

Overview: Mission/Vision Statement and Funding

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

* LEA Superintendent's Name:

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

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

* Mission and/or Vision Statement(s)

Southern Wake Academy AIG Vision Statement-

To provide a rigorous and differentiated learning program that enhances critical thinking, problem-solving, and real-life applications that will encourage students to become lifelong learners and productive global citizens.

Southern Wake Academy AIG Mission Statement-

Southern Wake Academy recognizes the unique needs of gifted learners and strives to provide a rigorous academic environment that encourages social, emotional, and academic growth for all gifted and talented students.

Southern Wake Academy School Mission Statement-

In partnership with parents and the community, Southern Wake Academy faculty and staff will promote academic excellence among our students through a dynamic curriculum, nurturing relationships, and involvement in the community.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 34,840.00	* \$ 10,400.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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

Standard 1: Student Identification

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

*** Practice A**

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

Southern Wake Academy has developed procedures for screening, referral, and identification for all grade levels. These procedures consist of multiple pathways to help improve the equity and access of the AIG program. To assist with AIG referral, screening, and identification the school has assembled an AIG School-Based Team (SBT). This team is made up of the AIG coordinator, general education teachers, special education representative, EL representative, and the testing coordinator. Through this representation, we hope to provide the opportunity for all students to show their strengths.

Referral-

Guardians, teachers, administrators, or even students may refer a student to the AIG SBT at any time during the school year for grades 6-12. A google form for referral can be found on SWA's AIG Program website. The SBT team will evaluate work samples, classroom testing data, state testing data, school-based benchmark data, learner profiles, parent/guardian and teacher checklist, and/or third-party evaluations performed by a licensed psychologist. The SBT will review the collected data to determine the next steps. The team may decide to not move forward with individual screening, to offer individual screening, or to place the student on an AIG nurture list.

Screening-

Individual Screening- Students recommended for screening by the SBT will complete one or more of the following; CogAT 8 aptitude test and/or Iowa Form E.

Universal Screening- Every 6th-grade student takes the CogAT 8 aptitude test as a universal screener. Students completing the screener that show potential for giftedness will be referred to the SBT. The SBT may then follow up with further analysis to determine the next steps. They may include, but are not limited to; achievement assessments, EOG analysis, classroom test analysis, parent/guardian checklist, teacher checklist, etc. All data collected will be used as part of the screening process.

Identification -

The identification process allows for multiple pathways to the identification. Data from the referral and identification process are used together to form an accurate assessment of the referred student's abilities. Students may be identified as AIG (single or multiple subjects), AG (single or multiple subjects), or IG. Students who transfer from other districts where they were identified as gifted/AIG will receive reciprocity in the area(s) of identification. Students who do not qualify for pathways related to achievement and aptitude testing but still demonstrate substantially high levels of accomplishment in reading and/or math can submit a portfolio to the SBT for evaluation. The Pathways to Identification document can be found on SWA's AIG Program website. Students that do not meet the identification criteria may be placed on an AIG watchlist. During this time students will be provided the opportunity to be clustered with AIG and other high achieving students and assisted in developing a portfolio of work that may be used for identification at a later date.

*** Practice B**

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

Southern Wake Academy utilizes a variety of measures for the identification of AIG students at all grade levels.

Identification:

The identification process allows for multiple pathways to the identification. Data from the referral and identification process are used together to form an accurate assessment of the referred student's abilities. Students may be identified as AIG (single or multiple subjects), AG (single or multiple subjects), or IG. Students who transfer from other districts where they were identified as gifted/AIG will receive reciprocity in the area(s) of identification. Students who do not qualify for pathways related to achievement and aptitude testing but still demonstrate substantially high levels of accomplishment in reading and/or math can submit a portfolio to the SBT for evaluation. The Pathways to Identification document can be found on SWA's AIG Program website. Students that do not meet the identification criteria may be placed on an AIG watchlist. During this time students will be provided the opportunity to be clustered with AIG and other high achieving students and assisted in developing a portfolio of work that may be used for identification at a later date.

6th Grade Identification:

All SWA sixth-grade students are administered the CogAT. Students who score at or above the 85th percentile on either the composite or any battery score are eligible to take the Iowa Assessment. To ensure equitable identification practices, a student group analysis will occur of all CogAT results to ensure the top ten percent of each student group will take the IOWA regardless of reaching the eighty-fifth percentile threshold. Students who have a score of 95 percentile or higher, on a qualifying CogAT score or Iowa score are referred to the SBT for identification. Those submitted to the SBT may be identified, remain unidentified, placed on the watch list, or recommended for additional data gathering which may include additional testing.

6th-12th Identification Traditional Measures

After an examination of all of the available data sources (identified in Practice A), students are identified as AIG (Academically and Intellectually Gifted), AG (Academically Gifted) or IG (Intellectually Gifted) in reading and/or math. Students referred to the SBT in grades 7-12 that qualify for recommendation (outlined in practice A), or in 6th-grade after the universal screening test, will participate in the next group CogAT testing window.

Traditional Identification Pathways:

Pathway 1- Students scoring greater than or equal to the ninety-fifth percentile on both a CogAT score and Iowa total reading and/or math are identified AIG in the area(s) in which the scores align.

Pathway 2- Students scoring greater than or equal to the ninety-eighth percentile on CogAT VQN(Full Composite) are identified IG in reading and math. Students scoring in a single area, QN(Partial Composite or VN(Partial Composite)

are identified IG in the areas in which they align.

Pathway 3- Students scoring greater than or equal to the ninety-fifth percentile on a CogAT and greater than or equal to the ninety-fifth percentile on EOG/EOC in reading and/or math are identified AIG in corresponding areas.

Pathway 4- Students scoring greater than or equal to the ninety-fifth percentile on the IOWA and greater than or equal to the ninety-fifth percentile on EOG/EOC in reading and/or math are identified AG in corresponding areas.

Pathway 5- Students who transfer from other districts will receive reciprocity for the areas in which they have been identified.

Non-traditional Identification Pathway:

Pathway 6- Students who do not qualify for services via a traditional pathway but still demonstrate high levels of success and ability can submit a portfolio to the SBT. After evaluation students may be identified as AG in areas evidenced by the portfolio.



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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, English language learners, highly gifted, and twice-exceptional.

SWA recognizes and encourages diverse populations to achieve and excel. We will continue to monitor subgroup data to target under-served populations. The AIG Coordinator monitors subgroup data using a google sheet. Data includes demographics related to screening, referral, and identification as well as student performance. SWA teachers and staff will use data, observations, and achievement scores to identify, monitor, and mentor students in subgroups and refer them for AIG evaluation as needed. It is the goal of SWA to nurture and identify all students' potential.

