complexity. Teachers use results to form flexible groups, provide targeted small group instruction, and align lessons with student strengths. When appropriate, students may skip previously mastered content through curriculum compacting or be placed in advanced content groups. Ongoing formative assessments guide in-the-moment instructional decisions.

Data is also used to monitor and analyze AIG student growth across instructional units. Teachers assess progress toward individualized learning goals and use the results to determine the effectiveness of differentiation strategies. Adjustments to instruction are made based on this analysis to ensure students are consistently challenged and supported.

Collaborative Planning and MTSS Integration: Teachers engage in collaborative planning within grade-level teams and PLCs to review assessment data and develop strategies for meeting the needs of advanced learners. AIG teachers contribute to these meetings by sharing resources, modeling differentiation practices, and co-developing enrichment pathways. These collaborative structures support alignment with the NC Standard Course of Study and ensure the delivery of rigorous instruction.

Within the Multi-Tiered System of Support (MTSS), assessment data is analyzed using structured protocols. AIG specialists participate in MTSS team discussions to help identify students needing further support or enrichment. This collaborative, data-driven approach ensures that instructional decisions are equitable, unbiased, and targeted.

Through ongoing assessment, strategic collaboration, and targeted planning, Socrates Academy ensures AIG students receive instruction that reflects their abilities and promotes continuous academic growth.

*** Practice F**

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

Socrates Academy fosters ongoing, intentional collaboration among instructional personnel to implement differentiated curriculum and instruction that meets the academic and social-emotional needs of AIG students. The AIG Coordinator regularly meets with classroom teachers, EC teachers, EL specialists, instructional assistants, and administrators to discuss students' academic and social progress. These meetings include "Kid Talks," PLC meetings, and MTSS team discussions, during which student needs and growth opportunities are reviewed collaboratively. Specific student needs related to acceleration, enrichment, and socio-emotional development are noted and shared by the AIG Coordinator, helping ensure that all staff are working from a common understanding of student profiles and expectations.

Each teacher has access to the Differentiated Education Plans (DEPs) of their AIG students, which outline individual strengths and strategies. This document is used during grade-level planning meetings and serves as a foundation for building instructional pathways that extend learning. The AIG Coordinator also provides curated resources and instructional supports — such as enrichment menus, tiered assignments, and higher-order questioning stems — to assist teachers in creating advanced learning opportunities. In addition, guiding reflection questions (e.g., "Do AIG students have opportunities to engage in productive struggle?") are used in coaching conversations to assess the depth and challenge of instructional plans.

To support students who are twice-exceptional or gifted multilingual learners, instructional staff use a menu of modifications and accommodations tailored to both their strengths and challenges. The AIG Coordinator collaborates with EC and EL specialists to ensure differentiation addresses both academic extension and support needs.

To monitor and support implementation, administrators and the AIG Coordinator use walkthroughs and instructional planning reviews to evaluate differentiation efforts across grade levels. Findings from these observations inform ongoing professional development and team discussions to refine and strengthen differentiation practices throughout the school year.

*** Ideas for Strengthening the Standard**

- Provide Professional Development to all teachers for differentiating in the classroom (flexible grouping, curriculum compacting, tiered assignments).
- Create a Quick Reference Guide for Differentiation in the classroom for teachers.
- Expand K-2 Enrichment Services.
- Add support to key transitional years, elementary to middle school, and middle school to high school.

Planned Sources of Evidence

* PD and PLC agendas

* PETS teacher observation checklists, completed		
* DEPs		
* Curriculum Inventories		
* Survey and focus group feedback from stakeholders		

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

Standard 4: Personnel and Professional Development

Socrates Academy (60J) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

The AIG Coordinator for Socrates Academy holds an AIG add-on license and serves as the lead coordinator to guide, plan, develop, implement, revise, and monitor the AIG program and plan for the district. This leadership role ensures that the district meets the unique academic, intellectual, and social-emotional needs of gifted learners. The AIG Coordinator works collaboratively with Board and school-based leaders to develop systems that support the implementation of differentiated curriculum and instruction, as well as services aligned to the vision and mission of Socrates Academy.

The AIG Coordinator's responsibilities include:

- Guiding and planning AIG initiatives aligned to the district's goals for advanced learners;
- Developing, implementing, revising, and monitoring the AIG plan to ensure consistency and equity in service delivery;
- Participating in district leadership meetings and on the district MTSS team to advocate for AIG students and ensure gifted education is integrated into broader academic and behavioral frameworks;
- Overseeing screening, referral, and identification processes for AIG students;
- Maintaining comprehensive documentation of student identification data and services provided;
- Providing leadership and advocacy for AIG students and programs across all grade levels;
- Supporting implementation and monitoring of program services by collaborating with school leaders and AIG Specialists;
- Facilitating AIG PLCs to build capacity, share best practices, and ensure consistency;
- Participating in regional and state-level professional learning opportunities to remain current with best practices in gifted education;
- Offering professional development and coaching to AIG Specialists and instructional staff to deepen understanding of gifted learner needs;
- Creating an AIG Handbook for staff that outlines roles, responsibilities, and procedures aligned with the Local AIG Plan;
- Providing structured work sessions and planning days to support AIG staff in developing competencies essential to their roles;
- Developing partnerships and maintaining ongoing communication strategies with families, guardians, and community stakeholders to support gifted programming.