The AIG Coordinator will monitor the demographics of SWA and the demographics of the students identified as AIG to determine which student groups remain underrepresented. Through the use of traditional and non-traditional

identification pathways, all students that exhibit gifted characteristics may be identified and served. The AIG Coordinator will monitor statewide assessment data and local benchmark data to check for students that may have been overlooked for AIG identification.

*** Practice D**

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

SWA seeks to use multiple checkpoints throughout the screening, referral, and identification processes to ensure that each stage is effectively implemented.

Resources- SWA has developed flowcharts for the screening, referral, and identification processes. These flowcharts can be found on the SWA AIG website. These can be used by parents, faculty, and staff to gain a better understanding of the processes involved. In addition, the website features sample AIG learner profiles, checklists, and rubrics utilized by the SBT.

Professional Development- All SWA staff will participate in a professional development opportunity to review the screening, referral, and identification process at the beginning of the 2022-2023 school year. In subsequent school years, this information will be presented to new hires.

Reporting- The AIG Coordinator will attend quarterly administrative team meetings to share information regarding the screening, referral, and identification. The AIG coordinator will also share information with the board of directors bi-annually regarding the screening, referral, and identification processes.

Documentation- the AIG Coordinator is responsible for maintaining documentation for all students in the AIG process. This includes those students that are referred and screened, but not identified. This information is housed in the SBT shared drive and available for review by the SBT team.

Monitoring- The AIG Advisory Team is responsible for monitoring SWA's guidelines for screening, referral, and identification procedures. The team will review the guidelines yearly to ensure that they respond to the needs of all students including under-represented populations (students who are culturally diverse, economically disadvantaged, English learners, highly gifted, and twice-exceptional).

Auditing- An internal audit is conducted in the spring of each year by the AIG coordinator. The audit includes an evaluation of the individual and universal screening process and assessments, the student/guardian/teacher referral process, and the effectiveness of the identification pathways. Data to be evaluated include; identified student performance (grades, assessment data, etc.), referred and unidentified student performance, student group representation, and the effectiveness of pathways.

*** Practice E**

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

Southern Wake Academy ensures that all personnel, families, and community members are aware of and understand the screening, referral, and identification processes for AIG students.

Informational Meetings- AIG program and information will be disseminated at both grades 6-8 and grades 9-12 open houses. Open house sessions occur twice a year. The open house session includes an overview of services, referral, screening, and identification. Information sessions for prospective and newly enrolled families occur in January, February, March, and August of each year.

AIG Website- The AIG website includes the Local AIG Plan as well as flow charts describing the referral, screening, and identification process. FAQs for parents/guardians, teacher resources, and program descriptions are also housed here.

AIG Newsletter- The AIG Newsletter is produced quarterly and shared with all SWA families to describe information pertinent to the AIG program including referral, screening, and identification.

Informational Video- An informational video walking through the screening, referral, and identification processes is available to all stakeholders on the AIG website.

*** Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This

documentation is reviewed with parents/families and maintained in student records.

Initial Review- Upon review and final decision of the SBT, the AIG Coordinator will meet with the families of students to review data used to match students with services. Each student referred has a folder created which contains all evidence evaluated regardless of final placement.

Maintaining AIG Documentation- Southern Wake Academy will maintain Individual student AIG files/records containing identification data, the DEP, copies of test results, and parent communication. Individual student AIG files/records will be housed in the AIG Coordinator's office. Student AIG identification evidence and services will be documented on student PowerSchool profiles. AIG Coordinator and/or staff will meet with parents/families annually to review the DEP, work samples, and sign the DEP annual review form. Student work samples are maintained in the files/records each year as documentation of performance and participation in AIG curriculum services.

*** Ideas for Strengthening the Standard**

SWA seeks to improve the monitoring of underrepresented populations participation in the referral, screening and identification processes. We will seek to improve the systems used to ensure consistent implementation of the AIG plan and improve efforts to respond to the data collected.

Planned Sources of Evidence

* Referral, Screening, Identification Concept Map
* Identification Pathways
* AIG Website
* AIG FAQs
* Referral, Screening, Identification Video
* AIG Parent/Guardian and Teacher Checklist
* DEP

* Information Session Presentation

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

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Southern Wake Academy identifies AIG students in the area of Math, Reading, and/or Intellectual ability. AIG academic services are delivered in the regular educational setting using the NC Standard Course of Study through differentiation. Southern Wake Academy offers advanced/accelerated courses for gifted and advanced students in Middle School and offers AP and Honors courses for gifted and advanced students in High School. AIG Coordinator and School Counselors will guide gifted students when making course selections. AIG staff and classroom teachers are responsible for providing rigorous, challenging, and differentiated curricula to gifted and advanced learners. Student learning profiles and DEP's will be shared with classroom teachers, specialists, and guidance counselors. The AIG Coordinator, classroom teachers, and school counselors will meet quarterly in Professional Learning Communities (PLC) to share student data, strengths, and weaknesses in order to meet the academic and emotional needs of our gifted and advanced learners

Program Descriptions

Grades 6-8:

Academically Gifted- Students identified in one or more areas are served in a variety of ways including cluster

grouping, in-class flexible group, curriculum compaction, single subject acceleration, and content differentiation.

Intellectually Gifted- Academically Gifted- Students identified in one or more areas are served in a variety of ways including cluster grouping, in-class flexible group, curriculum compaction, single subject acceleration, and content differentiation. Students identified as IG have a focus on academic achievement and executive functioning skills to help align with intellectual ability.

Academically and Intellectually Gifted- Academically Gifted- Students identified in one or more areas are served in a variety of ways including cluster grouping, in-class flexible group, curriculum compaction, single subject acceleration, and content differentiation.

Grades 9-12:

Academically Gifted- Students in grades 9-12 are clustered in an advisory group to focus on the unique needs of high school gifted students. Students work with the advisor to create goals, academic, behavioral, or social-emotional. The student, advisor, and family will discuss and reflect on the goals through quarterly portfolio conferences.

Intellectually Gifted- Academically Gifted- Students in grades 9-12 are clustered in an advisory group to focus on the unique needs of high school gifted students. Students work with the advisor to create goals, academic, behavioral, or social-emotional. The student, advisor, and family will discuss and reflect on the goals through quarterly portfolio conferences.

Academically and Intellectually Gifted- Students in grades 9-12 are clustered in an advisory group to focus on the unique needs of high school gifted students. Students work with the advisor to create goals, academic, behavioral, or social-emotional. The student, advisor, and family will discuss and reflect on the goals through quarterly portfolio conferences.

Advisory Program Grades 6-12:

Southern Wake Academy offers an advisory program that meets once weekly. During this time students are able to reflect on their academic performance and goals, strengths and weaknesses, and explore opportunities available for personal development and community service.

Student Workshop Series Grades 9-12:

ALG students, along with general education students and their families, have the opportunity to participate in the Student Workshop series. The series takes place 2-3 times quarterly to focus on the development of future-ready skills.

AIG Coordinator Support:

The AIG coordinator will provide direct and indirect support for regular education teachers to meet the needs of gifted learners. This may include, but is not limited to, coaching, consulting, resource support, and professional development.



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*** Practice B**

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

At Southern Wake Academy our AIG students' social and emotional needs are addressed and reviewed through our Advisory Program, PLCs, and MTSS teams. All teachers, specialists, and guidance counselors are provided access to DEPs which may include social and emotional goals for students. Services provided to students in grades 6-12, and their providers, are outlined below.

The Advisory Program is developed by a team of individuals including the MTSS Coordinator, AIG Coordinator, 504 Coordinator, Middle School Counselor, High School Counselor, and School Social Worker. The program is designed to address the social-emotional needs of all students but also has the ability to adapt programming for the unique needs of gifted students.

AIG Support Role Descriptors:

MTSS Coordinator- the MTSS coordinator will ensure that the Advisory Program team has the tools necessary to address behavioral support and interventions for students.

AIG Coordinator- the AIG coordinator will ensure that needs unique to AIG students are addressed in a meaningful way within the Advisory Program.

Middle School/High School Counselors- these staff may help students with stress management, perfectionism, interpersonal issues, motivation, anxiety, peer pressure, family dynamics, etc. and choose the most applicable lesson

topics for the advisory period.

School Social Worker- the social worker may play the role of advocate, counselor, or family connection.

504 Coordinator and EC Director- The 504 coordinator and the EC director will help to ensure that the unique needs of twice-exceptional students are met.

*** Practice C**

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

Southern Wake Academy works diligently to meet the needs of all of its students including AIG students. The AIG Coordinator collaborates with all departments; including subject level, student services, exceptional children, and the administrative team to advocate and align district policies to support AIG students. The AIG Coordinator is present at weekly leadership team meetings for discussions related to staffing, budget, curriculum, policy, and finance. The AIG Coordinator is also present at Board of Directors meetings when needed to advocate for the needs of AIG students.

*** Practice D**

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

Student placement in regular education classrooms is purposeful. For returning students, classroom teachers provide classroom placement recommendations at the end of each school year. Teachers, school counselors, the AIG Coordinator, and administrators use formal and informal data such as End-of-Grade test scores, benchmark data, and academic grades to determine class placement.

- 1) Students who score a level 4 or 5 on the NC English and Math end of grade test (EOG) are placed in accelerated English(cluster grouping) and Math classes (curriculum compaction or acceleration)..
- 2) Per House Bill 986-Students who score a level 5 on the NC state end-of-grade math test (EOG) are placed in the next advanced Math class.
- 3) End of Grade testing data, historical grades, and informal/formal assessments per group will be analyzed to note specific trends, needs, and successes each semester.

Student data is evaluated throughout the school year to ensure student placement is ideal for that student's needs. When possible grouping is adjusted to best fit the needs and abilities of individual students. The AIG Coordinator will work with grade-level teams, subject-level teams, and PLCs to coach teachers on best practices to meet the needs of AIG students. Changes in student placement include a parent/guardian conference and approval.

*** 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.

The AIG Coordinator will provide staff information and training regarding current research-based best practices in meeting the academic and emotional needs of gifted and advanced learners.

- a.) Staff will receive a copy of the current AIG plan
- b.) The current AIG plan will be posted on the SWA website
- c.) AIG information presentation will be available for staff to use at Open House or Parent Information Sessions and posted on the website
- d.) Staff meets weekly in PLCs (professional learning communities), as a grade level (6-8), and as a subject level (9-12). This allows classroom teachers, the AIG coordinator, special education teachers, administrators, school counselors, and social worker to share information regarding the needs of gifted and advanced learners
- e.) AIG Coordinator meets weekly with administrators to discuss AIG state regulations, the AIG program and services, and how to best meet the needs of our gifted and advanced learners.

*** Practice F**

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

The AIG Coordinator is responsible for notifying classroom teachers of identified students at the start of each year. Southern Wake Academy enrolls students in grades sixth through twelve therefore, transition meetings between these grades take place on-site. The AIG Coordinator will work with advisors and directly with students to assist in the process of scheduling, particularly in the transition between 8th and 9th grade. During this transition, each student will

be met individually to discuss high school options including advanced tracks, honors, advanced placement, and distance learning courses.

*** Practice G**

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

Southern Wake Academy is working to create specific procedures for acceleration, compacted content, and credit by demonstrated mastery.

Acceleration-Student academic records, End of grade tests/End of course exams, and student learning profiles are assessed. AIG Coordinator and Administration work collaboratively in order to make the best decisions for student placement. Per House Bill 986, students who score a level 5 on the NC state end-of-grade math test (EOG) students are placed in the next advanced Math classes. SWA accelerates students by subject area and grade level.

Dual Enrollment-Junior and Senior students can choose to participate in the Career and College Promise program and dual enroll in area colleges. The Southern Wake Academy high school counselor will share this option with high school students and families via newsletter, beginning-of-year parent information sessions, and student scheduling sessions.

Credit by Demonstrated Mastery (CDM)- Students in grades 6-12 can earn credit for a course without completing the traditional seat time. The information for CDM can be found on the school's website. A student that wishes to earn credit through CDM must first submit a Student/Guardian CDM agreement to their school counselor for an approved course. The student must make a ninety percent or greater on a Phase 1 assessment that consists of released test items when an EOC or NCFE is available. Or a teacher-made exam using the appropriate SchoolNet test bank when available. Phase 2 involves the student completing an artifact that demonstrates content mastery as determined by the CDM team. This will be scored based on a rubric provided to the student ahead of time. The artifact must be presented to the CDM team made up of a content area teacher, counselor, AIG coordinator, and school administrator. The student must score a mastery level on the rubric in order to earn credit.

Advanced Placement- The purpose of the Advanced Placement (AP) program is to offer college-level courses to high school students. Administered by the College Board, the AP program includes both courses as well as a testing program that colleges and universities may utilize to grant credit to students who have performed well on AP examinations.