All responsibilities are aligned with the district's vision and mission for advanced learners and are designed to promote equitable, effective, and responsive gifted education. The AIG Coordinator's role ensures that gifted learners receive appropriate services and support through intentional planning, professional development, and collaboration. This leadership position is central to advancing the goals of the Local AIG Plan and the district's Portrait of a Graduate framework.

*** 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.

Socrates Academy currently employs three AIG-licensed educators at the elementary level who serve students in grades 3-5. These specialists directly provide services to students, support teachers and staff, and engage families in order to meet the academic, intellectual, and social-emotional needs of gifted learners. As a charter school that is growing year by year, staffing decisions are based on student enrollment and budget allocations, with a future goal of expanding AIG staffing to the middle and high school levels as resources allow.

The roles and responsibilities of elementary AIG specialists include:

- Delivering a replacement curriculum for identified scholars, emphasizing higher-order thinking and the development of durable skills.
- Collaborating with teachers to support appropriate differentiation and enrichment opportunities.
- Monitoring documentation for identification, service delivery, and reassessment processes.
- Providing professional development and resources to support instructional staff.
- Supporting the implementation of social-emotional learning (SEL) programming tailored to the needs of gifted learners.
- Actively participating in PLCs and other collaborative structures to ensure consistent, data-informed instruction.

In the absence of AIG-licensed educators at the middle and high school levels, the AIG Coordinator works directly with honors, AP, and subject-area teachers to ensure that the academic and SEL needs of gifted learners are addressed. This includes facilitating professional development, supporting ongoing identification efforts, and monitoring the rigor and alignment of curriculum for advanced learners. Additionally, the AIG Coordinator provides resources and consultation to classroom teachers and instructional support staff to promote best practices in differentiation and enrichment.

AIG personnel roles and responsibilities are aligned with the vision, mission, and goals of the Local AIG Plan, which aim to ensure equitable access to high-quality services and to support the academic and personal growth of advanced learners. This alignment is reviewed collaboratively with district AIG leadership throughout the school year to ensure that services remain consistent, impactful, and responsive to student needs.

Ongoing collaboration occurs through regularly scheduled AIG PLC meetings, professional development workshops, and interdisciplinary planning sessions. These structures provide time for educators to strengthen service delivery, create differentiated instructional experiences, and address emerging student needs through a collaborative problem-solving process.

*** 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.

Socrates Academy establishes targeted professional development requirements for all personnel involved in AIG services to ensure a shared understanding of the academic, intellectual, and social-emotional needs of advanced learners. These professional development expectations are aligned with the goals, mission, and vision outlined in the Local AIG Plan to support effective implementation across all grade levels.

AIG-Licensed Educators: All AIG teachers are required to hold or be actively pursuing an AIG add-on license. For those not yet licensed, completing a program from an accredited university (12 credit hours) or passing the Praxis test in gifted education is required within two years.

All Staff (Teachers, Support, and Administrators):

All new hires must complete the asynchronous "AIG 101" course, which covers the foundations of gifted education, characteristics of gifted learners, overview of the AIG program, and differentiation strategies. This course is reviewed annually by the AIG Coordinator and updated based on staff feedback to ensure relevance and alignment with current student needs. Completion of the course is required within the first year of employment.

Instructional Specialists & Coaches:

Instructional specialists participate in collaborative planning and support efforts with the AIG Coordinator and are expected to attend professional development aligned with differentiation, curriculum compacting, and enrichment planning. Sessions include live training, book studies, and modeling/coaching cycles.

Student Services Personnel & School Administrators:

Student services teams and administrators participate in ongoing professional learning opportunities such as book studies (e.g., on 2e students), webinars, and conferences (e.g., NCAGT). These sessions are designed to build capacity for supporting the social-emotional development of gifted learners and understanding their academic needs within the MTSS framework.

PD Content Focus & Formats:

Professional development is designed using local expertise and is supplemented by resources from the NCDPI Advanced Learning and Gifted Education Division. This ensures alignment with state expectations and evolving research-based practices. Topics include:

- Gifted education within an MTSS framework
- Differentiation techniques
- Brain-friendly learning strategies
- Equity in gifted identification
- Supporting multilingual gifted learners and twice-exceptional students

PD is delivered in multiple formats including asynchronous courses, live training and webinars, NCAGT conference attendance, book studies, and PLCs.

*** 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.

Socrates Academy implements a placement process designed to ensure that AIG scholars receive instruction from teachers who are either AIG-licensed or have met the local education agency (LEA) requirements for the position. The Academy follows a strategic placement model by grade span, with administrative oversight to support service delivery aligned with the Local AIG Plan.

Grades 3–5:

All identified AIG students in grades 3–5 are placed with teachers who either hold an AIG add-on license or are actively pursuing licensure. For educators without current licensure, Socrates Academy requires enrollment in an approved licensure pathway within their first year of serving AIG scholars. These teachers are supported through professional development, coaching, and collaboration with the AIG Coordinator. Depending on the number of identified

students at a grade level, AIG scholars may receive services through a cluster grouping model or in a self-contained AIG classroom setting. Student placement is reviewed annually to ensure effective service alignment and grouping.

Grades 6–8:

In middle school, AIG students are typically placed with teachers in advanced or honors-level courses. While these teachers may not hold an AIG license, they are supported by the AIG Coordinator, who provides coaching on curriculum compacting, advanced instructional strategies, and the social-emotional needs of gifted learners. Socrates Academy encourages middle school teachers working with AIG students to pursue AIG licensure or complete targeted professional learning aligned with state and LEA expectations.

Grades 9–12:

At the high school level, AIG students are served through access to advanced coursework, including Honors, AP, and Dual Enrollment options. Students are placed in courses that match their individual academic needs and performance. Teachers delivering these courses receive guidance from the AIG Coordinator and school leadership to ensure instructional rigor, alignment with differentiation principles, and support for twice-exceptional learners or multilingual gifted students as applicable.

Placement & Monitoring Procedures:

AIG student placement is guided by a formal cluster grouping model that prioritizes assignment to AIG-licensed teachers or those meeting LEA expectations. Each year, the AIG Coordinator and administrative team conduct an audit of teacher licensure and student placement to ensure compliance with local and state requirements. The results are shared with building administrators and the Board of Directors as appropriate.

These procedures ensure that all AIG scholars, regardless of grade level or setting, receive appropriate services from qualified personnel. Through intentional placement, ongoing support, and monitoring, Socrates Academy upholds the integrity of its AIG service delivery model.

*** Practice E**

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

Socrates Academy is committed to recruiting and retaining AIG-licensed educators who represent diverse backgrounds and experiences and are well-prepared to meet the academic, intellectual, and social-emotional needs of gifted learners. The school employs several strategies to both support current staff in obtaining licensure and to attract and retain qualified professionals.

Recruitment Strategies:

- **Internal Recruitment and Licensure Support:** Socrates Academy identifies highly effective classroom teachers who demonstrate a strong understanding of differentiation and advanced learner needs. These individuals are encouraged to pursue AIG licensure and are supported with access to study resources, coaching from the AIG Coordinator, and mentorship during the licensure process.
- **Advertising and Outreach:** The school uses career fairs, its website, and social media platforms to advertise open positions, with clear indicators when AIG licensure is preferred or required. AIG licensure opportunities are also shared through the principal’s weekly newsletter and internal communications.
- **Diversity-Focused Outreach:** Socrates Academy prioritizes outreach through networks and job boards that promote educator diversity. Hiring committees include diverse voices, and interview protocols include questions regarding experience with gifted students and strategies for equity and inclusion.
- **Collaboration with IHEs and Professional Networks:** The school is exploring partnerships with regional Institutions of Higher Education (IHEs) to provide coursework or Praxis preparation support for interested staff. Connections with other charter schools and local education agencies are also leveraged to share best practices.

- **Financial and Logistical Support:** Socrates Academy is developing options for providing financial assistance or tuition reimbursement for staff pursuing the AIG add-on license. Teachers who benefit from such support may be asked to commit to serving in an AIG-related role for a minimum of two years.

Retention Strategies:

- **Professional Community and Ongoing Development:** The AIG Coordinator meets weekly with each AIG teacher to provide guidance and support and facilitate reflective conversations about instructional practices and scholar needs. Additionally, monthly AIG PLC meetings serve as a platform for collaboration, curriculum planning, and professional learning.
- **Licensure Maintenance and CEU Opportunities:** Staff receive relevant CEUs and access to professional development opportunities that contribute to licensure renewal and deepen their knowledge of gifted education.
- **Recognition and Celebration:** Staff members who earn AIG licensure or complete key professional learning milestones are celebrated during staff meetings and highlighted in internal communications.

Through these combined strategies, Socrates Academy aims to build and sustain a strong, diverse team of AIG educators who are supported, valued, and equipped to provide high-quality services to gifted learners.

*** Practice F**

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

Socrates Academy provides the staff with professional learning opportunities that support the vision, mission, and goals of the Local AIG Plan. These efforts are grounded in the belief that all students, regardless of background, should have access to advanced learning opportunities, and that equity must be a central focus in the identification and support of gifted learners.

All certified staff complete “AIG 101,” a foundational asynchronous course that includes an overview of the local AIG Plan, differentiation strategies, and characteristics of gifted learners. The course introduces key equity concepts, including access for multilingual learners, twice-exceptional students, and students from historically underrepresented groups.

In addition to baseline training, staff have access to ongoing professional development throughout the year. Mini-PD opportunities are offered during designated school PD days and are based on staff requests, student needs, and identified district trends. These sessions may include topics such as addressing bias in gifted identification, cultivating equitable learning environments, and using student data to uncover potential in underserved student groups.

To promote continuous engagement, the AIG Coordinator provides a quarterly newsletter that includes short articles, reflection questions, and curated resources aligned with equity in gifted education. Staff are encouraged to discuss these resources within their PLCs.

Socrates Academy is enhancing its PD approach to intentionally incorporate the three lenses outlined by NCDPI—mindsets, policies, and practices. Future professional learning opportunities will:

- Challenge deficit-based thinking and build inclusive mindsets around who can be gifted.
- Examine school-level policies that may inadvertently limit access to services for certain student populations.
- Equip educators with strategies to implement culturally responsive and differentiated instruction.