Additionally, all SWA students participate in an advisory program that allows students to gain and extend real-world skills beyond the classroom. Students are required to complete 15-30 hours of community service per year, an 8th-grade job shadowing experience, four 9th, 10th, and 11th job shadowing experiences, and a 12th-grade internship.

*** Practice H**

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

Southern Wake Academy strives to identify academic potential in all students by providing enrichment activities for non-identified students, using multiple criteria for identification and placement, and identifying students for our potential/nurture program. The AIG program provides services and classroom support to identify the potential of advanced learners.

Students who have been referred to the AIG program, but that do not meet the criteria at that time are placed on a nurture list, maintained by the AIG coordinator. The students are placed in clustered groups with AIG students to receive opportunities to develop and enhance their academic abilities in ELA and/or Math. Students are also encouraged to participate in the student workshop series, and extracurricular opportunities, and invited to reapply to the referral process.

*** Practice I**

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

SWA offers a variety of extra-curricular programs for AIG students and the entire student body. SWA has a weekly parent newsletter, a google classroom site, and a school website that is used for parent and community information and communication regarding these programs. The extra-curricular programs being offered each year vary, depending on student interest.

Southern Wake Academy Club Mission Statement-To create opportunities for ALL students to be able to explore and pursue activities and new interests that they may not have had an opportunity to partake in elsewhere. To offer

programs that provide the opportunity to create a voluntary and positive connection with our school. To create and promote club programs that build confidence, relationships, and character in a safe, monitored environment.

Southern Wake Academy Vision Statement- Southern Wake Academy will offer a wide variety of clubs that foster and nurture our student body's interests while promoting achievement, student engagement, and the attitude and habits that lead to work/college aspirations and success. We will continuously assess our activities to fit the wants and needs of a growing student population and an ever-changing global society.

Programs/Clubs being offered currently are;

- 1. Beta
- 2. National Honor Society
- 3. Junior Beta

Academic Honors

- 1. Ethics Bowl
- 2. Robotics

Academic Competition

- 3. Science Olympiad
- 4. The Quill
- 5. Math Olympiad

Student Government

- 1. MS Student Government Association
- 2. HS Student Government Association

Performance-Based

1. Theater Club
2. MS Choral

1. Soccer

2. Baseball

3. Softball

4. Basketball

5. Cross Country

6. Cheerleading

7. Volleyball

8. Tennis

9. Golf

Athletics

1. Film Club

2. Gamers Club

3. Dungeons and Dragons Club

Student Interest

*** Ideas for Strengthening the Standard**

SWA will continue to improve the Advisory Program to ensure that it addresses the unique needs of AIG students, both academically and social-emotionally. We will also focus on the flexibility of grouping strategies throughout the school

year to ensure that we are responsive to the needs of our students.

Planned Sources of Evidence

* Club Website
* Advisory Program Lesson Plans
* Student Workshop Series Calendar
* Course Selection Guide
* Master Schedule
* AIG Website

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

Standard 3: Differentiated Curriculum and Instruction

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Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Southern Wake Academy currently identifies students gifted in Intellectual Ability, Reading, and/or Math. Differentiated instruction is provided by classroom teachers and the AIG Coordinator. Gifted students' academic needs are met through enrichment, extension, and acceleration. The AIG Coordinator and classroom teachers work closely to develop an academic plan with goals for identified and potentially gifted students in order to meet their academic needs. Students in middle school (grades 6-8) are grouped in plus Math and English classes in order to provide a rigorous and challenging curriculum. High school students are placed in honors and advanced placement classes. Both middle school and high school students have access to advanced online learning as needed. The AIG coordinator, classroom teachers, and school counselors guide students to the best course selection in order to provide a challenging learning environment for students.

In grades 6-8, Math and ELA teachers meet regularly with the AIG coordinator to review scope and sequence, pacing guides, unit plans, lesson plans, and assessments to ensure that material is rooted in the NC SCOS and that materials are differentiated at each level to meet the needs of AIG students. Meetings with other content areas also occur through participation in professional development and optional review sessions.

In grades 9-12, core subjects are differentiated using tiered classes (regular, honors, and AP). These teachers are able to differentiate their standards with the guidance of the AIG coordinator.

All teachers have the opportunity to work with the Friday Institute over the 2022-2024 school years on improving their use of differentiation to meet all students learning needs.

*** Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

Southern Wake Academy encourages teachers to use the best instructional practices to guide students to their maximum learning potential.

- 1) Ongoing progress monitoring
- 2) Student placement in rigorous and challenging courses
- 3) Differentiation, curriculum compacting, acceleration, flexible grouping
- 4) Inquiry and problem-based learning models
- 5) Student portfolios and portfolio conferences
- 6) Small group instruction
- 7) Tiered assignments
- 8) Cooperative learning
- 9) Independent learning contracts
- 10) Active engagement
- 11) Cluster grouping
- 12) Multiple texts and supplementary materials

- 13) Student-led learning and research
- 14) Technology 1-1 Chromebooks
- 15) Critical thinking activities
- 16) Literacy across the curriculum
- 17) Vertical alignment
- 18) Academic competitions
- 19) 21st-century learner opportunities

*** Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

The AIG Coordinator makes available resources for classroom teachers to use in their classrooms to assist in meeting the academic and emotional needs of gifted students. Below are topics that teachers may encounter when working with AIG students in the classroom. Resources related to these topics are available in the AIG coordinator's office and many can be found in the teacher resource section of the SWA website.

Instructional Practices

Interest-Based Inquiry Projects

Students explore self-selected or teacher-selected topics through the application of advanced 21st-century skills.

Tiered Assignments, Lessons, and Products

Assignments are varied by levels of complexity and depth with various degrees of support and instruction.

Multi-disciplinary Units or Integrated Projects

Students explore complex concepts or themes across academic disciplines

Higher-Order, Critical, and Creative Thinking Skills

Critical thinking and complex problem-solving skills are embedded in all strands of the curriculum.

21st Century Skills

Students apply communication and collaboration skills, media and technology skills, real-world learning, community and global awareness, social responsibility, and life skills (leadership, accountability, responsibility, self-direction) to a variety of assignments.

Advanced Literary Experiences

Students are appropriately challenged in reading, writing, and research across the curriculum.

Curriculum Compacting

Students showing mastery of curriculum may compact out to explore curriculum extensions.

Project-Based Learning

Students complete a project or series of projects that require them to use diverse skills, such as researching, writing, interviewing, collaborating, or public speaking to produce various work products.