To support this shift, professional development will integrate state-recommended tools such as:

- *Call to Action: Guidebook for Equity and Excellence in Gifted Education,*

- *Strategic Actions to Realize Equity and Excellence for Multilingual Learners,*
- *Critical Actions to Reach & Teach Students Who Are Twice Exceptional (2e),*
- *Integrating AIG Services in an MTSS Framework,* and others from the NCDPI Office of Advanced Learning.

Socrates Academy collaborates with school leadership and instructional teams to review PD needs and align gifted education efforts with broader school equity initiatives. This collaborative planning includes analyzing equity-related student data, reviewing feedback from previous PD sessions, and aligning training with district-wide equity and excellence goals.

These professional learning opportunities help ensure that gifted education at Socrates Academy reflects a commitment to both excellence and equity, by cultivating knowledgeable educators who are prepared to support the diverse strengths and needs of all learners.

*** 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.

Socrates Academy provides ongoing professional development that is grounded in gifted education best practices, aligned with the goals of the Local AIG Plan, and integrated with broader instructional initiatives. Professional learning is designed not only to build foundational knowledge but also to support implementation and reflection that strengthens services for gifted learners.

The local AIG program goals at Socrates Academy include:

1. Ensuring equitable access to high-quality gifted education services for all students,
2. Building staff capacity for differentiation and advanced instruction,
3. Fostering whole-child development through academic, intellectual, and social-emotional support.

Professional development opportunities are aligned with these goals through initiatives such as:

- “AIG 101”: An asynchronous foundational training for all certified staff that covers characteristics of gifted learners, instructional differentiation, social-emotional needs, grouping strategies, and the use of data to support instructional planning. This training is reviewed annually and includes opportunities for reflection and follow-up coaching.
- District Plan 101: An overview provided to staff that outlines the Local AIG Plan and how it connects to instructional priorities.

To ensure integration with broader school and district initiatives, the AIG Coordinator actively participates in key leadership teams such as the Curriculum Committee, Instructional Leadership Team, and district MTSS committees. Through these roles, the AIG perspective is embedded in school improvement planning, instructional strategy sessions, and professional learning priorities. AIG-related differentiation strategies are included in equity PD and in tiered support planning under MTSS.

Ongoing structures are in place to help teachers and AIG specialists apply and refine professional learning. These include:

- Monthly AIG PLCs: A dedicated space where AIG staff and classroom teachers meet to reflect on implementation, co-plan advanced instruction, and share best practices.

- Professional development days: AIG-focused mini-sessions are delivered on designated PD days, with reflection and classroom implementation follow-up scheduled.
- Shared digital tools: Staff have access to shared Google Drives containing exemplar lessons, enrichment resources, and links to PD materials and strategies.
- Coaching and modeling: The AIG Coordinator supports staff by modeling lessons, co-teaching, and providing observation-based feedback.

Socrates Academy also encourages participation in external professional development opportunities that align with state and national standards, such as the NCAGT conference, regional workshops, and DPI-sponsored sessions. Resources from the NCDPI Office of Advanced Learning—such as AIG Booster Shots, MTSS integration strategies, and materials on serving multilingual and twice-exceptional learners—are also integrated into ongoing PD efforts.

These comprehensive efforts ensure that professional development is purposeful, targeted, and sustained, allowing educators to continually refine their skills and deliver high-quality services to AIG scholars.

*** Ideas for Strengthening the Standard**

- Increase the number of AIG licensed teachers
- Provide specific PD for Honors teachers in middle and high school
- Provide PD and support for SEL at all levels

Planned Sources of Evidence

* Professional Development agendas and materials	
* Student-Teacher performance data	
* Survey and focus group feedback from stakeholders	

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

Standard 5: Partnerships

Socrates Academy (60J) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local 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.

Socrates Academy prioritizes building intentional, two-way partnerships with families to support the academic, intellectual, and social-emotional needs of gifted learners. These partnerships are cultivated through multiple communication platforms, participation opportunities, and direct collaboration with school staff.

Communication with families is consistent and multi-modal. Information is shared via the AIG website, regular newsletters, and ParentSquare. In addition, families are invited to parent nights and showcase events that provide insight into the AIG program and student work. These events often focus on student progress, differentiation strategies, enrichment opportunities, and social-emotional learning (SEL).

To support two-way communication, families are asked annually to complete a community survey where they can express interest in volunteering, suggest programming ideas, and identify ways they would like to contribute. Parents also have the opportunity to meet individually with the AIG Coordinator or attend scheduled open forums to ask questions, offer feedback, and discuss their child's needs. Biannual "Gifted Conversations" provide a dedicated space for families to engage in open Q&A sessions co-facilitated by the AIG Coordinator and parent leaders.

To support the academic and intellectual needs of AIG students, Socrates Academy invites family participation in enrichment events such as Math Olympiad, Science Olympiad, Lego Robotics, and other competitions. Parents with relevant expertise serve as guest speakers, club mentors, and event volunteers, reinforcing content and nurturing students' curiosity.

To address the social and emotional needs of AIG students, the school hosts parent education sessions focused on SEL topics such as resilience, perfectionism, and peer relationships. Family members also participate in school wide service projects that foster empathy and community connection, reinforcing SEL development at home and school.

The AIG Advisory Council includes two parent representatives, who collaborate with staff to review programming, analyze feedback, and propose improvements. In addition, families of multilingual learners are intentionally included through translated communication, and individualized support when participating in meetings or events.

Through consistent communication, active involvement, and shared responsibility, Socrates Academy fosters meaningful and inclusive partnerships that contribute to the success of all AIG learners.

*** 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.

Socrates Academy partners with nearby institutions of higher education to provide enrichment, extension, and acceleration opportunities for AIG scholars. As our school has expanded to grade 12, we have developed partnerships with institutes of higher education, such as South Piedmont Community College and Central Piedmont Community College, for dual enrollment opportunities. We also partner with the NC School of Science and Mathematics, to provide advanced course work for our AIG scholars beyond our curriculum. AIG elementary scholars have also participated in Science Fairs at UNC-Charlotte.

The AIG department at Socrates Academy is looking for ways to expand our partnerships within the community with local businesses and industry. Currently, a local law firm sponsors a NC Mock Trial team at Socrates Academy, providing instructors and materials to our high school scholars. The AIG Coordinator will work with the school's leadership team to explore ways to increase the involvement of local business and community leaders to support the needs of our AIG program.

Socrates Academy showcases the achievement of their AIG scholars by displaying awards, products, and photographs in our lobby showcases to create awareness, encourage participation, and support our scholars through funding.

*** 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.

Socrates Academy created and utilized an AIG Advisory Council to develop, implement, monitor, and revise our 2025-2028 AIG plan. The AIG Advisory Council consists of the following members:

- The AIG Coordinator
- An administrator
- A minimum of three AIG teachers
- A guidance counselor
- A minimum of two parent/guardians from the elementary school, and a minimum of one parent/guardian from the middle school and one parent/guardian from the high school
- A minimum of two AIG certified student representatives from each of the following schools, elementary, middle, and high school
- We also welcome any community members who wish to contribute to our plan.

Those wishing to be a part of the AIG advisory board are required to complete an application. Applications are reviewed and members are selected to include a diversity of stakeholders, such as new vs established families, cultural backgrounds, educational background, etc.

Meetings for the AIG Advisory Council are held four times during the school year, one each quarter. The advisory group's primary goal is to annually review AIG survey results and make data-driven recommendations. Meetings are held in person at the school, but those unable to attend in person can attend virtually. Minutes for the meetings are posted on our internal website and also on our school webpage. During these meetings the following topics are discussed:

- Our current AIG plan
- Goals of our AIG department/plan
- Creating parent/guardian, student, and teacher surveys about our current AIG plan
- Discussing results of the completed surveys
- Ways to improve our AIG program

*** Practice D**

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

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

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

Information about our AIG Plan, program services, policies and procedures related to gifted and advanced learning, resources, and how to access advanced learning opportunities can be found on our school website under the AIG tab. Here, parents/guardians can also find a glossary of acronyms and terms used for consistent understanding of vocabulary. Information on this page is updated as needed. This website provides language translations for the relevant AIG documents mentioned above. The website also lists the AIG coordinators email address and encourages interested parties to reach out if they have additional questions about our AIG program.

The AIG website lists a multitude of enrichment opportunities that meet scholars' academic and social/emotional needs such as National Honor Society, Beta Club, Governor's School, and enrichment club opportunities. District and statewide policies-including Credit by Demonstrated Mastery, Early Admission to Kindergarten, and Dual Enrollment-are highlighted on the AIG website with links to relevant NCDPI resources. These are also shared during family information sessions.

Information about our AIG program is available at curriculum nights and open house at the beginning of the school year. AIG program updates and enrichment opportunities are shared quarterly through a dedicated AIG newsletter and periodically through teacher emails, student surveys, and parent forums.

Socrates Academy also uses ParentSquare, which supports digital translation, to notify families about current/upcoming events or information related to AIG services and programs.

Scholars are kept informed about AIG happenings and resources on our school news, WSAN, broadcast every morning. All AIG scholars have access to an AIG Google Classroom, where they can be notified about upcoming events, register for events, respond to surveys, or reach out for academic or social/emotional support. High school AIG scholars have the added convenience of a school email account.

In addition to the above, AIG teachers work with students, families, and community members to share academic opportunities and resources, including but not limited to summer programs, online and in person contests, and various seminars.

Socrates Academy also shares student accomplishments and program highlights with the broader community through school board updates and social media posts.

*** Ideas for Strengthening the Standard**

- Increase our partnerships with institutions of higher learning.
- Expand partnerships within the community.
- Increase accessibility of AIG information to stakeholders and community

Planned Sources of Evidence

* AIG Advisory Council agendas	
* AIG website and The Hub	
* AIG Parent Interest and Involvement Survey	
* Student communications through Google Classroom	
* Social Media posts	
* Parent Square posts	

Documents

Document Template

N/A

Document/Link

Type

AIG Standard 5 Additional Resources

Standard 6: Program Accountability

Socrates Academy (60J) 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.