Problem-Based Learning	Students learn about a subject through the experience of problem-solving. Students learn both thinking strategies and domain knowledge.
Socratic Seminar	Students engage in collaborative intellectual dialogues while discussing open-ended questions with reference to a text or experience
AIG Service Delivery Method	
Cluster Grouping for Reading/Math	Students are placed in classrooms with other advanced learners.
In Class Flexible Grouping	Teachers use data to determine and address students' needs.
Accelerated Curriculum for Math	Math curriculum consists of current grade-level standards, condensed and standards from the next grade level.
Consultation/Collaboration with AIG Coordinator Classroom teachers and the AIG coordinator consult and collaborate on planning activities and experiences for the classroom.	
Teachers can use these resources during PLC and common planning times to develop differentiated lesson plans and assessments.	
* Practice D	Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.
Southern Wake Academy provides opportunities for students to be critical thinkers and creative. Students are given opportunities to learn and display leadership skills and collaborate on activities in order to be future-ready and productive citizens in our world.	
	<ol style="list-style-type: none"> 1) Student portfolios and conferences 2) Volunteer hours within the community (15 per year for students grades 6-8), (30 per year for students grades 9-12) 3) Job Shadows (4 per quarter for high school students, 1 per year for 8th-grade students) 4) Senior Internship 5) Participation in academic competitions 6) Academic clubs
Further development of future-ready skills occurs when teachers use the strategies outlined in the table within Practice C. Each of the instructional practices listed provides students with the opportunity to use and develop skills in critical thinking, communication, collaboration, creativity, curiosity, and leadership.	
* Practice E	Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.
Teachers and the AIG coordinator use ongoing formative and summative assessments as well as observations, work samples, and academic records to assist with differentiating curriculum and meeting the needs of gifted students. Teachers use benchmark tests in middle school to assess student growth and needs. Teachers are encouraged to use pre-assessments to determine student strengths and understanding of content, to see if additional enrichment activities are needed. The AIG coordinator and teachers, in PLCs, work	

to use flexible grouping strategies within the classroom to best serve the AIG students and other high-performing students. Depending on the instructional strategies being implemented, these may be heterogeneous or homogeneous groups.

*** Practice F**

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

SWA recognizes that AIG students have specific social and emotional needs. SWA employs a Middle School Counselor, a High School Counselor, and a Social Worker to help address these specific needs. Classroom lessons and activities as well as individual sessions with the SWA Counselors and Social Worker are used to support AIG students and their families. The AIG Coordinator provides reputable online links to support parents in understanding the social and emotional needs of their AIG students. The AIG Coordinator also notifies parents and students of enrichment and/or extra-curricular activities within our community via the AIG website.

Additionally, we have elected to become part of the Choose Love Movement and use their curriculum to engage all students in SEL.

*** Practice G**

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

Does not apply. SWA student body consists of students in grades 6-12.

*** Practice H**

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

Southern Wake Academy is focusing on providing staff development for staff on differentiation and meeting the needs of gifted learners. We realize that AIG services need to be provided all day, every day and we need to collaborate in order to provide the best possible learning experiences for our gifted learners. School staff meet weekly in Professional Learning Communities (PLC) as grade-level teams and subject area teams in order to review data, share curriculum, and evaluate the AIG program in order to effectively meet the need of our AIG students. The AIG coordinator participates in all middle school PLC meetings and at least once monthly with high school PLCs. During these meetings, the collaboration focuses on the use of differentiation strategies to meet the needs of all learners. The use of strategies is planned for and evaluated and refined after execution.

*** Practice I**

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

A Differentiated Education Plan is written for each AIG student at the beginning of each school year. The services described in each DEP are specific to the student and provide the best practices used to meet the student's individual needs. Parents/guardians, students, and teachers meet annually to discuss and write the DEP. Parents/guardians provide guidance in terms of services they wish for their students to receive. Students will share a goal that will be added to the DEP, and will be guided by the teachers and AIG staff to work towards achieving that goal.

*** Ideas for Strengthening the Standard**

Our school will continue to grow the skill sets of faculty and staff in order to meet the needs of AIG students. We will need to continue our focus on differentiation in all subjects. We will also need to improve our access to research based resources used to enhance and support student learning.

Planned Sources of Evidence

* Teacher lesson plans

* Student DEP

* Parent/Guardian communication

* Professional development calendars and lessons

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

Standard 4: Personnel and Professional Development

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

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

SWA currently has an AIG coordinator who plans, guides, develops, implements, revises, and monitors the local AIG program and plan. The AIG Coordinator is not currently AIG-licensed. Some of the AIG coordinator's roles and responsibilities include but are not limited to:

- 1) Oversee the screening, referral, and identification processes
- 2) Maintain documentation of student identification evidence and services provided in individual student files located in the AIG coordinator's office in a locked filing cabinet
- 3) Provide leadership, at all levels, for the needs of AIG students
- 4) Monitor implementation of program services and staff via surveys, interviews, and observations *Participate in professional development opportunities including statewide meetings with the Department of Public Instruction (DPI) and NC Central Regional AIG meetings. Attend NC Association for Gifted and Talented yearly conference, Attend National Association for Gifted Children convention when feasible.
- 5) Develop, monitor, and evaluate the local AIG plan, assemble an AIG advisory team to assist with AIG plan development, evaluation, and revision
- 6) Participate in monthly Professional Learning Communities by grade level and by department/subject area to ensure the needs of our gifted learners are being met consistently *Provide professional development and resources to staff regarding differentiation and instruction for gifted learners and social and emotional development for gifted learners,
- 7) Develop partnerships with and communicate with families and the community via the SWA AIG website, parent

information sessions, and conferences

8) Assist staff with information regarding AIG licensure

*** Practice B**

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

At this time, Southern Wake Academy employs one AIG Coordinator. As mentioned above, the AIG Coordinator is responsible for all aspects of the program. SWA employs opportunities for teachers and the AIG Coordinator to meet to discuss AIG students' academic, social, and emotional needs. Staff meets weekly as a Professional Learning Community (PLC). AIG Coordinator attends meetings with the Department of Public Instruction on the state and regional levels. AIG Coordinator attends the yearly NC Association for Gifted and Talented convention in order to stay abreast of the current practices to help strengthen services and programs for our gifted learners. The AIG Coordinator provides direct support for students through individual student conferences to develop DEPs and to provide guidance during the registration process. Additionally, the AIG Coordinator provides direct support to students through the use of grade-level focus groups.

*** 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.

All staff must obtain the knowledge and skills to differentiate and meet the needs of gifted and advanced learners in their classrooms. Teachers are required to attend school-wide staff development and maintain a record of attendance. The AIG Coordinator will provide relevant professional development opportunities for staff. AIG Professional Development opportunities for staff will be provided using the AIG modules via the Department of Public Instruction "AIG Booster Shots". Staff will watch the instructional videos (booster shots) provided, meet with the AIG Coordinator, create a lesson, teach the lesson, and reflect. CEUs will be awarded when the process is complete.

Series 1: Best Gifted Instructional Practices

Booster Shot 1-Differentiation-The Basics

Booster Shot 2-Questioning

Booster Shot 3-Tiered Assignments
Booster Shot 4-Curriculum Compacting
Booster Shot 5-Independent Studies, Small Group Projects
Booster Shot 6-Seminars Booster Shot 7-Concept-based Teaching
Booster Shot 8-Concept Attainment

Series 2: Social and Emotional Needs

Booster Shot 1-Overview of Characteristics
Booster Shot 2-Overexcitabilities
Booster Shot 3-Asynchronous Development
Booster Shot 4-Perfectionism and Underachievement

Staff members will be surveyed at the beginning of the school year to determine the topics of most interest/need as it relates to AIG students. SWA has entered into a relationship with the Friday Institute to lead two years of professional development focused on differentiation in all classrooms. The sessions will be focused on brain-based best practices for differentiation and will occur in two cohorts over the course of two years. Teachers will participate in a total of six sessions with their cohort to learn, implement, and revise practices.

The AIG Coordinator is available to directly support students through modeling and coaching teachers through the use of specific strategies.

*** 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.

Student placement in regular education classrooms is purposeful. For returning students, classroom teachers provide classroom placement recommendations at the end of each school year. Teachers use formal and informal data such as End-of-Grade test scores, benchmark data, and academic records to determine class placement. AIG services are provided in the regular education setting by teachers that have met or are in the process of meeting LEA requirements. These requirements include completion of all AIG Boosters directly provided by the AIG Coordinator, and lesson plan submission to the AIG Coordinator for review, observation, and feedback. Differentiation, acceleration, and cluster grouping are used to ensure best practices and placement for gifted students. Each year, data will be collected to track

academic growth for AIG students using benchmarks, NC End of grade tests, End of Course exams, and academic records. AIG Students will participate in an AIG program survey to evaluate the strengths and weaknesses of the program each year in order to better meet the needs of our students and to tailor our program in order for students to reach their highest academic potential.

*** Practice E**

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

AIG Coordinator collaborates with the SWA Principal's Advisory Team, Special Education Team, and Support Personnel to align professional development opportunities with AIG program goals. Professional learning opportunities include:

- 1) Weekly Professional Learning Communities (PLC) meetings by grade level
- 2) Monthly Professional Learning Communities (PLC) by subject level
- 3) Training and use of Chromebooks 1-1 in English and Math courses
- 4) Positive Behavior Support System focusing on student recognition
- 5) Advisory Program, Portfolios, Student-Led Conferences
- 6) Professional Development focused on differentiation and best teaching practices

The AIG Coordinator, as part of the leadership team, assists in the overall professional development planning activities for the school. For this planning cycle, the goal is to develop differentiation practices in all teachers. Local funds will provide teachers with the opportunity to achieve add-on licensure by reimbursement of Praxis fees for those that pass the exam and achieve add-on licensure. To support the hiring of teachers, related to the needs of AIG students, interview questions related to differentiation and clustering have been added.

*** Practice F**

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

The AIG Coordinator collaborates with staff and provides Professional Development and support at monthly Professional Learning Communities (PLC) meetings. The AIG Coordinator provides modeling and co-teaching opportunities for classroom teachers in order to help differentiate and meet the needs of our gifted students. AIG Coordinator houses instructional resources for staff use. AIG Coordinator provides updates to staff on new theories, resources, and practices through PLCs, email, and online resources.

*** 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.

AIG Program Goals- The AIG Advisory Team has established the following goals for Southern Wake Academy

1. Improve the referral, screening, and identification process to ensure all students receive equal opportunities; especially those from underrepresented populations.
2. Ensure that all AIG students receive instruction that meets their academic and social-emotional needs.
3. Increase opportunities for students in terms of elective offerings, clubs, and extracurricular activities.

AIG Integration Into PD-

The professional development goals of Southern Wake Academy directly integrate the needs of the AIG program. All staff will receive yearly professional development on the referral, screening, and identification process and the unique circumstances related to underrepresented populations. SWA has partnered with the Friday Institute to increase the use of brain-based teaching strategies for differentiated instruction. Within our advisory program, we focus on developing teachers to administer lessons related to social-emotional learning. To help facilitate collaboration, middle school teachers have a double-blocked grade level planning. This enables the time for PLCs, cross-curricular planning, and feedback from observations to refine practice.

*** Ideas for Strengthening the Standard**

We would like to collaborate with other Charter schools that offer successful AIG programs, especially those that match a similar size and service model. We would like to improve the opportunities available to our staff to become AIG

certified.

Planned Sources of Evidence

- * Professional Development Recording Sheet
- * Professional Development Calendar
- * Lesson Plans
- * Teacher Observations
- * Staff Survey
- * Friday Institute Project Scope

Documents

Type	Document Template	Document/Link
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AIG Standard 4 Additional Resources	N/A	
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Standard 5: Partnerships

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

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

Southern Wake Academy is committed to establishing strong partnerships with parents and families in an effort to support the needs of our AIG students. Parent conferences are held with families and students regarding initial placement and DEP development and reviews. Portfolio conferences are held quarterly with students and families. AIG program information is located on the school website. AIG updates are shared with families via phone calls, emails, and parent newsletters.

To improve two-way partnerships, feedback is solicited from parents each year regarding the implementation of the AIG local plan. Parents/guardians are invited to become members of the AIG Advisory Team. The AIG Advisory Team has planned a book study focusing on equity and excellence for staff and families to participate. Parents/guardians are encouraged to attend Student Workshop events with their students.

*** 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.

Southern Wake Academy partners with the local colleges to provide a rigorous curriculum for advanced students through the Career and College Promise program of NC. Southern Wake Academy will use community businesses and partnerships to help strengthen our AIG program and provide additional resources and learning experiences for our gifted students.

We would like to extend our partnerships through our Student Workshop series and our Advisory Program. Representatives from IHEs and the community will be invited to work with our students on the development of skills, presentation of opportunities, and overviews of industries. Through our Advisory Program, we will partner with local businesses to offer job shadowing opportunities for grades 8-11 and internships for 12th graders. We will also be partnering with local non-profits to satisfy our community service component for all students and parents/guardians in grades 6-12.

*** Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

The Southern Wake Academy AIG advisory team is purposely comprised of the diverse populations in our AIG program and total school population. Teachers, parents, administration, support staff, and AIG coordinator currently comprise the AIG advisory team. The advisory team will conduct surveys and evaluate the data in order to provide the best AIG program that meets the diverse needs of our students. The advisory team continues to develop a plan to promote and expand our AIG program and AIG-certified staff.

*** Practice D**

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

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

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

Southern Wake Academy posts parent and community resources on our school website for AIG students and families. The following information is available on the AIG Website.

1. Local AIG Plan
2. Range of Services
3. District and State Policies regarding AIG
4. Opportunities and Events
5. Videos related to program services, identification, screening, and referral
6. Frequently asked questions

In addition to the website, a schoolwide newsletter is shared with parents weekly as well as an AIG newsletter quarterly. Information meetings occur at open houses and enrollment information sessions.

*** Ideas for Strengthening the Standard**

We would like to continue working on the two-way relationship between the school and all stakeholders in regards to the AIG program. As well, we would like to ensure that the needs of AIG students are considered when making policy and practice decisions.

Planned Sources of Evidence

* AIG Website
* School board meetings and attendance records
*

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

Standard 6: Program Accountability

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

Standard 6: Program Accountability

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

*** Practice A**

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

Southern Wake Academy utilized multiple strategies to gain feedback for the creation of the 2022-2025 Local AIG Plan. In November 2021 stakeholders; including faculty, staff, and guardians, received a survey that aligned with the NC AIG Program Standards and Practices. The survey sought to gain insight from stakeholders into the effectiveness and implementation of the current 2019-2022 Local AIG Plan.

In December of 2021, the AIG coordinator hosted two focus groups; one for middle school students and one for high school students. The focus group sought feedback on the services the students were receiving and their social-emotional needs.

During the 2021-2022 school year the AIG Advisory Team, consisting of the AIG coordinator, AIG teacher representative, EC/504 representative, and guardian stakeholders, met one-two times per month. This group worked to review and analyze each of the NC AIG Program Standards and feedback from the previous Local AIG Plan, as well as our goals for the future of the program. We took a critical look, using the LEA Self-Assessment Tool to determine areas of strength and areas of weakness to determine our vision, mission, and program goals for the 2022-2025 Local AIG Plan.

The completed Local AIG plan was presented to the school administrative team; including the Head of School, Dean of the Upper School, Dean of the Middle School, Dean of Academic Engagement for the High School, Dean of Academic Engagement for the Middle School, EC Director for the High School, and EC Director for the Middle School. The administrative team ensured the plan and its revisions were in line with the vision and mission of Southern Wake Academy and in line with Article 9B.

A completed draft was presented to the Southern Wake Academy board of directors on June 28th, 2022. Following approval from the board, the plan was submitted to the State Board of Education/DPI in accordance with Article 9B.

The AIG Advisory Team will continue to meet monthly during the 2022-2025 Local AIG plan cycle to evaluate the implementation of the current AIG plan and to assess the need for revisions. The updated AIG plan is posted on the AIG website for Southern Wake Academy. This will also provide a location to communicate, with stakeholders, about revisions made to the plan during the Local AIG Plan cycle.

*** 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 Superintendent, High School Principal, Middle School Principal, High School Assistant Principal, Middle School Assistant Principal, and the AIG Advisory Team are responsible for the accountability and fidelity of implementation of the Local AIG Plan.

The AIG Implementation/Referral team; consisting of school principals, AIG Coordinator, and teachers, meets each quarter to discuss feedback and to disseminate information. During these meetings, the team will discuss AIG folder audits, AIG headcount audits, Advanced Math Count reports, portfolio data, student assessment data, screening lists, watchlists, and AIG pathways to the identification. The AIG coordinator will assist the AIG Implementation/Referral team in the analysis of this data and how it impacts the implementation and revision of the Local AIG Plan. The AIG Implementation/Referral team will also review the performance of students currently enrolled in the AIG program.

Each year stakeholders; including guardians, teachers, and school administrators, are surveyed regarding the implementation of the Local AIG Plan to aid in program analysis and improvement. Students, in both high school and middle school, take part in focus groups with the AIG Coordinator. Survey questions align directly with the NC AIG program standards and practices and are easily compiled into a spreadsheet and chart for analysis by the AIG Advisory Team. This analysis allows for reflection on implementation and revisions for the next plan cycle.

At the beginning of each school year, the AIG coordinator will meet with stakeholders to provide updates to the Local AIG Plan. As well, stakeholders will have access to the AIG Program website for communication and updates.

*** Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

The Local AIG Plan for 2022-2025 focuses on the goals of improving the identification of underserved populations, teacher development, and program resources and opportunities. The AIG Coordinator presents an annual budget report to the administrative team; which is composed of the Head of School, Deans, and the Director of Finance. After the administrative team review and approval, the AIG Coordinator will present the budget to the Board of Directors for final approval. Funding dollars are used for screening, AP training, professional development, enrichment opportunities, classroom resources, and North Carolina Association for Scholastic Activities, etc.

*** 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.

Southern Wake Academy analyzes achievement, growth, and dropout data across grades 6-12. The AIG Coordinator, working with the Dean of Academic Engagement for the appropriate grade level, middle or high school work together to analyze student achievement and growth data and determine the best follow-up.

For the middle school, the AIG Coordinator monitors a student data sheet that contains EOG/EOC scores, IXL beginning, middle, and end of year benchmark data, EVAAS projections and growth data, portfolio performance data, attendance, and discipline referrals. This data can be disaggregated to pay close attention to issues related to

underserved populations and issues of disproportionality. This data is collected and analyzed once per quarter by the AIG Coordinator and the Dean of Academic Engagement.

For the high school, the AIG Coordinator monitors a student data sheet that contains EOC scores, ACT scores, course beginning, and ending benchmarks, EVAAS projections and growth data, portfolio performance data, attendance, and discipline referrals. In addition, in cooperation with the High School Assistant Principal and the High School Counselor, senior internships, dual enrollment courses, college acceptance information, scholarship information, and successful AP completion rates are monitored using a separate student data sheet. This data can be disaggregated to pay close attention to issues related to underserved populations and issues of disproportionality. This data is collected and analyzed once per quarter by the AIG Coordinator, the High School Assistant Principal, and the High School Counselor.

The results from the quarterly analysis of growth and achievement data, at both the high school and the middle school, will be shared with classroom teachers to inform instruction and service delivery. Each year, the disaggregated data is presented to the AIG Implementation/Referral Team and the AIG Advisory Team in order to inform the fidelity of implementation and revision of the Local AIG Plan. In addition, the data gives insight and provides the opportunity for intervention to aid in dropout prevention. Yearly drop-out data is reviewed by the AIG Coordinator, High School Principal, High School Assistant Principal, and the High School Counselor. Students, upon dropout, are interviewed by the AIG Coordinator to determine why the student has made their decision.

*** 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.

Southern Wake Academy will monitor the representation, performance, and retention of under-represented populations in the AIG program.

- 1) SWA will continue to employ an ethnically diverse staff.
- 2) SWA will educate staff on gifted characteristics and encourage staff to refer students to the AIG program that exhibit gifted potential

- 3) AIG Coordinator will work with the Special Education director and staff to identify twice-exceptional students
 - 4) Implement and maintain our Nurture program, focused on students with potential for identification, to provide enrichment activities (clustered classes, intervention/extension periods, etc.) for potentially gifted students
 - 5) Offer rigorous and challenging courses through acceleration, compacting, plus classes in Math and English, Online learning, Career and College Promise, AP/Honors
 - 6) Offer a variety of clubs and academic competitions to all students
- The AIG Coordinator will monitor student data regarding referrals, identification, services, and retention using google sheets. The data will be monitored to ensure that students' demographic factors do not reduce their access to the AIG program or their success within the AIG program.

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

*** 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 will work with human resources and the teacher licensure coordinator to document teachers that have met local AIG requirements and/or AIG add-on licensure. The AIG coordinator works closely with the administrative team to discuss the needs of the AIG team, schedule AIG students, participate in the hiring process, and support the overall goals of the AIG program.

*** Practice G**

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

Each year, students, parents/guardians, staff, and administrators will be completing a survey about the AIG program. Strengths and weaknesses will be analyzed in order to provide the best possible program for AIG students at Southern Wake Academy. Survey results will be noted and used to revise the plan during the plan revision phase. Survey results will be shared with all stakeholders yearly at a board meeting, staff meeting, and parent meeting.

*** Practice H**

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

Southern Wake Academy will use multiple sources of data to review and revise the AIG Plan.

1. Student, parent/guardian, teacher, and administration survey results
2. End of Grade and End of Course results
3. Individually academic student records
4. AIG Advisory Team feedback
5. College admission data
6. Drop out rate
7. Enrollment in AP/Honors classes
8. Enrollment in math and ELA plus courses
9. ACT results

The AIG advisory team meets once a month to discuss implementation of the local AIG Plan. During this discussion modifications to the processes and procedures of implementation may change or revisions to the AIG plan can be made.

*** Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians,

families, and other community stakeholders.

Data collected from the evaluation of the AIG program will be shared with stakeholders, staff, and SWA families yearly. Data will be published on the school website under the AIG Tab, and shared at staff meetings, board meetings, and AIG advisory meetings.

*** Practice J**

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

Southern Wake Academy has developed policies and procedures regarding student identification and placement, assessment procedures, and grievance policy and procedures. The procedures and policies as well as forms will be posted on the school website under the AIG tab. Parents/guardians will receive an AIG parent handbook that includes the AIG program policies and procedures. Paper forms are available through the AIG Coordinator. All confidential student files are located in a locked filing cabinet in the AIG Coordinator's office. Additional parent and family concerns, questions, and comments will be directed to the AIG Coordinator or administration.

Grievance Policy- The Academically and Intellectually (AIG) Program at Southern Wake Academy protects the rights of all AIG students through specific policies, procedures, and practices. In accordance with North Carolina State Law, Southern Wake Academy follows the below procedures for resolving disagreements between parents/legal guardians regarding identification and placement of students in the AIG Program. Step 1-The parent/legal guardian may request a conference with the AIG Coordinator. The request must be in writing. The AIG Coordinator will hold the conference within ten (10) days of initial contact. At this conference, the student's learner profile will be examined and discussed. Information used may include, End Of Grade test scores, current academic standing, teacher rating scales, and OLSAT 8 scores. Classroom teachers may be invited to this conference. Minutes of the conference will be recorded and signatures are obtained from all people present. AIG Coordinator has up to ten (10) school days to notify the parents of the placement decision. Step 2- The parent/legal guardian may appeal the decision made by AIG Coordinator in Step 1, to the Southern Wake Academy Middle School and/or High School Principal. The appeal must be done in writing and within ten (10) days of AIG Coordinator's final decision. The Principal shall schedule a conference with the parent/legal guardians within ten (10 days) of receipt of an appeal. The Principal will review the parent concern as well as the learner's academic profile. The Principal may request additional data from AIG Coordinator and classroom teachers. Minutes of the conference will be recorded and signatures are obtained from all people present. The Principal will respond to parents/legal guardians with his/her decision within ten (10) days of the

appeal conference. Step 3-The parent/legal guardian may appeal the decision made by the building Principal to the Director of Southern Wake Academy. The appeal needs to be made in writing no more than ten (10) days after the decision made by the building Principal. The Director will review the parent concern and will schedule a conference within ten (10) days of the appeal. The Director may request additional information from building Principal, AIG Coordinator, and classroom teachers. Minutes will be recorded and signatures are obtained from all people present. The Director will respond to the concern in writing within ten (10) days of the appeal with his/her decision. Step 4-The parent/legal guardian may appeal the decision made by the Director to the Local Board of Education. The request must be made prior to the next scheduled board meeting in order for the appeal to be placed on the agenda. The board will review the concern. The board may request additional information from the Director, Principal, AIG Coordinator, and classroom teachers. The board shall make a final decision in writing within thirty (30) days of receipt of the written appeal. Step 5-State Level Grievance Procedure-Once all efforts have been exhausted within Southern Wake Academy for a resolution, the parent/legal guardian may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act, of North Carolina. The State will review the steps taken and determine whether the school system improperly failed to determine eligibility for services within its gifted education program and whether the local system implemented and provided those services specified within the differentiated gifted education plan. Following the hearing, the Administrative Law Judge will make the final decision. The decision of the Administrative Law Judge becomes final, is binding on the parties, and is not subject to further review under Article 4, Chapter 150B of the General Statutes.



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*** Ideas for Strengthening the Standard**

We would like to improve accountability processes and avenues of recourse when implementation falls short of the standards laid out in the Local AIG Plan.

Planned Sources of Evidence

* Local AIG Plan

* AIG Website

*

Documents

Type

AIG Standard 6 Additional Resources

Document Template


N/A

Document/Link

Local Board of Education Approval



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

* Approved by local Board of Education on:

06/28/2022 

Original Application Submission Date: 07/12/2022

Documents

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

AIG Related Documents

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

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	Local Board of Education Approval Signatures
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

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

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