Socrates Academy engages in a collaborative and data-informed process to evaluate and revise its Local AIG Plan. The revision cycle takes place every three years, with opportunities for ongoing feedback and adjustment annually.

The 2025–2028 Local AIG Plan was created by the AIG Advisory Council, a team of key stakeholders including administration, parents/guardians, AIG specialists, and representation from the Multilingual Learner (MLL) and Exceptional Children (EC) departments. Council meetings, held quarterly, serve as the foundation for program monitoring and plan development. During these sessions, data is analyzed, stakeholder feedback is reviewed, and current practices are examined in light of updated state standards.

Multiple data points are used to evaluate the local AIG program, including:

- School-wide and subgroup identification data trends;
- State and local assessment data;
- Student work samples and talent portfolios;
- Staff, parent, and student surveys;
- Focus group feedback;
- Ongoing informal feedback from stakeholders throughout the school year.

Socrates Academy also conducts monthly AIG teacher meetings and small group stakeholder discussions throughout the revision year to gain additional insights into plan implementation, service delivery, and student outcomes. Meeting minutes and documentation are maintained in a shared Google Drive and reviewed during the plan revision process.

The AIG Plan revision process is public and transparent. Input is solicited across grade levels and departments, and drafts are made available for community review. Curriculum nights, open houses, and parent forums provide avenues for sharing draft updates and gathering suggestions for revision.

The 2025–2028 Local AIG Plan was developed in alignment with the NC AIG Program Standards and state legislation outlined in N.C.G.S. 115C-150.5-.8 (Article 9B). Upon approval by the Socrates Academy Board of Directors, the plan will be submitted to the North Carolina Department of Public Instruction and State Board of Education for review and comment, as required by law.

*** Practice B**

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

The AIG Coordinator is responsible for monitoring the implementation of the Socrates Academy AIG Plan and ensuring that all components of the program are in alignment with current legislation, policy, and the commitments described in the approved Local AIG Plan. This responsibility includes facilitating ongoing evaluation processes, leading documentation efforts, and coordinating reporting cycles to stakeholders.

Implementation monitoring is supported through a shared Google Drive folder that is organized by NC AIG Program Standards. This system serves as a digital repository for program documentation, including evidence related to identification practices, programming and services, compliance procedures, curriculum resources, and professional development activities. Data stored in these folders is regularly reviewed to ensure that practices in place match those outlined in the Local AIG Plan.

To ensure fidelity of implementation, the AIG Coordinator conducts structured reviews each semester using a monitoring checklist aligned with the AIG Plan. This checklist is used in collaboration with AIG Specialists and administrators to verify that practices—such as DEP development, curriculum differentiation, and service delivery—match what is outlined in the Local AIG Plan. Evidence is collected in a shared Google Drive, organized by standard, and discussed during monthly AIG team meetings. Mid-cycle adjustments to the AIG Plan are made based on emerging needs, stakeholder feedback, or changes to state policy. Updates are shared with the AIG Advisory Council and school leadership annually.

Student testing data, growth metrics, participation rates, and feedback from stakeholders (staff, students, and parents/guardians) are used to guide conversations about program fidelity and impact. These data points are compiled and reviewed at AIG team meetings and during advisory group sessions. Adjustments are made when needed to ensure that programming remains aligned with student needs and current best practices.

Annual reporting is shared with the AIG Advisory Council, the school administration, and the Socrates Academy Board of Directors. A summary of progress toward goals and implementation of program components is included in this reporting, along with recommendations for mid-cycle revisions if applicable. This annual report helps ensure that all stakeholders remain informed about the fidelity and effectiveness of AIG programming.

*** 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.

Socrates Academy currently receives state funds for AIG as allocated for all North Carolina public charter schools. The school has budgeted for three full-time AIG teachers. These teachers are paid according to the state salary scale for certified teachers, and their positions are part of the annual budgeting process. In addition, the AIG department is allocated a classroom budget to purchase instructional materials and supplies that support program implementation.

When possible, AIG teachers are encouraged to write grants to support enrichment activities and curricular extensions. Student participation in competitions such as Science Olympiad, Math League, and Destination Imagination is supported through external fundraising efforts, which are led by parents and student groups.

The AIG Coordinator works closely with the Finance Officer to monitor expenditures and ensure the AIG classroom budget supports programming as outlined in the Local AIG Plan. Expenditures are reviewed quarterly to assess alignment with instructional goals and strategic initiatives. When applicable, guidance from the State Allotment Policy Manual is referenced to ensure any use of funds complies with policy. The Coordinator advocates for alternative funding sources, including grants and partnerships, to support curriculum enhancement, professional development, and extracurricular opportunities.

<p>The AIG Coordinator reviews the AIG budget annually as part of the strategic planning and program evaluation cycle. Budget needs and recommendations are included in annual reporting to the AIG Advisory Council and school leadership to ensure transparency and alignment with plan priorities.</p>
<p>* 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.</p> <p>Socrates Academy teachers record AIG student data from MAP testing, End-of-Grade tests, NC Check-ins, and final grades each year in an AIG Student Data spreadsheet. This documentation spans across students' academic careers at Socrates Academy and is reviewed regularly by teachers and the AIG Coordinator to assess trends in achievement and growth. This information helps teachers make academic and social/emotional instructional decisions in real time. Teachers and the Coordinator also use the information for placement in math and reading groups and to develop recommendations for instructional changes.</p> <p>PowerSchool reports are disaggregated by ethnicity, grade level, AIG status, and exceptionality to identify underrepresented groups and trends in academic performance. This disaggregated data is used to revise the AIG screening, referral, and identification process and adjust service delivery models. Instructional trends are shared with grade-level administrators and AIG staff to inform planning and program revisions.</p> <p>Drop-out data for AIG scholars is reviewed annually through PowerSchool reports, and any student departures are followed up on to determine causes and inform retention strategies. The AIG Coordinator communicates regularly with administrators, teachers, and school counselors to track student engagement and flag early warning signs that could impact retention or academic performance.</p> <p>Additionally, the AIG team reviews student performance data each trimester and at year-end to identify underperformance or areas for programmatic adjustment. Over time, patterns in disaggregated data guide improvements to curriculum, support structures, and referral practices—ensuring our AIG program continues to promote equity and excellence. Information is shared with stakeholders, including school administration, the AIG Advisory Council, and the school community, through meetings, presentations, and updates posted on the school website.</p>
<p>* 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.</p> <p>The AIG Coordinator is responsible for gathering and maintaining AIG and high-performing non-AIG scholar data. These data sources include AIG headcounts submitted in fall and spring, classroom data, results from the second-grade universal screener (CogAT), MAP and NC Check-in assessments, and other available standardized and local assessments. All AIG and high-performing students are tracked using an AIG Student Data spreadsheet, which includes disaggregated data by race, ethnicity, economic status, language proficiency, and other exceptionalities.</p> <p>Students who are not identified but who perform at a high level are added to a watch list. These students are monitored for growth and achievement trends and may be referred for additional support or formal identification when appropriate. This system ensures equity in identification and provides a mechanism for uncovering underrepresented students with gifted potential.</p> <p>To ensure that students' needs are met, struggling AIG scholars are reviewed and referred to the school-based MTSS team, where appropriate interventions are developed and monitored. These interventions may be academic, social-emotional, or behavioral in nature and are aligned with students' unique profiles. This process also supports retention of AIG students in gifted services.</p>

The AIG program monitors middle and high school participation in advanced learning opportunities such as Honors, Advanced Placement (AP), and dual enrollment courses. Enrollment data is disaggregated and analyzed by subgroup to assess equity in access and services. Where inequities are identified, strategies for outreach, support, or program revision are developed.

The AIG Coordinator meets quarterly with grade-level teams and the MTSS committee to review and act upon the referral, identification, and services data. These reviews include disaggregated data trends to identify and reduce disproportionality. A formal mid-year data summary is prepared for administrative review and used to inform service revisions and support interventions. Collaboration with Exceptional Children (EC), ML, and school counseling teams further ensures that retention and service access are equitable for all student populations.

This comprehensive data system supports ongoing program improvement and ensures all students, regardless of background or circumstance, have equitable opportunities to be referred, identified, served, and retained within the AIG program.

*** Practice F**

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

The AIG Coordinator and Human Resources Department maintain current documentation of AIG certification status for all AIG Specialists. HR is aware of licensure requirements and collaborates with the AIG Coordinator to ensure AIG teachers either hold the appropriate license or are actively working toward licensure within the approved state timeline of two years. Teachers who are not currently certified are supported in completing an approved licensure program or in passing the Praxis 5358 exam to earn the AIG add-on license.

The school principals receive documentation and guidance from the AIG Coordinator to ensure AIG students are served by appropriately credentialed staff. Administrators are notified of the licensure status of each AIG teacher and understand the required expectations. The AIG Coordinator also shares AIG 101 training with any new staff, conducts one-on-one meetings with teachers needing support, and provides access to the AIG resources located on the internal site, The Hub, which contains professional development resources, curriculum tools, and evidence of completed training.

Licensure and professional development data is reviewed each semester to ensure alignment with the Local AIG Plan goals, particularly those related to equity of services and instructional quality. This information supports decision-making regarding student placement with AIG-licensed teachers, planning targeted professional learning, and informing hiring priorities. School administrators partner with the AIG Coordinator to use this data when assigning students and teachers and when evaluating staff development needs.

Together, these practices ensure that all educators serving AIG students have the appropriate qualifications and are equipped to provide services aligned with the district's vision, mission, and strategies as outlined in the Local AIG Plan.

*** 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.

Socrates Academy will survey key stakeholders annually to ensure the AIG program is effectively meeting the needs of the gifted scholar. The AIG coordinator will survey parents/guardians and regular education teachers to collect feedback on the implementation and effectiveness of the AIG program. AIG teachers will survey scholars to collect feedback on the curriculum resources and materials. The AIG team will use this data to reflect and re-evaluate curriculum and overall school programming.

Additionally, the AIG coordinator will form and lead the AIG Advisory Council (standard 5c). This council will meet at least once quarterly to provide ongoing assessment and feedback of the existing program, gain awareness of the needs of AIG scholars, and become knowledgeable of best practices that might address these needs. Council

members will gather feedback from AIG teachers and other stakeholders. The AIG Advisory Council will also be responsible for evaluating the plan to ensure effectiveness and alignment with the state AIG standards.

Finally, the AIG team collects feedback from impromptu parent group meetings, teacher PLCs, emails, phone calls, school curriculum nights and open houses., and other informal settings that provide opportunities for stakeholders to come together and share ideas and thoughts about the AIG program at Socrates Academy and to best meet the needs of our gifted scholars.

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

The AIG team at Socrates Academy reviews data and evaluation results as they relate to the AIG Plan and the needs of the school community. Data and results are shared with AIG teachers, school administrators, and the Board of Directors in a collaborative effort to improve AIG services and programming. Regular meetings and planning sessions are held to review current practices and identify areas of strength and improvement. Parents/guardians and other AIG stakeholders are informed of updates and revisions to the AIG Plan through regular meetings and postings to the Socrates Academy website. Program data is reviewed and made available in a format that is accessible and easy to understand. Data and feedback are used to develop, revise, and implement services, strategies, and procedures to meet the needs of AIG scholars. Socrates Academy is committed to transparency and makes the AIG plan and gifted data available to the public.

When sharing data, the district adheres to FERPA regulations and ensures the confidentiality of all students and families who have contributed feedback. Program updates are translated into the languages represented in our community and made available in accessible formats.

In addition, students may be included in the feedback and reflection process through classroom discussions, advisory groups, or surveys, ensuring their voices contribute to AIG program improvement efforts.

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

The LEA is committed to upholding the rights of Academically or Intellectually Gifted (AIG) students and their families. In accordance with state legislation (N.C.G.S. 115C-150.5-.8, Article 9B), the following written policies, procedures, and practices ensure transparency, equity, and consistency across the district.

Informed Consent Procedures

1. Consent for Assessment

Prior to any formal assessment that may lead to AIG identification, parents/guardians must sign a permission form granting consent. No testing occurs without this written authorization.

2. Consent for Placement

After identification, families receive a Differentiated Education Plan (DEP) outlining proposed services. Parents/guardians must sign this document to consent to placement and service delivery. Students do not receive AIG services without a signed DEP.

All documentation is provided in the family's native language whenever possible to ensure accessibility and understanding.

Reassessment Procedures

AIG identification is reassessed annually for students in grades 3 through 7.

- New data are reviewed to determine continued eligibility and/or consideration for expanded services.
- Cognitive assessments such as the CogAT are valid for two years and are not repeated annually unless specific criteria are met.
- Families are notified of any changes to services and provided the opportunity to participate in the reassessment review process.

Transfers from Other LEAs

Students transferring from other districts or states with previous AIG identification are considered for immediate provisional services.

- Transfer documentation is reviewed by the school's AIG team.
- Families are invited to a placement meeting to discuss the student's prior identification and services.
- Services may be continued or modified based on local identification criteria and available data.
- The district honors the Interstate Compact on Educational Opportunity for Military Children to ensure seamless transitions.

NCDPI strongly discourages "de-gifting." Every effort is made to place students appropriately without removing identification based solely on geographic relocation.

Disagreement Resolution Procedures

Parents/guardians may appeal any decisions regarding AIG screening, identification, or placement. The district provides a multi-tiered resolution process:

Step 1: School-Level Review

- Families submit a written request to the AIG Team within 10 business days.
- A meeting is held to review all relevant documentation.

Step 2: District Administration Review

- If unresolved, families may submit a written appeal to the school's principal and the district AIG Coordinator.
- A secondary meeting is convened to reconsider the case.

Step 3: Board-Level Appeal

- If necessary, a final appeal may be made to the Board of Directors.
- Families are informed of their right to pursue resolution at the state level with an Administrative Law Judge, as outlined in Article 9B.

Communication and Access

- All policies and procedures related to AIG rights are available in multiple languages and formats.
- This information is published in the AIG Parent Handbook, and on the district's website.

The LEA ensures that the rights of AIG students and their families are protected through consistent practices, equitable procedures, and responsive communication at every stage of the AIG program experience.

 [Click here to remove the table and use only the narrative field.](#)

* Ideas for Strengthening the Standard

- Create a checklist to verify practices outlined in our current AIG plan.
- Seek out grants and community partnerships to assist in funding our AIG classrooms.
- Continue to build AIG resources on The Hub.

Planned Sources of Evidence

* Evaluation Data

* AIG Plan and Updates

* AIG Screening Notebook with results

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

N/A

 [Step 1: Appeal to AIG Team](#)

 [Step 2: Appeal to Program Administration](#)

 [Step 3: Appeal to Board of Directors](#)

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* Approved by local Board of Education on:

06/04/2025 

AIG Related Documents

Socrates Academy (60J) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		Document/Link
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Board Approval Signatures
Optional Documents		Document/Link
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 AIG Referral Form  Parents Rights-Due Process  AIG Glossary  AIG Identification Definitions and Qualifications Rubric
AIG Standard 2 Additional Resources	N/A	 Grade Acceleration Procedure  Subject Acceleration Procedure
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	 Step 1: Appeal to AIG Team  Step 2: Appeal to Program Administration  Step 3: Appeal to Board of Directors

Glossary

Socrates Academy (60J) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition