Mission/Vision Statement and Funding

# Union Preparatory Academy at Indian Trai (90C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

\* LEA Superintendent's Name:

Sherese Williams

\* LEA AIG Contact Name:

Lipchanskiy, Lori - llipchanskiy@indiantrailprep.org  ❯

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)

The Union Preparatory Academy at Indian Trail (UPA) 2025-2028 AIG Plan provides a comprehensive plan of action to meet the academic, intellectual, social, and emotional needs of AIG and advanced learners. The plan outlines goals, supports, and programs designed to nurture, identify, and effectively serve AIG and advanced learners in an effort to maximize student potential. The three-year plan responds to the NC General Assembly Article 9B which requires each LEA to develop a local AIG plan with specific components. The UPA 2025 AIG Plan is designed in support of the UPA Strategic Plan and school and parent company, Charter Schools USA (CSUSA) initiatives.

Plan development occurred using data gathered from surveys, assessments, school and student performance indicators, collaborative planning, and the AIG Plan Advisory Board. The UPA 2025 AIG Plan's overarching goals are as follows: Expand access to advanced learning experiences with support for affective learning needs of advanced learners in all grade levels. Increase program accountability and integrity in order to provide meaningful growth opportunities for learners who are gifted and/or advanced in all grade levels. Provide all stakeholders with clear communication to increase the awareness of AIG student needs, identification, services, programs, methods for ongoing support and to provide advocacy. At the time of the submission of the UPA 2025 Local AIG Plan, we have students enrolled in grades K-9 while working on the construction of a new high school. The school intends to offer enrollment through grade 12 after construction is complete.

## FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

| State Funding | Local Funding | Grant Funding | Other Funding |
|---|---|---|---|
| * $ 71,327.78 | * $ 0.00 | * $ 0.00 | * $ 0.00 |

Standard 1: Student Identification

Union Preparatory Academy at Indian Trai (90C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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, including universal screening, for every student to show their strengths and talents.

Data from all grade levels will be reviewed to identify students who are eligible for further screening that may lead to AIG identification. Data from spring testing is reviewed in the fall if it is not available at the end of the school year. Fall and winter testing results from NWEA's MAP test is reviewed once the testing window has closed.

Students in all grade levels will have opportunities to be referred for screening. A referral link is available on the school website. This referral link is also sent to classroom teachers and staff members.

**Screening:**

Students with a score in the 90th percentile or higher on achievement tests will be eligible to take the CogAT if they have not already done so in the past two years. Tests commonly used for identification include NWEA's MAP test, the EoG (for students in courses for grades 3-8), the EoC (for high school courses). Other assessments that are nationally-normed and go substantially above grade level may also be included.

Students in any other grade level may be referred for screening. The referral forms are available on the school's AIG webpage and are also available by emailing the AIG coordinator.

After a student is referred for screening, the parent(s)/guardian(s) will receive information about screening that is available to their child as well as information about gifted characteristics and AIG services. If the parent/guardian opts for further screening, screening will be provided.

If a student is referred for screening but has taken the Naglieri Nonverbal Ability (NNAT) in the past, that student will be offered the CogAT if it has not been taken.

**A Gifted Rating Scale and/or a portfolio:** The Talent Hunt Inventory may be used for students who have not tested well but exhibit gifted characteristics. This inventory is to be completed by three individuals:
1. A parent/guardian of the child.
2. A teacher of the child. This may be a current or past teacher.
3. Another community member in the child's life.

With the three responses, if the student scores an average of 55 points on the Talent Hunt Inventory, the student may qualify as Intellectually Gifted. Averaging 50-55 = 3 points toward Intellectual Giftedness and then may be added to the aptitude assessment.

The inventory combined with work samples will be collected in the possible area of identification and are to be two grade levels above the student's designated grade level to qualify as academically gifted.

**All grades:** Results from formative assessments may be considered as part of a student portfolio. Portfolios may be used for identification purposes if gifted characteristics are present but test results do not appear to match what others see the child is capable of doing. These formative assessments are to demonstrate the child is capable of doing work substantially above the level of their peers. A student may be referred for the portfolio process if there is a referral placed, and testing does not indicate giftedness as much as the student's work does. Parents, legal guardians, a classroom teacher, a classmate, a student, a multilingual educator, an Exceptional Children's (EC) educator, school counselor, and others may refer a child for screening and/or a portfolio process.

**Screening for Kindergarten and first grade students:** Students in all elementary grades take NWEA's MAP test two to three times per year. Students with scores in the 90th-99th percentile on NWEA's MAP test(s) or other nationally-normed assessments will be referred for screening using NNAT and/or CogAT. NWEA's MAP test adjusts above grade level without a low ceiling. Currently, students take this test two to three times per year for math and English/Language Arts: Reading.

If a student receives two achievement scores in the 96th-99th percentile twice in 13 months in the same subject area, then the student will qualify for the identification of Academically gifted in Math (AM) or English/Language Arts: Reading (AR) without further assessment being required. Further assessment may be needed to screen for intellectual giftedness if the child has not already been screened or identified as intellectually gifted.

**Second Grade universal screening:** All second-grade students will be given the opportunity to take the CogAT if they have not taken it in the past year, or the current time that CogAT states is required between test administrations for a child. All second graders also take NWEA's MAP test two to three times per year. This test adapts substantially above grade level and is included in the rubric for identification.

**Third-grade screening:** Third-grade students who have scored in the 90th-99th percentile on the BoG but who have not been screened for academic or intellectual giftedness will be further screened using the CogAT. Students who scored in the 96th-99th percentile on NWEA's MAP test and are not already identified will also be offered the CogAT. Screening for 4th through 8th grade: Students with scores in the 96th-99th percentile on NWEA's MAP test in any subject area will be screened for AIG services. These students will be offered the CogAT if they have not recently taken the CogAT. Results will be entered into the identification rubric.

Students who qualify as Academically Gifted and who have not been tested for intellectual giftedness will be offered screening for intellectual giftedness in order to determine the best goals and services for the student. This testing will be offered during the next testing window. Testing windows are offered in the summer and after fall NWEA testing for those who are unable to test in the summer.

**Screening for 4th-8th grade:** Students with grades in the 96th-99th percentile on NWEA's MAP test in any subject area will be screened for AIG services. These students will be offered the CogAT if they have not recently taken the CogAT. Results will be entered into the identification rubric.

Students who qualify as Academically Gifted and who have not been tested for intellectual giftedness will be offered screening for intellectual giftedness in order to determine the best goals and services for the student. This testing will be offered during the next testing window. Testing windows are offered in the summer and after fall NWEA testing for those who are unable to test in the summer.

**4th-8th grade referrals:** Students who do not have qualifying test scores may be referred for further screening. See information above about referrals for screening.

**Students in 9th-12th grade courses:** Students with scores in the 96th-99th percentile on the EoC, ACT, SAT, preACT, preSAT, and other nationally-normed assessments will be referred for further screening by those who have the test data. Because families sometimes have test scores that the AIG Coordinator does not have access to, families may contact the AIG coordinator to have existing test scores reviewed. Students who have not taken the CogAT in the past year will be offered the CogAT if this test score is needed for identification purposes.

If a child has already been identified as intellectually gifted and did not have scores qualifying them as academically gifted from CogAT or an IQ test, they may

be identified as Academically Gifted if they have two test scores in the 96th-99th percentile in the same subject area on a nationally-normed achievement test that goes substantially above grade level or if they score in the 96th-99th percentile on the EoG or EoC.

**\* 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.

**All grade levels:**

If a student was identified as gifted at a previous school in North or South Carolina, that student will be identified at UPA. Students will continue to receive services at UPA, but their services may change. Some students may qualify for additional services they did not qualify for at the previous school.

Students identified as gifted in another state will have their records reviewed to determine if a child qualifies for services at UPA following our identification criteria. If a student who was identified in another state does not qualify with their tests on file, they may be referred for further screening by their parent(s)/guardian(s), teacher(s), self, AIG specialist, administrator, or other key stakeholders.

When enrolling at UPA, parents and legal guardians are asked on SchoolMint if their child was previously identified as gifted when they enroll their child at UPA. Those involved in the enrollment process share with us who indicated they were identified at previous schools. Then, we check their records, on the Student Information System and in the file cabinet in the records office, to see if the records arrived and if they match what was reported to us. If the records did not arrive, we notify the parent(s)/guardian(s) of next steps to receive the records. Once records are received, we review them to determine which pull-out groups and/or class placement best matches their area(s) of identification. Parent(s)/Guardian(s) receive notification and are invited to meet.

In addition to receiving reports from SchoolMint, we look at PowerSchool records in the fall to see if there are new students who were identified at a previous school.

During Open House, information is also available to all families.

There are multiple areas in which a student at UPA may qualify for formal identification. These areas include: Academically Gifted in Math (AM); Academically Gifted in English/Language Arts: Reading (AR); Academically Gifted (AG); Intellectually Gifted (IG); and, Academically and Intellectually Gifted (AI). Test data of UPA students is reviewed three times per year after NWEA's MAP testing is complete each time. During the fall, EoG and BoG data is also reviewed to determine who else may need further screening.

Students with scores in the 90th percentile or above who have not had aptitude testing will be referred for aptitude testing.

Students in any grade who demonstrate gifted traits but do not have achievement scores in the 90th percentile or above may be further screened using gifted rating scales along with a portfolio of evidence.

A portfolio of evidence must show the child is learning at a faster than expected pace and/or is advanced compared to peers. Peers may be the same age, or peers may come from other subgroups. These portfolios will be reviewed by an administrator, the AIG coordinator, and a grade level teacher. If a student receives services from the ML department or EC department, an expert from that department may also be included in the portfolio process. Students who are already identified for services will have opportunities each year to receive additional identification if they are not already identified as Academically and Intellectually Gifted.

Students who are already identified for services will have opportunities each year to receive additional identification if they are not already identified as Academically and Intellectually Gifted.

Students take NWEA's MAP test two to three times per year and the EoG or EoC annually. If scores decrease, UPA does not drop the AIG identification from the Student Information System (PowerSchool as of the 2024-2025 school year). See standards 2 and 3 for how decreasing scores are addressed.

Parents may request a student no longer receive services and should contact the AIG Coordinator to receive information on services and a Change in Services form. Once parents have received information and declined services, the change may be noted in the Student Information System.

**Learner Profile:** Learner profiles are created that include:

1. Test results and rubric used for identification.

2. Signed informed consent form indicating choices in pull-out services and push-in services (K-5)

3. Differentiated Education Plan and paperwork leading up to its creation:

   A. Questionnaires and rating scales about gifted traits and academics   B. NWEA/MAP percentile report   C. Iowa Acceleration Scale paperwork for those who receive Single-Subject Acceleration (SSA) or Whole-Grade Acceleration (WGA)
4. Work students choose to submit

Learner profiles will be reviewed annually by students during the first scheduled conferences of the year. These are to be reviewed by parents/guardians, students, and their teachers of their identified subject area(s).

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

▯

| Grade Span | Academically Gifted - Reading only | Academically Gifted - Math only | Academically Gifted - Reading & Math | Intellectually Gifted | Academically and Intellectually Gifted |
|---|---|---|---|---|---|
| | | | | | |

| K-2 | | | | |
|---|---|---|---|---|
| | * Academically Gifted in Reading/English and Language Arts (AR) Students have multiple opportunities to be identified as academically gifted in English/Language Arts and/or Reading (AR). Students may be identified as AR in any grade level at UPA. Nationally-normed assessments such as NWEA's MAP tests and others that adjust substantially above grade level as well as the EoG are considered for English/Language Arts and/or Reading. Data is collected from at least two assessments with results tracked in a rubric. Students must accumulate a total of 6 points from up to two categories on the rubric. The categories include: Verbal Aptitude Percentile 96th-99th percentile = 4 points 89th-95th percentile = 3 points 77th-88th percentile = 2 points 76th percentile or below = 0 points English/Language Arts/Reading percentile on an achievement test (NWEA's MAP test, EoG, EoC, PSAT, ACT, etc.) 96th-99th percentiles = 4 points 93rd-95th percentile = 3 points 77th-92nd percentile = 2 points 76th percentile or below = 0 points A student who has been identified for English/Language Arts/Reading and has not been screened for intellectual giftedness will be referred for further evaluation. See information about Intellectually Gifted screening. | * Students have multiple opportunities to be identified as academically gifted in math (AM). Students may be identified as AM in any grade level at UPA. Nationally-normed assessments such as NWEA's MAP tests and others that adjust substantially above grade level as well as the EoG are considered for AM. Data is collected from at least two assessments with results tracked on a rubric. Students must accumulate a total of 6 points from up to two categories on the rubric to be identified as AM. Quantitative percentile from CogAT, NNAT, IQ testing, or other abilities assessments which are nationally-normed: 96th-99th percentile = 4 points 89th-95th percentile = 3 points 77th-88th percentile = 2 points 76th percentile or below = 0 points Math percentile on an achievement test (NWEA's MAP test, EoG, EoC, PSAT, ACT, or nationally-normed achievement test which adjusts substantially above grade level) 96th-99th percentiles = 4 points 93rd-95th percentile = 3 points 77th-92nd percentile = 2 points 76th percentile or below = 0 points A student who has been identified for math and has not been screened for intellectual giftedness will be referred for further evaluation. See information about Intellectually Gifted screening. | * Students who have met the criteria to be identified in math and English/Language Arts: Reading qualify to be identified as Academically Gifted (AG). | * Intellectually Gifted: Students will qualify for Intellectually Gifted identification if they have accumulated 12 points through aptitude testing but do not qualify in any other capacity after they have taken aptitude and achievement tests. | * Academically and Intellectually Gifted: Students who have qualified as both intellectually gifted and academically gifted in one or both areas may be identified as Academically and Intellectually Gifted. |

| 3-5 | | | | |
|---|---|---|---|---|
| * Academically Gifted in Reading/English and Language Arts (AR) Students have multiple opportunities to be identified as academically gifted in English/Language Arts and/or Reading (AR). Students may be identified as AR in any grade level at UPA. Nationally-normed assessments such as NWEA's MAP tests and others that adjust substantially above grade level as well as the EoG are considered for English/Language Arts and/or Reading. Data is collected from at least two assessments with results tracked in a rubric. Students must accumulate a total of 6 points from up to two categories on the rubric. The categories include: Verbal Aptitude Percentile 96th-99th percentile = 4 points 89th-95th percentile = 3 points 77th-88th percentile = 2 points 76th percentile or below = 0 points English/Language Arts/Reading percentile on an achievement test (NWEA's MAP test, EoG, EoC, PSAT, ACT, etc.) 96th-99th percentiles = 4 points 93rd-95th percentile = 3 points 77th-92nd percentile = 2 points 76th percentile or below = 0 points A student who has been identified for English/Language Arts/Reading and has not been screened for intellectual giftedness will be referred for further evaluation. See information about Intellectually Gifted screening. | * Students have multiple opportunities to be identified as academically gifted in math (AM). Students may be identified as AM in any grade level at UPA. Nationally-normed assessments such as NWEA's MAP tests and others that adjust substantially above grade level as well as the EoG are considered for AM. Data is collected from at least two assessments with results tracked on a rubric. Students must accumulate a total of 6 points from up to two categories on the rubric to be identified as AM. Quantitative percentile from CogAT, NNAT, IQ testing, or other abilities assessments which are nationally-normed: 96th-99th percentile = 4 points 89th-95th percentile = 3 points 77th-88th percentile = 2 points 76th percentile or below = 0 points Math percentile on an achievement test (NWEA's MAP test, EoG, EoC, PSAT, ACT, or nationally-normed achievement test which adjusts substantially above grade level) 96th-99th percentiles = 4 points 93rd-95th percentile = 3 points 77th-92nd percentile = 2 points 76th percentile or below = 0 points A student who has been identified for math and has not been screened for intellectual giftedness will be referred for further evaluation. See information about Intellectually Gifted screening. | * Students who have met the criteria to be identified in math and English/Language Arts: Reading qualify to be identified as Academically Gifted (AG). | * Intellectually Gifted: Students will qualify for Intellectually Gifted identification if they have accumulated 12 points through aptitude testing but do not qualify in any other capacity after they have taken aptitude and achievement tests. | * Academically and Intellectually Gifted: Students who have qualified as both intellectually gifted and academically gifted in one or both areas may be identified as Academically and Intellectually Gifted. |

| 6-8 | * Academically Gifted in Reading/English and Language Arts (AR) Students have multiple opportunities to be identified as academically gifted in English/Language Arts and/or Reading (AR). Students may be identified as AR in any grade level at UPA. Nationally-normed assessments such as NWEA's MAP tests and others that adjust substantially above grade level as well as the EoG are considered for English/Language Arts and/or Reading. Data is collected from at least two assessments with results tracked in a rubric. Students must accumulate a total of 6 points from up to two categories on the rubric. The categories include: Verbal Aptitude Percentile 96th-99th percentile = 4 points 89th-95th percentile = 3 points 77th-88th percentile = 2 points 76th percentile or below = 0 points English/Language Arts/Reading percentile on an achievement test (NWEA's MAP test, EoG, EoC, PSAT, ACT, etc.) 96th-99th percentiles = 4 points 93rd-95th percentile = 3 points 77th-92nd percentile = 2 points 76th percentile or below = 0 points A student who has been identified for English/Language Arts/Reading and has not been screened for intellectual giftedness will be referred for further evaluation. See information about Intellectually Gifted screening. | * Students have multiple opportunities to be identified as academically gifted in math (AM). Students may be identified as AM in any grade level at UPA. Nationally-normed assessments such as NWEA's MAP tests and others that adjust substantially above grade level as well as the EoG are considered for AM. Data is collected from at least two assessments with results tracked on a rubric. Students must accumulate a total of 6 points from up to two categories on the rubric to be identified as AM. Quantitative percentile from CogAT, NNAT, IQ testing, or other abilities assessments which are nationally-normed: 96th-99th percentile = 4 points 89th-95th percentile = 3 points 77th-88th percentile = 2 points 76th percentile or below = 0 points Math percentile on an achievement test (NWEA's MAP test, EoG, EoC, PSAT, ACT, or nationally-normed achievement test which adjusts substantially above grade level) 96th-99th percentiles = 4 points 93rd-95th percentile = 3 points 77th-92nd percentile = 2 points 76th percentile or below = 0 points A student who has not been identified for math and has not been screened for intellectual giftedness will be referred for further evaluation. See information about Intellectually Gifted screening. | * Students who have met the criteria to be identified in math and English/Language Arts: Reading qualify to be identified as Academically Gifted (AG). | * Intellectually Gifted: Students will qualify for Intellectually Gifted identification if they have accumulated 12 points through aptitude testing but do not qualify in any other capacity after they have taken aptitude and achievement tests. | * Academically and Intellectually Gifted: Students who have qualified as both intellectually gifted and academically gifted in one or both areas may be identified as Academically and Intellectually Gifted. |
|-----|-----|-----|-----|-----|-----|

| 9-12 | * Academically Gifted in Reading/English and Language Arts (AR) Students have multiple opportunities to be identified as academically gifted in English/Language Arts and/or Reading (AR). Students may be identified as AR in any grade level at UPA. Nationally-normed assessments such as NWEA's MAP tests and others that adjust substantially above grade level as well as the EoG are considered for English/Language Arts and/or Reading. Data is collected from at least two assessments with results tracked in a rubric. Students must accumulate a total of 6 points from up to two categories on the rubric. The categories include: Verbal Aptitude Percentile 96th-99th percentile = 4 points 89th-95th percentile = 3 points 77th-88th percentile = 2 points 76th percentile or below = 0 points English/Language Arts/Reading percentile on an achievement test (NWEA's MAP test, EoG, EoC, PSAT, ACT, etc.) 96th-99th percentiles = 4 points 93rd-95th percentile = 3 points 77th-92nd percentile = 2 points 76th percentile or below = 0 points A student who has been identified for English/Language Arts/Reading and has not been screened for intellectual giftedness will be referred for further evaluation. See information about Intellectually Gifted screening. | * Students have multiple opportunities to be identified as academically gifted in math (AM). Students may be identified as AM in any grade level at UPA. Nationally-normed assessments such as NWEA's MAP tests and others that adjust substantially above grade level as well as the EoG are considered for AM. Data is collected from at least two assessments with results tracked on a rubric. Students must accumulate a total of 6 points from up to two categories on the rubric to be identified as AM. Quantitative percentile from CogAT, NNAT, IQ testing, or other abilities assessments which are nationally-normed: 96th-99th percentile = 4 points 89th-95th percentile = 3 points 77th-88th percentile = 2 points 76th percentile or below = 0 points Math percentile on an achievement test (NWEA's MAP test, EoC, PSAT, ACT, or nationally-normed achievement test which adjusts substantially above grade level) 96th-99th percentiles = 4 points 93rd-95th percentile = 3 points 77th-92nd percentile = 2 points 76th percentile or below = 0 points A student who has been identified for math and has not been screened for intellectual giftedness will be referred for further evaluation. See information about Intellectually Gifted screening. | * Students who have met the criteria to be identified in math and English/Language Arts: Reading qualify to be identified as Academically Gifted (AG). | * Intellectually Gifted: Students will qualify for Intellectually Gifted identification if they have accumulated 12 points through aptitude testing but do not qualify in any other capacity after they have taken aptitude and achievement tests. | * Academically and Intellectually Gifted: Students who have qualified as both intellectually gifted and academically gifted in one or both areas may be identified as Academically and Intellectually Gifted. |

* **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.

As a choice school, currently UPA attracts gifted students from around the area. The school has a diverse population that changes as our school and surrounding community grow. Data Analysis of the AIG Headcount is utilized to determine if there are under-represented groups and why this may be.

UPA has taken many proactive measures to prevent under-representation.

The screening process includes universal nonverbal testing in 2nd grade and/or Gifted Rating Scales to help identify those who may be gifted from underrepresented populations.

During kindergarten round-up and kindergarten screening, information is shared with families on gifted traits, services, and means to refer their child for screening if needed. The information is translatable so families may learn about giftedness, AIG services, and have a means to refer their child for screening. A QR code for referrals and a QR code to translate each document is made available during these events and interpreters are available upon request. This method has helped identify students who may have gifted traits prior to kindergarten starting, helping us see who may need push-in services once school starts.

It was when we started push-in during kindergarten that UPA started to see subgroups be more equally represented. We then realized we need to have something in place for new families whose children are older than kindergarten. As a result, information is shared during Open House and further questions were added to our enrollment process to determine who may need additional screening.

During Open House, a list of characteristics of gifted students and reasons students benefit from services are available to parents and guardians in attendance, including underrepresented populations, to determine if their child should be screened if their child has not already been screened. This helps families from under-served populations who do not realize there is value to identification see that there is reason for the services and determine if they should request further information or screening.

Special populations service providers receive information on gifted traits and participate in training to help identify students who may need AIG services and are from under-represented populations. These providers are given access to a referral link to refer students for screening. This link is shared during training, during conversations since we are on one site, and before testing. Families of referred students receive information on gifted traits, gifted services, and testing before they decide if they would like to have their child screened. Notifying special populations service providers has led to an increase of screening students for 2e and drawn enough awareness that these providers also have families forward test results to the AIG coordinator if they have a student with scores near, or well into, the ranges that qualify for services.

The gifted rating scale process will be used to help identify students not typically identified through current tests or teacher referral, preventing under-representation. These gifted rating scales are available for EC students, ML students, highly gifted, twice-exceptional, culturally/ethnically diverse, economically disadvantaged, and others who may benefit from using a Gifted Rating Scale.

Staff will continue to receive training annually to better understand characteristics of a gifted child from under-represented populations, how to help identify students by referral for screening, how students are screened, and why it is important to serve students from under-represented populations. This training has led to teachers seeing the need for services and referring many students for screening whose test scores do not automatically qualify them for further screening.

Push-in services are provided by the AIG Coordinator and/or other trained personnel who are able to identify gifted traits of those not already receiving services in order to prevent under-represented populations from being under-represented. During push-in, higher-order thinking questions, manipulatives, critical thinking skills, collaboration, and more are used. Methods which follow best practices in multilingual education and gifted education are used to engage learners in deep discussion and/or complex tasks. If the push-in is for a small group, students who are not identified are also able to participate. The push-in provider asks the teacher who else may be ready to join the group and the push-in provider looks around the room to see who else is learning with the small group from their location, and often students who were not expected to understand the day's task do understand and end up joining the group. This method has been successful for including students who otherwise go under-served. The push-in provider also co-teaches using strategies that foster the use of durable skills. Risk-taking is safe during push-in, helping the push-in provider see who else should be referred for further screening. Push-in services have helped classroom teachers see who else demonstrates gifted traits who may otherwise be difficult to identify.

These push-in services starting in kindergarten has led our AIG program to become very diverse, typically reflecting UPA's overall population.

Teachers are reminded of specific gifted traits to look for during push-in, not a test score. This may include ways students mask giftedness.

If these measures are not enough and there is an under-represented population, local norms may be used for testing, using a gifted rating scale, or having students participate in Talent Pool that may lead to identification. Local norms will not be used to exclude students. This means if we have a population where 25% of the school is in the 96th-99th percentile, we do not exclude these students from services simply because our gifted population, or a subgroup, is too large. Instead, it means teachers need training to meet the needs of the gifted students.

If one, or multiple subgroups, appear too small, the AIG Coordinator will work with administration and key stakeholders to determine what the possible causes are and which strategies may be used that follow best practices in gifted education.

**Percent Ethnicity Identified as AIG**

| | Asian % | Black % | Hisp % | Native Amer % | Multi % | Pac Islander % | White % |
|---|---|---|---|---|---|---|---|
| **Female** | --- | 12.30% | --- | --- | --- | --- | 18.25% |
| **Male** | --- | 9.76% | 18.11% | --- | --- | --- | 17.77% |
| **Total** | 17.81% | 11.02% | 12.85% | --- | 11.58% | --- | 18.00% |

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

---

**\* Practice D**
Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

The LEA consists of two buildings on the same site. The AIG Coordinator is currently the only AIG Specialist who performs screening and oversees referrals.

The AIG Coordinator facilitates the screening, referral, and identification processes. The coordinator works with teachers to administer the assessments for each of the criteria. The coordinator analyzes the assessment data and determines qualifying scores for identification. All teaching staff and administrators receive annual training on the identification process that is led by the AIG coordinator and/or a designated AIG Specialist.

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

**Parents and guardians:** Information is provided to interested families during Open House, Curriculum Night, and conferences each fall. AIG information regarding screening, referral, and the identification process is available in a commons area during Open House.

It is also disseminated in grade levels with universal screening as information is sent home on Talking Points and in written form. If administration determines another means of communication is also possible and likely to reach parents and guardians, that mode of communication is also used.

Information is also available on the school's website's AIG page.

**Students:** Information on screening, referral, and identification is available to everyone during Open House, Curriculum Night, and Conferences. For the 2025-2028 plan, information will be available for students as the AIG Coordinator or other AIG personnel push in to the classroom using flyers. Flyers will also be available outside the AIG office or classroom. Students are also notified that information is available on the school's AIG page on the school's website.

**Staff:** Information is provided to staff during fall training and during relevant Professional Development. It is also available to teachers when the AIG Coordinator is in the classroom for push-in services and while picking students up for pull-out services. Staff is reminded that we have information on our school website's AIG page. Via email, and possibly at PLCs or staff meetings, staff will also be reminded before NWEA's MAP test, the CogAT, the EoG, the BoG and other assessments if the assessment is automatically reviewed for screening or identification and a link to our website will be shared.

**Community at large:** Information is on our school's website. In addition, identification opportunities may be shared on Facebook and other social media platforms.

Staff members involved in enrollment also refer families to the AIG Coordinator if there are questions the flyers and website do not answer.

For the 2025-2028 plan cycle, families will be notified via Facebook, TalkingPoints and/or other relevant social media that the BoG, EoG, and NWEA's MAP test results are included in the identification process along with a link to our Local AIG Plan and identification information on our website. Staff members will be notified via email and PLCs prior to testing.

**\* 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.

The test and/or Gifted Rating Scales results gathered will be organized on a matrix and reviewed with parents/ guardians after the student's identification decision has been made. The evidence to support an AIG identification decision will be reviewed with parents/guardians and maintained in student records. An informational meeting is hosted to review documentation, discuss what to expect with services, and share next steps. This information is also shared on paper with a QR code for translation, and translators are available for parent and guardian meetings.

Three copies of the matrix will be made. One to keep with student records, one to go to families, and one to go to the teachers. Key stakeholders also receive information on next steps in the process. This information is shared using printed copies that have a QR code to a link for translation purposes and information is shared using TalkingPoints and/or email so families may easily translate information.

**\* 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.

A Differentiated Education Plan will be created for each identified student based on identified needs.

The Differentiated Education Plan will be drafted first having the student review their data with an adult trained on how to interpret the data, then by having the student propose goal ideas. NWEA's MAP data is what is first reviewed since this test measures academic progress through the years and adapts with a high ceiling or having no ceiling effect. If other data is shared with the AIG Coordinator or AIG specialist who is working with the student to write the DEP, that data may be considered as well.

Information on how to read the data is shared through translatable modes of communication such as TalkingPoints, email conversations, a newsletter, and/or during meetings.

Students also analyze their gifted traits and social/emotional strengths using surveys to choose their own goals.

They choose a couple goals and indicate which are their top picks prior to sharing goals with parents/guardians and the classroom teacher.

This is done in the fall after the first round of NWEA/MAP testing is complete. For students who transfer to UPA after the fall goals are set, goals from a previous school will be reviewed to determine if the goals still apply or if the family would rather set new goals that may be more suitable to UPA's course offerings and learning environment.

After the student creates goal ideas, parents and teachers review the goal proposals. If they have recommendations for changes, then changes may be made.

Classroom teachers and families are notified of how goals are set. Classroom curriculum and instruction are both to be adjusted to meet the needs of advanced students during their regular classroom time as well as during pull-out services if the student receives pull-out services for AIG in an academic area.

After reviewing student data and goals, how the curriculum and instruction is to be differentiated is determined. The curriculum and instruction are to be differentiated using tasks which foster the use of durable skills. When possible, there should be a focus on how the standards are relevant to the students' lives now and how they may be connected to careers.

NWEA's MAP data is reviewed as is other relevant data to determine if single-subject acceleration or whole grade acceleration should be considered for a student or which types of acceleration within the classroom should be considered.

Requests for meetings with individual students are honored. These meetings may be requested by a student, parent/guardian, teacher, and/or other key stakeholder, in order to provide the best support for a student.

Currently, pull-out services for grades K-5 are 30 minutes per week per identified area. Information on progress is shared with families via a newsletter for whole group progress. If anyone performs substantially better than expected or struggles, individual communication is sent to the student's parents/guardians and/or classroom teacher(s).

Academically gifted students should see percentile rankings stay the same or increase in most cases (most are identified when in the 95th-99th percentile) if classroom instruction and curriculum are differentiated with appropriate supports. Other end-of-year assessments may also be used for tracking data, particularly the EoG or EoC. Observable data may also be recorded toward reaching academic goals, depending on the student's goals.

A lack of academic growth would indicate other supports may be needed.

For students identified as Intellectually Gifted but not academically gifted, goals will be aligned to their areas of strength, as well.

Students in K-5 have goals folders that the AIG Coordinator, an AIG specialist, or classroom teachers may place work in that foster adaptability, collaboration, communication, critical thinking, creative thinking, empathy, learner's mindset, personal responsibility, and/or connections to real-life, relevant tasks. These tasks in the folder are to support academic and/or social/emotional growth goals for AIG pull-out groups and/or the student's individual goals.

**\* Ideas for Strengthening the Standard**

- Increase awareness of screening and identification opportunities by using TalkingPoints, social media, and events in addition to past practices.

- Create a separate page, or portion, of the schools' websites that are specifically dedicated to screening and identification information.

- Use communication platforms to communicate about the use of NWEA, EoG, EoC, and other test data for screening and/or identification purposes to bring greater awareness to how students are identified.
- Use communication platforms to communicate how students may be identified in additional areas to what they were already identified.

## Planned Sources of Evidence

* Communication of screening process and identification on various communication platforms, including school websites.

* Sample rubric shared on website and in communication

* Form with referral responses.

* Test reports from screening and identification process in cumulative folders

* Differentiated Education Plan and performance review in cumulative folders

* Survey results and feedback from focus groups

* Electronic folders shared with key stakeholders

* Attendance rosters from training and reflection logs or products created by those in attendance.

## Documents

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

**Union Preparatory Academy at Indian Trai (90C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**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.

**Programs**-Students in grades K-12 who are identified as gifted will be placed with AIG-certified teachers or teachers meeting board-approved AIG criteria in the identified area(s) of giftedness when possible. Students will be served in flexible cluster groups and given small group instruction based on learning needs. Students without certified AIG teachers will be placed in flexible cluster groups and have an AIG-certified teacher work with their classroom teacher for pull-out and/or push-in services. Their classroom teachers will also collaborate with an AIG-certified instructor to address academic and intellectual needs of gifted learners.

Students will have strengths-based goals written in their Differentiated Education Plans (DEPs) and will be aligned with their area(s) of identification. Program goals, often in addition to individual goals, will be based on overall group needs and include flexibility and choices for students to reach those goals. These DEPs will be written using the student's Differentiated Education Plan Team (DEP Team), which will include the provider of AIG services who is AIG-certified and/or meets board criteria, the parent/guardian, the assistant principal or designee, the student's general education teacher for the area(s) of identification, and the AIG Coordinator. Those who have an AIG endorsement and/or meet LEA criteria will collaborate to meet the academic and intellectual needs of gifted learners. They will collaborate with administrators, counselors, educators of other subject areas, and other stakeholders to assist in meeting the academic and intellectual needs of gifted learners.

Students with needs related to giftedness will meet with an AIG teacher and/or counselor to grow in affective learning, self-efficacy, career options, and other needs that may be difficult to meet in the classroom setting with teachers not certified in AIG or gifted learning needs.

Classroom teachers who do not have AIG certification or have not met LEA AIG criteria will work with an AIG-certified teacher and/or coordinator to receive training to meet intellectual needs in the classroom during non-pull-out times unless another teacher meeting board criteria for AIG is able to do so and is approved by key stakeholders. Teachers who do not have AIG certification or do not meet board criteria will also receive training to meet the academicneeds of gifted learners.

Students who are identified as being gifted will be offered advanced academic courses, when available and possible, in their subject area(s) of identification.

Classroom teacher(s), the AIG teacher, and an administrator are to work together with parent(s)/guardian(s) to determine scheduling and best fit for students.

Students will be flexibly clustered with others who are identified in the same areas as they are when possible. Clusters will have 5-10 students when possible if advanced classes are not offered for daily learning in a student's identified area. Students who are in the 99th percentile in math will be in the same cluster to best meet the needs of students who are likely to be highly to profoundly gifted. Students in the 99th percentile for English/Language Arts and/or Reading will be in the same cluster within a grade level to best meet the needs of students who are likely highly to profoundly gifted. Students who are academically gifted in math will be clustered with those who are academically gifted in math during math instruction. Students who are academically gifted in English/Language Arts and/or Reading will be clustered with those who are academically gifted in English/Language Arts: Reading during ELA/Reading time.

Clustering will follow the gifted best practices research and needs to the best of the school's abilities. Students whose teachers do not have an AIG add-on and do not meet LEA AIG criteria will receive pull-out services if they are intellectually gifted.

**Services**

School counselors, administrators, and other key stakeholders receive training to understand both the academic and intellectual needs of gifted learners. In addition, a variety of personnel meet to collaborate on academic and intellectual needs of gifted learners and their learning environments. The most relevant AIG personnel participates in IEP or 504 meetings, behavioral meetings, and other meetings to address various needs of gifted learners.

Single-subject and whole grade acceleration are options for students with a demonstrated need following the Iowa Acceleration Scale or research-based alternative for students in grades K-8.

Push-in services will be provided based on goals created to meet academic and intellectual needs of gifted learners, including other students in the classroom who may have the same needs but not be identified as gifted.

UPA uses a Level of Service Approach for students formally identified and in the talent pool.

Level 1 is all students. Students in a Level I will have differentiated curricula with enrichment opportunities. Students who are in a Level 1 and do not also meet Level 2, 3 or 4 criteria are students who do not have an AIG identification and do not partially meet AIG identification. Services in Level 1 are to be delivered by classroom teachers with indirect support from an AIG coordinator and/or AIG teacher designated by the coordinator unless their teacher meets board criteria oris certified as an AIG teacher.

Level 2 is for many students, those who are above grade level and/or partially meet AIG identification. These students will receive Level I services plus cluster grouping and extensions. Services in Level 2 are to be delivered by classroom teachers with indirect support from an AIG teacher and AIG coordinator unless their teacher happens to also meet board criteria or be certified as an AIG teacher. If a classroom teacher of a Level 2 cluster does not meet board criteria and is not AIG certified, then some push-in services will be provided by an AIG coordinator or someone who does meet board criteria and has been designated by an AIG coordinator.

In addition, students who are identified as Level 2 will receive pull-out services in their area(s) of identification with others who are identified for the same area. These groups may be multi-grade groups in order to place students with similar-ability peer groups.

Pull-out group activities are planned after the service provider(s) analyze NWEA MAP data for patterns of needs for the group. Teacher and student feedback is also considered in order to create open-ended, relevant learning tasks that help the group demonstrate growth. Opportunities to work on individual goals are embedded as much as possible for the K-5 students.

For students in grades 6-12, students are placed in advanced and/or honors classes depending on their areas of identification. Middle school Advanced and Honors courses teachers for math, science and English/Language Arts have met or partially met board criteria for having clusters of gifted students in their classes. Teachers of other subject areas have received some training in gifted needs and are encouraged to contact the AIG coordinator for ideas on differentiation and providing meaningful learning experiences which foster future-ready skills.

To meet DPI's new requirements of High School Honors Courses in North Carolina hHigh school teachers are to receive Honors Course Training and/or meet board criteria for having AIG clusters for the 2025-2026 school year. This training may be provided by an administrator who has received DPI's training, the AIG Coordinator, or someone else familiar with DPI's Honors Course Policy and guidelines.

Course syllabi will reflect honors course guidelines and training for honors, advanced, and other middle and high school courses designed to meet the needs of intellectually and/or academically gifted students.

The AIG coordinator, or a designated person trained in a specific area of need for gifted students, will also provide Social/Emotional seminars related to gifted needs. The AIG coordinator will collaborate with the counselors, EC staff, and teachers to identify needs for potential seminars and who would be the best fit to provide the seminars.

Level 3: is for some students. These are all students who are fully identified as gifted. Level 2 + subject acceleration, pull-out and push-in groups. Services are delivered directly by an AIG teacher for the subject area(s) of identification. Teachers of students in Level 3 are taught by teachers with AIG certification or who meet board AIG criteria. If a cluster of Level 3 students does not have a teacher available who does meet board AIG criteria, the students will switch classes for the duration of the subject area(s) of identification, receiving pull-out or push-in services for groups of intellectually gifted students. Another option is the teacher will receive training to meet AIG criteria while students receive direct support from an AIG teacher. The teacher will receive an average of four hours of training per month until criteria is met.

Students will be clustered based on areas identification. Students who are identified as AM will be clustered together in an advanced math cluster or class to receive math instruction that is at an advanced pace and/or level. Students who partially meet AIG criteria and are in the Talent Pool for math may be grouped with students who have the AM identification. Students who are identified as AR will be clustered together for advanced ELA instruction. Students who partially meet AIG criteria for ELA, being identified as being in the Talent Pool, may be included in their advanced instruction. Clusters of AG students will be clustered together when possible. If needed, an AG elementary student, or small group of AG students, may need to switch classrooms for daily advanced instruction for one subject area.

Students who are identified as Intellectually Gifted but not academically gifted in any subject area should be placed together if multiple students exist in the same grade level unless the student is in a multi-aged classroom and there are other Intellectually Gifted students in the classroom.

Students identified as Academically and Intellectually Gifted, AI, are to be clustered with those of similar abilities during direct instruction for their academic area(s) of identification. If the student is identified for both math and English/Language Arts/Reading, they are to be clustered with other math students for math and other English/Language Arts students for ELA/Reading. The IG students may also be clustered with the AI students for teachers to more easily meet the needs of intellectually gifted students.

Students identified as AI or IG will receive services in groups from an AIG specialist who has an AIG add-on license or has met board criteria to work with intellectually gifted children and has been approved by the AIG coordinator. The AIG specialist working with AI and IG students will collaborate with classroom teachers to focus on strengths-based learning goals.

Students identified as AM will have goals related to math and students identified as AR will have goals related to English/Language Arts and Reading. Students identified as AG will have goals related to both English/Language Arts and math.

Content area teachers will work with the AIG specialist and/or AIG coordinator to plan for meeting strengths-based goals.

Students in the 99th percentile, when compared to their same-aged peers, will be clustered together each year unless the child's parent(s) or guardian(s) request the child be grouped with a different cluster. Parents who request their child be removed from the gifted cluster will receive a form to sign indicating they are opting their child out of the gifted cluster. Additionally, students who are not placed in a gifted cluster will also be notified their child is not in a gifted cluster once this is detected when looking at class rosters in the fall.

AIG students below the 99th percentile, academically or intellectually, will be grouped with those who have similar needs. The Iowa Acceleration Scale is to be used for students who are being considered for a single-subject or multi-subject grade acceleration or grade skip.

Level 4: Few students (students who are intellectually gifted and/or students who have had a whole grade acceleration, single subject acceleration, multi-subject acceleration using the Iowa Acceleration Scale) - Level 3 + independent study, grade acceleration, either partial or full. The Iowa Acceleration Scale

is to be used for those who are being considered for a full-grade acceleration, or grade skip, for grades K-8.

The Temporary Talent Pool will consist of students who partially meet criteria for gifted identification, being placed in the level of service in which they qualify and receiving the same AIG services as those who formally identify. Parents and guardians will be notified when their child has entered the Temporary Talent Pool and will receive information about AIG identification and services at UPA. Temporary Talent Pool Students will also be considered in when placing students for direct instruction for math and/or English/Language Arts, depending on their area(s) of qualification.

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

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

**Services** - The AIG specialist checks in with the counselors, administrators, classroom teachers, EC teachers, and other key stakeholders regarding unique social and emotional needs of gifted learners. The AIG specialist and relevant special populations service providers attend 504 meetings, IEP meetings, and/or other meetings as requested by parents and guardians.

The AIG specialist meets with regular education teachers and specials area teachers regarding the social and emotional needs of gifted students in addition to providing training.

Social and emotional needs are also addressed in professional development training during professional development training, via email for general training, and via online communication. Information on meeting social and emotional needs will be included in Differentiated Education Plan resources for classroom teachers.

UPA's mental health professionals have lists of AIG students and work with the AIG-certified instructors as well as other educators to identify specific social and emotional needs, using affective growth lessons, creating plans with individuals or small groups, and more as needed.

Kindergarten teachers receive training on identifying how needs may impact new students socially and emotionally as they begin school.

Middle school teachers receive information on what it is like for middle school students to transition into more challenging courses and changes in routine.

The Differentiated Education Plan (DEP), used in all grades and for all learning environments, is designed with the social and emotional needs of gifted students in mind. It allows for students to use strengths-based goals to make choices in academic projects and when demonstrating mastery early. To best meet the social/emotional needs of gifted students, the DEP includes flexible seating, flexible cluster grouping, and focus tools (during learning times).

The Differentiated Education Plan will include student interests and an option to focus on college and career planning. Services to meet these needs may include, but not be limited to, Lunch and Learn, field trips, studying career options, and/or meeting with counselors.

Meeting the social/emotional needs of gifted learners is part of training for those who will meet board criteria to meet social/emotional needs of gifted learners in the classroom. These teachers will collaborate with the AIG Coordinator as needed for resources and assistance.

For students who receive pull-out services, lessons focus on social/emotional needs of gifted learners. Social/emotional goals may be included with a strengths-based goal on the Gifted Differentiated Education Plan. Social/emotional needs are addressed in communication with families when students are identified, in newsletters, at conferences, and more.

For K-5 pull-out services, patterns of Social Emotional Learning (SEL) needs are analyzed from meetings, the specialist's observations, and student observations. These needs are addressed through thoughtful planning and teachable moments. Some needs are quickly addressed while others require long-term planning and monitoring. For students who have SEL goals as part of their DEP, students will choose a goal tracker that best suits their needs. Resources are provided to students as needed for reaching specific goals. Students have goals folders and may keep their trackers in there if their content area teachers do not have another place they would like them to be stored.

Teachers of students in grades 6-12 receive training in SEL needs. These teachers will receive a survey of student SEL needs each fall prior to students creating goals for the year.

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

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

UPA's mission is to offer a learning environment that is academically rigorous and enhanced with personalized learning plans to enable students to apply their knowledge of concepts and principles within a dynamic academic community.

As per UPA's website, assessments are performed periodically to determine how your child will learn best. Learning styles are established to tailor lesson plans to meet the needs of each student.

The data is used to create personalized learning plans (PLPs) to guide teacher instruction.

AIG students and Temporary Talent Pool students have goals folders to take to their various classrooms to allow them to access work at their level that helps them reach their goals. To connect to goals set in other classes, teachers may add resources to these folders if they are differentiated resources aimed at helping students reach their goals. This is done to connect AIG to UPA's priorities of providing individualized instruction and personalized learning plans.

In addition, we use adaptive learning platforms. These learning platforms are used to help students receive learning at their level. At the beginning of each year, and as needed, teachers and administrators will receive information about how to use adaptive platforms for AIG students. Students are to use their diagnostics and/or NWEA/MAP plans to test out of work they already know. They should not be assigned work that they have tested out of, though they should be allowed to do work that is on grade level if they feel they need to do so.

**AIG Program**- Annual goals for the program will be based on school needs as demonstrated by assessment results and input from key stakeholders. School priorities are shared by administration, and goals are created based on relevant needs. These needs are integrated by intentional sharing of relevant data and ideas.

**AIG Services**- The AIG Coordinator and/or instructors work together with counselors, EC and ML services teachers, and other support staff to reflect on priorities and how to best utilize resources. The AIG-certified personnel include administrators and other key stakeholders in relevant communications to maximize the use of resources and ensure policies are being followed.

If a student who receives pull-out services needs grade-level instruction temporarily, students in need of Success Time instruction or other grade-level instruction will be assessed as soon as the student is ready to be assessed for the student to continue back to learning at their ability-level in AIG pull-out services and in the regular education classroom. If it is known in advance a child needs to miss multiple AIG pull-out sessions due to grade-level concerns, a support team meeting will take place to create a plan to return the student to pull-out services and ensure the student's needs related to giftedness are being met in the classroom.

Instructional departments will receive information on AIG services and other related district initiatives, procedures, policies, and practices. In the fall, the AIG Coordinator or designated school personnel will provide training and/or pre-assessments for teachers and relevant key stakeholders to ensure they are aware of the following:

1. Adaptive platforms are to be used with pre-assessments or MAP Plans adjusted up to advanced students' levels without requiring grade-level work first.

2. Students are allowed to work on grade level if they need to.

3. Advanced and honors courses are to be differentiated as are any classes with AIG students in them.

4. Teachers will work on identifying ways in which barriers are placed in the way of advanced students' learning.

5. Plan for how PLP's will be used daily or weekly.

6. Ensure teachers are able to see ways to align curriculum to the standards while providing advanced instruction.

7. Ensure teachers are able to see ways to align curriculum to the standards while providing advanced curriculum that is at the level of the student.

The AIG coordinator and specialists will work with administrators, the Board of Directors, departments, and CSUSA state and national teams. If these key stakeholders do not intentionally include AIG, the coordinator will contact them. The AIG Advisory Board will also work with these key stakeholders when appropriate.

The AIG teacher will work with classroom teachers and those in charge of technology accounts to make adjustments to online curriculum levels of instruction as needed.

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

UPA's mission is to offer a learning environment that is academically rigorous and enhanced with personalized learning plans to enable students to apply their knowledge of concepts and principles within a dynamic academic community.

To facilitate the growth of AIG students and other students with advanced learning needs, we will group students with similar advanced learning needs together for class placement in the fall.

The person creating rosters for each school (elementary, middle, and high school) will receive information about best practices in cluster grouping gifted students and how following these practices open up learning access opportunities for all students as a result.

Elementary students who are academically gifted in math (AM) will be clustered with 5-10 other AM and/or Academically Gifted (AG) students. AG students have been identified as academically gifted in both math and English/Language Arts: Reading.

Elementary students who are academically gifted in English/Language Arts: Reading (AR) will be clustered with 5-10 other AR students and/or AG students.

Elementary students who are Intellectually Gifted and qualify for math services will also be clustered with AM/AG students during their daily math instruction block(s). Elementary students who are Intellectually gifted and qualify for English/Language Arts: Reading will be clustered during ELA class time with AR and AG students during their daily ELA block(s). Elementary students who are identified as Intellectually Gifted and not academically gifted will be clustered together when possible. If the number of Intellectually Gifted students who do not qualify for other services is too low for a cluster, these students will be clustered with other AIG students.

In elementary grade levels with multiple students in the 99th percentile in the same subject area(s), these students will be placed together.

Elementary students who are new to UPA but were identified as AIG or gifted in a previous school will be clustered with others who share the same identification during their subject area(s) of identification.

Middle school and high school students will be in advanced and/or honors courses for their subject area(s) of identification. If teachers notice scores drop and question course placement, they are to notify the AIG coordinator to determine which gifted supports are needed to help the student succeed.

Other students in grades 6-12 who are not identified as AIG students but who demonstrate they are ready for advanced instruction or honors-level courses may also be added to the rosters of honors and advanced courses.

Students who are in compacted curriculum courses are to be offered pre-assessments at the beginning of a term to determine the following:

1. Is the course advanced enough for all students? If not, do any need to have single-subject or whole grade acceleration.

2. What adjustments should the teacher make to the curriculum to meet the needs of the highest-achieving student(s).

3. What adjustments should the teacher make to the curriculum to meet the needs of the group?

4. Which students need small group instruction for standards the rest of the group does not need?

AIG students in grade levels which do not have advanced courses will receive pull-out and/or push-in services with an AIG-certified instructor or an instructor who has completed LEA AIG requirements.

Instructors who have received training but are not yet certified will work with the AIG-certified staff for planning flexible grouping to facilitate the achievement and growth of AIG and other advanced students.

Teachers of the advanced courses will work in conjunction with an AIG-certified teacher while they receive the training to meet board criteria. Periodically throughout year, an AIG-certified teacher and/or a school counselor or other mental health professional will engage students in affective curriculum sessions and/or sessions to address gifted needs that may not fit directly into the curriculum. Such sessions may include, but not be limited to, maladaptive and adaptive perfectionism, test anxiety, gifted testing needs, gifted learning needs, preventing and reversing gifted underachievement, setting realistic goals, selecting the right high school, selecting the right college, college credit options, and identifying your passion.

To facilitate growth in the classroom, pre-assessments will be used as appropriate to allow students who have mastered a unit opportunity demonstrate mastery early and then other learning opportunities to grow. Students who test out of a unit will receive the letter grade they earned on the preassessment and be allowed to earn an E or A by exceeding mastery in agreed upon activities after completing the pre-assessment. When a group of students pass a preassessment in the same class, these students will have learning choices related to their strengths-based goals to allow them the option to work together or independently, increasing chances of reaching academic growth goals.

Advanced students not identified for AIG but who need more of a challenge for specific units or courses will be able to work in flexible, advanced cluster groups during small group instruction and/or small group work time.

Teachers will be trained in advanced, flexible, cluster grouping. The AIG Coordinator, or a designee, will be involved with PLCs and MTSS to help teachers form flexible cluster groups. Training in providing differentiated instruction and learning opportunities will be provided to teachers who do not meet board criteria.

Students who demonstrate a need to be temporarily removed from a flexible cluster group may do so after there is proof the student needs help in an area. Proof includes poor performance on an assessment and should also include one or more of the following:

1. Student expresses the need for help.

2. Student does not do well on one assignment related to the standard following the test.

3. Student had an opportunity for a mini lesson re-teach in small group and expressed confusion or need for more clarity.

Teachers not certified for giftedness will work with a teacher certified in AIG and/or gifted education prior to pulling the student from gifted grouping to verify that the student had a fair assessment, was not

sick, did not struggle with test anxiety, did not struggle with underachievement due to the assessment being at the wrong level, etc.

UPA uses Success Time for MTSS grouping. AIG students and other advanced learners are to be placed in Success Time groups that allow for advanced learning. MTSS groups are formed by the grade-level teachers and MTSS coordinator.

Elementary push-in services for AIG and Talent Pool utilize flexible grouping. The AIG specialist, or other designated push-in service provider who has received training to meet board criteria, collaborate with classroom teachers to determine who should join the AIG and Talent Pool student groups if the

push-in services are not whole group services. These groups can change every time push-in happens, depending on classroom needs.

For pull-out services, groups are determined based on student area of identification as well as most recent test data. If a student is in the high 99th percentile and it is determined there are no other peers for pull-out, that student could be placed with students a year or more above their assigned grade level with parent/guardian permission and teacher notification.

Parents will be notified of a change in services if a child needs a temporary or long-term change in services if the change is for more than one class period. The AIG teacher and the classroom teacher will create a plan to help the student learn the skills and create a copy of the plan for the parents to transition the student back to regular pull-out services if a student had a temporary, or long-term, change in services.

**\* 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.

Information is disseminated to teachers, school administrators, and support staff in the following ways:

• Program, plan, and regulations are presented to faculty at the beginning of each school year.

• AIG services roster is shared at the beginning of the year during planning meetings.

• Program differentiation and regulations are reviewed during the identification and goal-writing and review processes.

• Students will receive multiple opportunities to demonstrate mastery early, moving to work on their learning goals with various choice activities. Opportunities for early mastery may be demonstrated by, but is not limited to:

• Reviewing NWEA's MAP data, BOG data (3rd grade), and other diagnostic data to differentiate for whole group and small group instruction to meet strengths-based goals and goals needing other supports.

• Training on administering pre-assessments, entrance tickets, and other effective knowledge checks prior to starting a lesson or unit to allow for advanced student learning during whole group instruction.

• Differentiated Education Plan goals shared at the beginning of the year and/or as written with the student's support team.

• Regular updates with the administrative team and Curriculum Resource Teachers (CRTs) and Beginning Teacher Mentor(s).

• Differentiation methods are shared and modeled during push-in services.

• Differentiation to meet Intellectually Gifted needs from gifted standards are shared via written communication, email, and/or online platforms.

• Differentiation to meet Academically Gifted needs from gifted standards and NC SCOS standards are shared via written communication, email, online platforms, and/or work sent ack to class with students.

• Information on how to differentiate in the classroom is received during annual training and periodically throughout the year.

• Information on how to differentiate in the K-5 classroom is also included in the above-grade level learning choices bins and training binder.

• The Local AIG Plan will be on the school website.

• Information about the Local AIG Plan and differentiation is on the school website.

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

Key Transition Points:

1. **Acceleration** – The current and future teacher(s) meet with the AIG Coordinator to create a transition plan, meeting after an acceleration to determine if additional supports are needed.

2. **Transition to high school** – An AIG teacher and/or counselor will work with students to prepare them for deciding on high school choices and/or course choices and what to anticipate when transitioning to high school as a gifted student with gifted traits. Families will have access to information to help their child transition to

high school.

3. **Kindergarten** – An AIG-certified instructor and/or AIG-trained instructor will help students, teachers, and parent(s)/guardian(s) understand gifted traits and how to best meet the needs of gifted learners as they transition into the kindergarten environment.

4. 2nd grade as they prepare for reading tests themselves; Teachers and families will receive tips to help students adjust to reading tests themselves.

5. **Beginning services**– Teachers, families, and students will receive information to help a child transition to receive pull-out services and/or push-in services.

6. **Change in services** – If a child needs a change in services, either long-term or permanent, the child's support team will be invited to meet to determine the change and create a support plan. A parent or guardian must sign a consent form to change services if there is a permanent or long-term change. The student and teacher will be notified of the supports prior to the change.

7. **Transition to career and/or college.** High school teachers, the AIG coordinator or AIG specialist, and counselors will collaborate with families to meet the needs of students as they plan for college courses, attending college, and/or career planning.

8. **Preparing for Credit for Demonstrated Mastery:** Students seeking to receive credit for demonstrated mastery will receive support from an AIG teacher, counselor, or administrator trained in gifted needs.

9. **Transition to new school year:** Elementary students returning to UPA and students who transfer to UPA meet with the AIG coordinator and/or a designated person trained in gifted needs to learn about their areas of identification, changes for the year, what to expect with services, and discuss goals.

Our school has an open house before school starts. Information is available to families at the open house about services for the various grade levels.

Because we work with students as young as kindergarten, information on what students have experienced in class may also be passed on to teachers.

Each fall, teachers will receive rosters of AIG students as well as their areas of identification. Teachers receive training to know what these areas are, what they mean, and how students qualify. Information on how students qualify for any given area is shared during the training.

Information on how services should change will be shared either during training or as rosters and identification is shared.

10. **New transfer students identified at a previous school**- Students identified for AIG at a previous school join students with beginning of year introductions to services. If we receive student identification information after the rest of the AIG students have started services for the year, then an introduction to services is provided to the student or students who missed the whole group introduction.

11. **Transition to middle school and/or high school**- UPA hosts events to help students transition to the new level. All grades are housed on the same campus, in two buildings, so the focus is on transition in routine and increased responsibilities with support. The school year prior to a transition to high school or middle school is when administration and/or other key stakeholders prepare all students, parents and guardians for the transition by hosting meetings to discuss tips and strategies with anticipated changes. Information is also shared with families of gifted students since gifted social/emotional needs and academic needs are different and impact transitions. Over the summer, students are also invited to places in the community during a common time to encourage students to build relationships and feel more prepared for school.

School counselors, administrators, teachers, and more are involved in this process.

12. **Services involving Exceptional Children's (EC) departments, Multilingual (ML), 504, etc.**: The AIG coordinator partners with others who provide services to AIG students. These personnel are often included in emails about gifted needs, training, and discussions in person. They are specifically invited to refer students for screening for AIG services and reminded that the AIG coordinator is available for IEP, 504, and other support. Being a smaller school, service providers work together during professional development and meet at other times to support one another.

13. **Student records of identified students entering UPA:** There are multiple steps we use to transfer records of students to UPA.

1. Parents and guardians who have students transferring to UPA may email AIG or gifted identification records to the AIG coordinator.

2. If a parent or guardian transfers records to UPA that show they were identified as gifted or identified for AIG services, they contact the AIG coordinator.

3. When students are transferring to UPA, there is a questionnaire parents/guardians complete that asks questions about student services. Those who indicate their child was identified at a previous school have their survey responses passed on to the AIG coordinator. The AIG coordinator then verifies identification by looking at studnet information system records and the cumulative folder. If records have not been transferred, someone from UPA's records office requests AIG information from the previous school. If needed, the AIG Coordinator will contact someone from the previous school. Once sufficient information is received, parent(s)/guardian(s) receive information about services and relevant placement. Teachers are also notified.

14. **Student records of identified students exiting UPA:** A parent or guardian of a child who received services at UPA is able to obtain records from the AIG Coordinator if the records in the records office is not sufficient.

* **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.

**Whole Grade Acceleration (WGA) Policy:** This involves skipping an entire grade level or more in the normal progression of school. WGA may be recommended by a parent or guardian, general educator, administrator, and/or AIG personnel. The child's support team will be notified. The child's support team will include the AIG Coordinator or an AIG specialist trained in gifted acceleration, an administrator, parent(s)/guardian(s), the child's current, or most recent teacher, a teacher from the grade level that child may be accelerated into, and support services if the child receives support services in school. If a parent/guardian provides consent, the Iowa Acceleration Scale process may begin. An Acceleration meeting is to be scheduled with the child's support team. For a mid-year acceleration, meeting before winter break is recommended for elementary students if accelerating into another elementary grade. If accelerating into middle or high school, mid-year meetings should take place before the new semester. For an acceleration request for the following school year, a meeting with the Iowa Acceleration Scale forms is to take place after data is available that demonstrates a student may be a candidate for whole grade acceleration. The WGA process with an Iowa Acceleration Scale is for all students in grades K-8 who are recommended for WGA.

**Single-Subject Acceleration** (SSA) follows the same guidelines for one or more subjects if a student is going to continue to have one or more classes that are not being skipped.

An Iowa Acceleration Scale is to include all recent relevant test results such as NWEA's MAP test results, BoG, EoG or EoC, iReady, Khan Academy Course Challenges, IXLonline program assessment results, etc. Test results which allow the child to show what they know from the grade level the child will be accelerated into are required. A course final exam may be used if there is no access to other adaptive testing such as NWEA's MAP test. In addition, in the student's profile should be NWEA's Student Profile Report in standard view showing if there are any remaining skills from the grade level being skipped as well as a report for the grade level being accelerated into.

If a child is granted a whole grade acceleration, the parent(s)/guardian(s), teachers, AIG specialist, and an administrator will create an Acceleration Transition Plan at the time the acceleration is approved. The team will meet 60-90 days after the acceleration started in order to review progress and determine if there is a need for any change in services.

**Single Subject Acceleration Policy:**

Test results will be kept in the student portfolio. Upon teacher or parent request for acceleration, it will be determined if the Iowa Acceleration Scale will be used. Detailed reports of any possible gaps shall be placed on file and given to families and the classroom teacher(s) who may be responsible for helping fill potential gaps.

After completion of the Iowa Acceleration Scale, the decision will be made by the team of the AIG teacher or AIG Coordinator, an administrator, and a teacher. An Acceleration Transition Plan will be created to set the student and teachers up for success, addressing key transition issues such as social/emotional needs and academic needs.

**Early Entrance to Kindergarten Policy:**

During the school year, parents and/or legal guardians of a child who may be a candidate for early kindergarten admission are to contact the AIG Coordinator to notify they believe the child is a candidate for early admission. The AIG Coordinator will contact enrollment specialists and the elementary school principal to notify them there is a possible early kindergarten entry candidate and that there will be a meeting held if parent(s)/guardian(s) of the child have potential evidence of meeting criteria.

Union Preparatory Academy at Indian Trail follows state guidelines for early admission to kindergarten. as stated in 16 NCAC 06E.0105

(a) To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:

(1) Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.

(2) Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.

(3) Performance. The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete an informal reading assessment of the child.

(4) Observable Student Behavior/Student Interest. The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care/childcare workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.

(5) Motivation/Student Interest. The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations. (b) The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to 90 days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days notice/days' notice before exiting the child from school so the parent may arrange child care/childcare, if needed. (c) LEAs may require parents to supply information in addition to that required by this Rule. LEAs may also require specific tests or other measures to provide information relating to the factors listed in Paragraph (a) of this Rule. (d) Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop a Differentiated Education Plan.

**Telescoping-** Students who receive a 5 on the EoG for English/Language Arts will be in the advanced English/Language Arts

class the following year when possible. Students who receive a 5 on the EoG in math will be in the advanced math class the following year.

Parents will be able to request their children be placed in another class if they choose. Students who are academically gifted will be in

the advanced classes for their areas of identification.

BoG results and diagnostic results may also be used for telescoping opportunities.

**Compacted Curriculum-**

1. Teachers will notify parents and students of upcoming units of study in math, phonics, and other areas that are not easily differentiated in other ways.

2. Teachers will ask students what they would like to work on during the unit if they pass the pre-assessment (menu boards, projects, online work, etc. that will be presented to the class).

3. Teachers will give a pre-assessment before beginning a new unit of study or module.

4. Students who make no more than one mistake per standard will test out of the standard and receive an A/E a score of 95-100% for the unit or end-of-module test.

5. Students who pass the pre-assessment will not be required to do the same work as others. In the gradebook, students who tested out of the unit or part of the unit will be excused from the work or receive 100% in the gradebook, or other appropriate grade based on their ability-level work that is different from those who did not test out of the unit. Students and families will be informed of Compacted Content opportunities during the informed consent meeting or other meeting possibilities at the beginning of AIG services. They will also be informed of this during the Differentiated Education Plan writing process and other informational meetings.

**Dual enrollment-** If a student qualifies for dual enrollment, they will be notified by a school counselor, administrator, or AIG teacher. Information about dual enrollment is shared during the high school transition process and may be included in a middle school AIG brochure. If a student qualifies for dual enrollment, a meeting with key stakeholders will take place to create a support plan to ensure necessary support is available to the student.

**Credit for Demonstrated Mastery,** or CDM, is available for students who meet state criteria for CDM. Students will be made aware of this process in the course registration process. Information will also be included on the school website and a middle school AIG brochure.

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

Programming includes push-in services for AIG students and Talent Pool students. During push-in services, teachers are able to observe teaching strategies that identify student gaps and strengths through the use of manipulatives, creating scenarios, fostering student discussion where students communicate their observations and reasoning with each other, and more.

During push-in, teachers are also able to take advantage of co-teaching with the AIG specialist in the room. During co-teaching, the teacher models how to use deep questioning strategies, engage gifted learners, check for authentic engagement, and provide meaningful learning experiences while reducing passive learning practices.

Early intervention will include the following:

1. Have information available for parents and guardians at events for future kindergarten students such as kindergarten screening, kindergarten round-up, and staggered entry.

2. People trained in gifted needs will attend kindergarten events when possible to watch for gifted traits such as advanced conversation in various languages, emotional intensities, potentially advanced writing or reading skills, listening for advanced interests, etc. Information will be shared with families of children who appear to possibly be gifted and be available to all families, not just those showing signs.

3. At events for new students in K-3, parents will have the opportunity to complete a questionnaire asking about signs of giftedness. These responses will be used to determine students who may need further screening. For the first year of this new plan, information will be sent to families schoolwide using TalkingPoints and/or social media.

4. Teachers of students in K-3 will be trained on gifted traits and the identification process.

5. Classroom teachers will receive training on how to identify who needs instruction above grade level and how to provide it, not just for students who are identified as gifted. Teachers will also be provided training in how to adapt curriculum for advancement while keeping curriculum aligned to NCSCOS standards. This training will include how to identify and respond to advanced academic needs by doing the following:

A. Checking to see who already knows new units of study and offering placement or pre-assessments if the curriculum cannot be differentiated without compacting.
B. Using NWEA's assessments as an assessment for learning instead of an assessment of learning.
C. Ensuring informational text options are advanced enough.
D. Helping teachers identify barriers to learning within their lesson plans and segments of classes.
E. That students need access to differentiated instruction during whole group instruction and small group instruction.
F. That students need access to advanced curriculum and how to adapt the curriculum so it is standards-aligned, supportive of their needs, engaging, relevant, and allowing for advancement.

G. Training will include identifying common practices that foster underachievement in order to prevent or reverse underachievement as it happens.

6. Students in K-1 will receive critical thinking lessons with the help of an AIG coordinator, an AIG teacher with AIG certification, and/or a teacher who meets board criteria for AIG. For first grade, this will be during the first quarter of school, and classroom teachers will have access to critical thinking resources for the remainder of the year. For kindergarten, it will take place after several weeks of push-in, typically completing nine weeks of thinking skills activities by the end of second quarter.

7. Push-in services will be provided in all kindergarten classrooms until winter testing is completed. After winter testing, push-in services will be provided in classrooms with students who qualify for push-in services. Teachers who appear not to have any students who qualify will be asked if they have students who speak another language fluently at home. If these students grew substantially or show other gifted traits, teachers will be able to refer these students for screening and Temporary Talent Pool.

8. Teachers will receive information on how to refer K-3 students for further screening after they learn about gifted traits.

9. Students in grades K-3 may be identified as gifted and receive pull-out services if they are not in a gifted cluster. These services are to address social/emotional learning needs and gifted needs. Needs are determined by reviewing NWEA's MAP data and by the AIG specialist(s) communicating with classroom teachers, students, and families.

10. AIG specialists work along with other specialists and classroom teachers in the school. After fall training, other specialists who are new aer provided contact information to reach out to the AIG specialists. The AIG specialists reach out to other specialists to share information of identification and meeting gifted needs.

11. Prior to major assessment windows, AIG specialist(s), or a designated individual, will contact teachers to see if there are any students of concern to address any potential gaps and/or prevent concerns with potential test anxiety.

12. After NWEA's MAP testing and other windows close, the AIG specialist(s) will contact teachers to see if they noted any concerns about test anxiety, rushing, or other common gifted concerns.

13. Teachers will be trained on how to identify and address opportunity gaps.

**\* 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.

Students who are not yet identified as gifted but in need of advanced learning opportunities for a single unit in grades K-5 may be placed in advanced small group instruction.

Differentiation is to take place in advanced classes as well as other classes to foster the development of all learners.

Parents and guardians are notified of preassessment opportunities, and administration requires classroom teachers to send newsletters weekly in order to help families advocate if needed. Preassessments may be used in subjects where curriculum compacting is the best option for advancement of advanced students.

To foster frontloading with preassessments, teachers will be asked who frequently demonstrates mastery early on skills as part of the referral and screening process.

To foster talent development and increase chances of identifying underserved gifted learners, preassessments may be offered to any student interested in taking them, not just AIG students. Preassessments will be used as one form of frontloading younger students. Students are to know their options of what to work on if they pass a preassessment in order to allow them to grow. Teachers will be reminded during annual training and other meetings that preassessments are a form of frontloading and if any student regularly demonstrates mastery on preassessments and is not identified for AIG that the student is to be referred for further screening.

To help increase the chances of students being referred for screening, teachers will be asked if there are students who regularly pass preassessments and complete a referral form for further screening. These scores may be included as part of a portfolio process.

Students who receive a 5 on the EoG and those identified as academically gifted will be placed in advanced classes for their areas of identification and/or area of receiving a 5 when possible, being clustered with a minimum of 5-10 other advanced learners identified for the same content area and in the same range when advanced classes are not possible. Any family who wishes not to have their child participate in advanced classes may opt to have their child in another class that meets the child's needs, including informed consent. A student who is identified as gifted but not opting to take an advanced course will continue to have a Differentiated Education Plan in place in the class that is not an advanced course, allowing for differentiated curriculum and differentiated instruction. If an AIG student is not clustered for their content area, parents will be notified of this and a plan to meet the child's advanced instructional and advanced curriculum needs will be included in their Differentiated Education Plan for the remainder of the school year or the duration of the change in services.

Students in grades K-5 will have an AIG-certified or AIG-trained teacher leading Higher-Order Thinking activities to foster analytical thinking and help teachers identify gifted traits in otherwise underserved populations at the beginning of the school year. Classroom teachers are to remain in the classroom to learn best practices in gifted education, seeing how to align standards up to advanced levels, look for gifted traits, practice aggressive monitoring, and see examples of frontloading.

For the remainder of the year, when push-in services take place, students who are ready to work on the advanced skills the AIG teacher is teaching will be able to participate. If the entire class is ready, the class participates.

Classroom teachers will receive training in talent development to foster growth in all learners. Success Time, Response to Intervention (RtI) and other forms of flexible grouping will allow for students to receive talent development opportunities. Students who are regularly in advanced small group instruction but who are not identified for AIG and have not been screened may be referred for further screening.

**Push-in services:**

After annual growth goals are set and whole class analytical problem-solving lessons are completed, push-in services will focus on meeting the needs of both gifted and potentially gifted students in the classroom.

At the end of first quarter, students in grades K-5 will set Differentiated Education Plan goals based on test data, classroom observations, etc. Teachers will analyze classroom needs for their potentially gifted and gifted students to create overall, general goals for push-in services. These goals will be flexible.

Any student demonstrating early mastery in grades K-5 will be able to utilize Critical Thinking Bins that are in the K-5 classrooms. These bins contain activities that are one or more of the following:

1. Self-teaching, advanced activities at least one year above grade level.

2. Higher-Order Thinking Activities

3. Independent and/or Small Group Activities

4. Manipulatives with sample questions or activities that allow students to use multi-sensory, creative experiences to go above grade level standards.

Differentiated Education Plans will be written with strengths-based goals.

Students will have folders (real or virtual) with options at their ability level, and students are encouraged to use higher-order thinking questions to guide others to learn how to do the skills in their folders. These will include choices for students to increase ownership in learning and meet social/emotional needs of gifted students.

Examples of what may be included:

1. Analytical thinking puzzles above grade level.

2. Blank learning contracts and approved learning contracts.

3. Project rubrics and/or menu boards.

4. Small group or independent learning options. Some examples include:

a. Prodigy, Khan Academy, or other relevant online learning options.

b. Opportunities for enrichment which allow for depth and complexity

Opportunity gaps are also addressed through tutoring after school and summer bridge.

To prepare 5th grade students for the transition to middle school, UPA offers activities during the school year and over the summer. Gifted 5th grade students currently participate in a field trip with rigorous learning opportunities with middle school students. Our 6th grade teachers also have students participate in a sample class with other 6th grade students. The AIG specialist also helps students learn of things to prepare for throughout the school year. In addition, we have rigorous clubs where AIG and advanced 5th and 6th graders work together.

Peer counseling is new to UPA. We equip students to ask open-ended questions to guide each other in academics. For example, a group of students is now forming to help gifted math students identify if they are decoding words or using other strategies and then training them to decode words and use morphology. A group of math students is helping AR students and IG students build confidence and potentially fall in love with math using manipulatives and guiding questions. Other students are welcome to participate to increase frontloading.

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

Students and families are notified about after school enrichment clubs each quarter. Teachers and other community members create their own after school enrichment clubs. These clubs may change each quarter, with clubs for each grade level and various areas of interests. The office team sends notifications to teachers when it is time to create the new course catalog. The office team in charge of creating the catalog tries to keep a balance of opportunities for various grade levels and interest areas for all grades. In addition, UPA offers after school enrichment opportunities that are from national organizations such as Girls on the Run, Science Olympiad (offered for K-8 prior to the pandemic, currently for middle school with plans to resume elementary Science Olympiad), National BETA Club (fourth through eighth grade), etc. Opportunities from the greater community are often shared via email from the AIG Coordinator. Those who qualify are notified of opportunities for talent search programs that also regularly send information to students about programs and/or events that further develop the needs and interests of AIG students.

At times, teachers find extra-curricular activities that also tie into curriculum and is included in the school day. For example, we had an adapted version of Battle of the Books during Success Time and/or English Language Arts and Science Olympiad activities during the school day.

Our school encourages on-campus and off-campus participation in extra-curricular activities. There are organizations in our area for various sports, performing arts, and more. At times, these organizations place signs on campus to notify families they are open for enrollment. On social media, we showcase our students who are involved in school-sponsored and non-school-sponsored activities.

**\* Ideas for Strengthening the Standard**

- Notify parents to check the AIG page on school websites.

- Share information with families about acceleration opportunities in all grade levels in a resource guide and newsletter in addition to school websites.

- Communicate with families about collaboration in newsletters.

**Planned Sources of Evidence**

* Teacher survey of social/emotional needs; resource bank for teachers and administrators; goal trackers.

* Professional Development attendance roster and record of performance tasks.

* Headcount demographics to be compared to UPA demographics and shared with key stakeholders.

* Survey results from key stakeholders and feedback from focus groups.

* Performance data of AIG students compared UPA's performance overall in each grade level and subject area.

* Resource guides for parents/guardians, students, admin, staff, Board of Directors to address acceleration, advocacy, social/emotional needs, and differentiation.

* Cumulative folders with Differentiated Education Plan goals, identification results, and performance reviews.

* Newsletter to families communicating staff training and collaboration.

* Notify parents that acceleration is communicated on the schools' websites.

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

**Union Preparatory Academy at Indian Trai (90C) 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.

All K-12 teachers will receive training on ways to adapt the NCSCOS in ways to address the advanced ability levels of students. Our company's promise is "Strong Minds, Good Hearts." To keep strong minds strong and growing, classroom teachers will continue to receive training on differentiation that allows for extension, enrichment, and/or acceleration strategies.

Our company promises the following to families that are related to adapting the standards to advanced levels:

  - to deploy proven educational techniques and technologies that accelerate learning and teaching.

  - to give all students equal access to an individualized opportunity for success and greatness in school and in life.

Teachers have received training on how to use effective questioning strategies and now write Week at a Glance (WAG) boards to be posted outside of each classroom for each subject or course they teach. In these are higher-order-thinking questions and activities to engage all learners.

Training in the fall of 2025 will include that the NCSCOS is an entry point for differentiation, so teachers may learn that standards-based instruction means the base is the standards and the differentiation advances on top of the base. After training, teachers will implement differentiation strategies in grades K-12. Strategies to differentiate will include using enrichment, extension, and acceleration by differentiating content, process, product, and/or environment.

UPA utilizes adaptive online learning platforms that change annually. The adaptive platforms are to be used to grant access to learning at the students' tested levels. The adaptive platforms use diagnostics, placement tests, pre-assessments and/or NWEA MAP plans. Students who test out of content are excused from it and typically work on the same standard but at their advanced level. We currently have adaptive platforms for math, English/Language Arts, science, and more.

AIG specialists utilize interdisciplinary units to engage students. Each year, a theme is chosen to focus on for the year for pull-out groups. The theme is chosen based on current needs and interests of AIG students. The units are designed based on NWEA Student Profile Reports of student strengths as well as student feedback. These units are used to help students see standards come to life and how standards are connected across disciplines, fostering rigor and deep discussions. Throughout the year, students work on research and creating their choice of products for the end-of-year school-wide showcase. This is in addition to other units students work on. The other units typically build on skills that can be used for their end-of-year-projects. Students may work on these projects during their general education classes and at home in addition to working during pull-out times.

Each fall, teachers of all grade levels and subgroups are informed of UPA's Talent Development Showcase theme and receive information on how to submit projects from their own classrooms. Beginning in the 2025-2026 school year, teachers will receive information on creating interdisciplinary units in ways to enhance student learning. Teachers will receive support in lesson planning and push-in.

Beginning in 2025, teachers will receive a guide on how to implement concept-based learning units. These will include ideas for extension and enrichment. Support will also be provided during lesson planning and push-in.

Whole-day and Longer Experiences: For extension and enrichment, problem-based learning is the focus of annual field trips. The past two years, we attended Sound to Sea with students in grades 3-6. Other experiences include band and choir competitions, Science Olympiad, and more.

Additional Resources for teachers to enrich, extend, and accelerate the NCSCOS:
1. Teachers of grades K-5 will have bins of learning activities that allow students to enrich, extend, and/or accelerate the NCSCOS.

2. Teachers of grades K-12 will have access to digital resources in the Operations folder or on the school's website.

3. Teachers have access to hardcopy reproducibles that are handed out to them in the fall. These reproducibles are from creators who are known for their work with gifted children, following best practices. Some examples include: menus for differentiation from various sources, concept map templates, product choice boards, reflection sheets, rubrics, and more. These are typically found in books published for gifted programs.

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

UPA utilizes assessments for learning such as NWEA's MAP tests and online platforms to determine readiness and/or ability. Informal assessments for learning are used in small group and whole group instruction in general education classrooms as well as during AIG pull-out services and push-in. All teachers will receive training on how to use assessments FOR learning to determine who is ready for Tier I to be differentiated for advancement. Data is to be reviewed by key stakeholders to determine what learning opportunities students may need access to. Assessments are to be used to grant students access to learning which is above any advanced student's assigned grade level and above any AIG student's assigned grade level.

During the planning phases for students' updated Personalized Learning Plans (PLPs) that all students have at UPA, student interests are taken into consideration. As part of the Differentiated Education Plan, students' interests are noted in their plans and the AIG specialist has a list of interests. Throughout the year, the AIG specialist also works to provide opportunities in which students may foster interest in new topics and/or skills.

AIG students will keep their personal interests and goals in their goals folders for teachers to be able to refer to during small group instruction, when aggressively monitoring projects, and other times in which accessing the folders is appropriate for teachers. It is encouraged that these folders be brought home so parents and students may have access to reviewing progress toward reaching goals and access to activities that foster growth toward the goals.

Teachers receive support from the AIG specialist(s) during push-in services and planning times. Supports include sharing tips for best practices to advance gifted learners.

Math instructional strategies include encouraging students to use a variety of manipulatives to represent grade-level standards differentiated up to advanced levels. For example, if a 1st grade class is learning to add single-digit numbers, students may use dimes and pennies. Some students may know that a dime is $0.10 or 10¢, so if adding 6 + 8, they may use six dimes plus 8 eight dimes and represent their answer with a decimal. If a student doesn't know the name of a dime nor its value, they may add them together to grasp that they have 14 coins. In all cases, they are using 1st grade standards. A fourth student may opt to use base ten blocks and a 5th students may use counting bears. All are using the same standard but some are also learning far more advanced concepts.

Another math strategy, which also may be helpful for phonics, to differentiate instruction is for teachers to offer a pre-assessment and adjust instruction according to the results. Some students may need to work independently, or in a small group, on a project while the rest of the class works with the classroom teacher on the standard(s) that only some pass.

Other instructional strategies include, but may not be limited to, telescoping, offering project choices that allow for depth and/or advancement, flexible grouping where high-achieving students work on advanced skills or at faster paces, offering accelerated learning in the grade-level classroom, offering acceleration for pull-out for those who qualify, training classroom teachers to provide these opportunities, keeping a learning profile in their goals folders to manage student needs, providing advanced informational text to our students in all subject areas if identified for English/Language Arts, and not requiring students to complete work from adaptive programs that is below the student's level.

For adaptive work, students should work on the same standard at the level in which the adaptive program places them or by using results from an adaptive test to choose assignments from an adaptive learning platform. Students are not to be required to do grade-level work first and then work on their individualized plans if they already tested out of these assignments. Teachers are to let students use the adaptive components. Students may opt to do grade-level standards if they feel they do not know the standards as well as they would like.

During push-in services, teachers who are not yet fully trained to meet board criteria or do not have an AIG add-on see the benefits of incorporating greater depths of knowledge using manipulatives, advanced informational text, greater questioning for fiction and all standards, problem-based learning, project-based learning, incorporating turn and talks and other collaborative learning, and other best practices in gifted education.

Students at UPA have their own data binders or folders. Strengths-based goals are written based on their data and on observations of themselves and their own needs.

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

Academic Needs: Evidence-based resources to enhance academic growth include, but are not limited to:

1. Online adaptive programs that are designed to provide advanced access to learners. We purchase different programs each year, but some that we use currently include:

2. Khan Academy

3. IXL

4. Progress Learning

5. DreamBox

Although UPA uses iReady, it is not generally used for gifted students as it is not designed to place students at advanced enough levels. Teachers may use iReady to create assignments based on NWEA's MAP results or other data to create assignments to a student's advanced levels.

1. Providing informational text at advanced reading levels, matching the levels of the highest students in the class and offering choices. NewsELA and www.education.nationalgeographic.com are two great resources for this. Offering choices in levels for informational text levels when possible allows access for all to advance.

2. Menu boards that offer advanced options without requiring work below a student's ability level first.

3. Various graphic organizers and higher-order thinking resources related to depths of knowledge, creative thinking, and differentiation banks from leading researchers in gifted education are also used.

4. Students in grades K-5 will have Critical Thinking Bins in the general education classroom to allow for choice in activities when a student finishes work early, during indoor free play, during arrivals, or has passed a unit through early mastery. These bins include activities that follow best practices in gifted education and are chosen with student goals in mind. Students have choices of what to work on and most activities provide opportunities for extension while possibly filling gaps.

**Intellectual Needs:**

Many of the above resources also address intellectual needs of students since most involve them being able to think creatively, use analytical problem-solving, and test the validity of their inferences with safe ways to learn from their mistakes.

## Social/Emotional Needs

Resources on social/emotional needs are shared with families via the newsletter, TalkingPoints, brochures during informational events, email, and at meetings. These resources include books written by gifted experts, websites such as SENG, NAGC, Hoagies Gifted, The Acceleration Institute, MENSA Kids, the Davidson Institute, and more.

Students are able to check out books about the social/emotional needs of gifted students.

During the introduction to AIG services, and at the beginning of each school year, AIG students learn about what it means to be gifted. These concepts are incorporated in lessons throughout the year and are based on research. Resources are shared with students at this time and as needed.

The AIG Coordinator or other AIG specialist will create a survey for teachers, parents/guardians, and students regarding behaviors and social/emotional needs. This will be sent to the MTSS team. Success Time or Morning Meeting time may be used to meet the Social/Emotional needs of students with an AIG specialist providing direct or indirect support.

## * 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.

Students receiving pull-out services often are presented a problem or a goal to work on collaboratively while allowing individuals to make adjustments according to their interests and goals. Students work together to foster leadership skills while being creative in their problem-solving. Curiosity is fostered through asking higher order thinking questions, sharing presentations and doing gallery walks. Students discuss learner's mindset and the impact on their learning regularly during pull-out and push-in services.

Many AIG pull-out lessons begin with "If… then…" statements, other statements, or higher-order thinking questions to invoke curiosity. In math, these questions connect 3D tools to abstract symbols, and students are encouraged to ask each other deep questions.

Empathy is addressed during elementary pull-out as well. Students are given higher-order-thinking questions to determine if classmates are listening, keeping in mind that people need to focus in different ways. Some need to draw, some need to move, some need to have no distractions, etc. We address ways to consider other people's emotions.

Personal responsibility is fostered with empathy. Teachers are encouraged to use empathy and build relationships with students. During AIG pull-out, students are encouraged to scan their group or the room to see who may need compassionate redirection. We redirect with questions to empower the off-task student to redirect themselves.

For students in K-5, curiosity is fostered with the use of the Critical Thinking Bins as ideas for unique challenges are presented in many activities. These bins also foster critical thinking and analytical problem-solving as they may be done by individuals and/or in groups.

During AIG pull-out services, students learn about communication skills to focus on asynchronous development and messages we send others with our communication. Tips are often sent to parents, counselors, and teachers of AIG students to keep them informed on how to help these students work on communication.

In addition to activities being created around these areas of need, gifted students are encouraged to participate in activities outside of the school day to foster these skills.

Over the summer of 2024, all teachers at UPA were invited to participate in differentiation training. This training included hands-on activities where teachers used durable skills and analyzed how the use of durable skills deepened their learning. Several elementary teachers and four middle school teachers participated.

Elementary classroom teachers often see pictures of the work we do to inspire teachers to see how easy these strategies are to implement.

Elementary classroom teachers also receive updates on student work, with their AIG and Talent Pool students being able to share what they learned with classmates who are curious, too.

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

For the 2025-2028 cycle, classroom teachers will receive training on formative assessments and summative assessments, emphasizing how to use them to differentiate curriculum and to differentiate instruction at all grade levels, allowing students access to advanced learning for anyone who needs it for a particular lesson or unit.

In the fall of new Local AIG Plans, or every three years, teachers will be offered the choice between taking a pretest on formative and summative assessments or participate in training and then demonstrate mastery on the concepts of formative and summative assessments. Both the preassessment and post-assessment are to include:

1. A demonstration of understanding the difference between formative and summative assessments and how to use them to give access to advanced learning opportunities.

2. A demonstration of forming new pathways for learning for those who demonstrate mastery early through pre-tests, diagnostics, placement tests, and formal and informal formative assessments.

3. A demonstration of understanding that summative assessments summarize what students know, and that summative assessments may be given when a student is ready, not just at the end of a unit of study.

This training will also be included for new hires as part of their training.

Part of the training will include an exit ticket in which teachers will identify whether or not curriculum and instruction samples have been differentiated or how they can be differentiated. In other words, does the curriculum sample allow access to new learning for everyone? Does the sample instruction allow access for everyone? Understanding this will help teachers determine when to use pre-assessments to differentiate for those who are advanced on a lesson or unit of study. Teachers will walk away with a greater understanding that assessments are not to be used just to determine who needs a reteach, who is proficient after a teacher teaches, but that assessments are to be used to determine who already knows the content and needs access to learning that otherwise would not be provided.

To help ensure our company's promise of developing "strong minds," pre-assessments to anyone who is ready, not just to those identified as gifted, allows all to receive differentiated curriculum and differentiated instruction in ways which respond to student needs. Pre-assessments may be formal or informal.

Often, formal pre-assessments are summative end-of-unit or end-of-lesson tests or exit tickets. These tests, or something that covers the same content, may be used as entrance tickets, or pre-assessments, at the beginning of a unit.

Pre-assessments for math and phonics should have no more than the three-to-five most challenging questions for each standard within a unit on them.

Students may request to take a summative assessment early.

General educators are to notify parents, guardians, and students ahead of time as to what the content of formal pre-assessments will be when compacting content. When doing so, they are also to let students know the options of what they will get to work on if only part of the class passes the formal pre-assessment.

UPA will use formative and summative assessments to determine if students need acceleration within a course or may need further evaluation for consideration of single-subject, multiple-subject, or whole grade acceleration, commonly known as skipping a grade, though the students are not skipping standards, they are skipping seat time for materials they already know. Formal assessments, or other evidence, of knowledge of the grade level(s) being skipped is to be kept on file with the AIG Coordinator and the teacher(s) who will be working with a student who is accelerated into another grade level.

Formative assessments may be formal or informal in nature.

UPA uses NWEA's MAP test multiple times per year. This test is adaptive and has a high ceiling. Teachers will be trained to analyze Student Profile Reports in standard view to determine specific skills students need access to from advanced levels and how to connect those skills to grade-level standards. When using these reports, trained teachers see ways to differentiate the curriculum to ensure students know grade-level standards while having access to learning throughout the lesson's entirety. Students should not have access to new learning only after a lesson or after completing work. The instruction and curriculum are to involve using information, skills, and standards in new ways.

The ACT, NC EoC, EoG, BoG, and other assessments may be used as tools to differentiate curriculum and instruction for AIG students as well as other advanced students.

Growth data is analyzed once assessment data becomes available to the AIG Coordinator. Results are shared with administration as well as suggestions for areas of improvement. To increase the effectiveness of this, results will be shared with plans written to either continue the same growth or make improvements for growth. These plans will be created with feedback from the AIG Coordinator or someone designated by the coordinator, administration from the relevant school, teachers, and other instructional support staff who work with the students.

During pull-out services, much of the learning is based on performance tasks. Students move on to deeper, more challenging work when performance meets or exceeds expectations. Students are trained to help each other by asking open-ended questions. They do not show others how to do a task but instead ask what they notice and what they believe should be next. If the AIG specialist sees most students are ready to move on, they move on and the students who are not ready often form a new group to analyze the instructions, definitions, examples, or other tasks in a different way until they are confident, ready to move on. Students keep most written work in their goals folders to track growth and compare work samples. When instruction is not effective, questions are rephrased and/or criteria are revisited, adjusting as needed.

In math, the use of manipulatives allows most gifted elementary students to have access to enriching learning opportunities, accelerating their learning if prompted to create models and asked of other ways they can represent what they did, using reasoning to explain their work.

Training will be provided to teachers for them to understand how to use research-based tools to differentiate curriculum and instruction while using a variety of assessments to determine effectiveness of instruction and curriculum. Teachers will receive ideas and training on how to accelerate learners, enrich their learning experiences, and provide opportunities to extend their thinking and learning.

The AIG Coordinator utilizes collaborative planning with teachers and administrators in a variety of ways to plan for student success. Collaborative planning may take place during teacher planning, before or after school, online, during push-in, and during teacher workdays.

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

The AIG Coordinator will meet with UPA administrators and other leadership to implement differentiated instruction and curriculum across all grade levels and subjects. To support teachers in learning how to grow in differentiating whole group lessons, small group lessons, and curriculum, teachers will receive training and tips. Parents, guardians, and students will receive information on how advanced students will be allowed to learn new skills that are standards-based and differentiated to advanced levels. Information will include some examples in which differentiated instruction takes place during whole group instruction as well as some examples of how curriculum will be differentiated.

This will be done by sharing state requirements with these stakeholders and others. The focus will be on providing relevant learning experiences that build up rigor, and with support. These experiences are best when connected to the child's life today while analyzing careers the skills may also be connected to.

Each year, families throughout CSUSA complete a survey for their individual school. Results are shared with school administration first, then shared with educators. Plans are then made to allow for growth. This survey is for all families. In the future, the AIG Coordinator will ask for results to questions specific to AIG and/or advanced students.

To streamline tracking of differentiation and rigor for families of AIG students, a separate survey will be sent out to parents and guardians of AIG students as well as to AIG students. This survey will be separate to ensure gifted needs are being met and not easily overlooked when combined with whole-school data. This data will be shared with educators for educators to be able to use the data and collaborate to strengthen differentiation practices in the classroom.

At the beginning of the year, K-12 teachers will receive a list of basic differentiation strategies and resources to use them. Other training will be provided during Teacher Workdays and/or PLCs. The training is to follow best practices in gifted education, and questions about these strategies will be included in the survey to families of AIG students.

Training and planning with the AIG coordinator are collaborative in nature with educator feedback and creating meaningful products or experiences being a main focus.

The AIG Coordinator and/or designated MTSS team members, will pose some or many of the following questions when planning with teachers:

1. How does the lesson/unit plan allow advanced learners access to new, challenging ways to use the curriculum?

2. How will you know if the instruction is effective for those who know the grade-level standards?  How will you know if the instruction is effective for those who are gifted but do not know the standards?

3. If pre-assessments are not used, how will you ensure advanced students are learning something new during each lesson?

4. How are AIG students encouraged to expand upon their areas of interest?

5. How are AIG students encouraged to expand upon their above-grade-level strengths?

6. Are there any barriers placed between gifted learners and advanced learning in:

   a. Online, adaptive learning?

   b. Must-do/May do activities?

   c. Curriculum?

If so, what do you need in order to remove the barrier(s)?

7. Do AIG students have opportunities to learn through safe failures?

8. What unsafe failure opportunities should be redesigned to create a safe environment to fail?  (Unsafe vs. safe failures will be addressed in training

9. How are AIG students encouraged to apply concepts in meaningful ways, fostering a deeper understanding of basic concepts?

10. Is the focus of the instruction and curriculum on how to copy and memorize skills, or to apply concepts through collaboration, and in new ways when working independently?

The AIG Coordinator requests to be part of the MTSS team.  This will be tracked in email at least once per year unless included on the MTSS team.  If included on the MTSS Team, there will be evidence either in the form of email or from work done.

Examples of how to differentiate curriculum and instruction will be provided to teachers during push-in services, training, and/or when planning with teachers.  Models of teaching with rigor, great questions, and scenarios will be shared with teachers.  These are designed to engage and challenge gifted multilingual learners, twice-exceptional, highly to profoundly gifted students, and more.

The Honors Level Coursework Development and Evaluation Tool has been shared with the new middle and high school administration, and portions of it will be used with other grade levels to foster the use of effective, research-based differentiation strategies.

Twice-exceptional students' strengths and challenges are addressed in students' Differentiated Education Plans as well as in their IEP or 504.  Resources are provided to teachers during meetings and upon request if there is an additional need not already met.  A resource bank will be created for common twice-exceptionalities.

* Ideas for Strengthening the Standard

▪ Provide training on how to use NCSCOS as a base with learning that is:

- Concept-based that leads to understanding the facts deeply

- Interdisciplinary

- Challenges students to apply concepts in new, creative ways.

- Allows for advancement, extension, and/or enrichment in all units

- Relevant to advanced students' academic needs (pre-assessment practices) and interests

- Models and fosters adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

- Supports gifted students through teachers seeking understanding and identifying barriers common to gifted learners' learning and social/emotional growth.

- Analyze secondary students' test data with the students and other stakeholders in the fall.

- Further develop and communicate the ways UPA develops the potential of students in grades K-3.

- Create an online resource bank for teachers and administrators, counselors, etc.

## Planned Sources of Evidence

* Training logs and family notification in newsletters.

* Annual survey of students and families that includes questions about differentiation and feeling supported with relevant challenge that leads to rigor.

* Concept-based learning strategies will be shared with families via newsletter and teachers via training.

* Differentiated Education Plans showing growth.

* Increased growth on assessments.

* Decreased withdrawal rates.

* Inventories of curriculum and curriculum-related resources.

* PD collaboration with other departments.

* Agendas and minutes from collaborative meetings and meetings regarding data.

## Documents

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

**Union Preparatory Academy at Indian Trai (90C) 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 coordinator of AIG services will have has an AIG add-on license and/or AIG certification. Should there be no AIG-certified candidate available when an opening takes place, the new hire will work with the Special Populations Coordinator and/or a person certified in AIG services to coordinate services while working on AIG certification.

The AIG Coordinator at UPA works with all grade levels and support staff to guide, plan, develop, implement, revise, and monitor the Local AIG program and plan. The AIG Coordinator will have time for lesson planning and office hours to fulfill both duties.

Push-in services will be to facilitate small group instruction, foster analytical thinking, to model lessons for classroom teachers, and/or to observe teachers to assist in growth of gifted students when the classroom teacher has not met LEA AIG requirements or is not AIG certified. Push-in services are to be provided by the AIG Coordinator, an AIG specialist, and/or someone who has been trained to meet board criteria.

Collaboration with key stakeholders to plan and revise the Local AIG program and plan will happen through meetings with key stakeholders, including the Local AIG Board and the AIG Coordinator.

Some of the duties of the AIG Coordinator include, but are not limited to:

• Overseeing the screening, referral, and identification process.

• Maintaining documentation of student identification evidence via the student information system after the Local AIG Plan is approved (currently documentation is maintained on file)

• Advocating for the needs of AIG learners of all grade levels by leading with educators, families, students, faculty, and staff.

• Monitoring implementation of program services and staff through push-in services, meetings, pull-out services, observations, and collaboration

• Providing resources to those who teach AIG students.

\* Participating in professional development opportunities to maintain AIG add-on licensure

• Participating in professional development opportunities, including regional and statewide meetings when possible, to support gifted programs

• Providing professional development to those who teach AIG students through written communication, training, and/or push-in services

• Developing partnerships with families, educators, administrators, and other keys stakeholders to build support for the AIG program. Examples of how this will be done may include, but is not limited to:

A. Providing resources to those who need it online or physically.

B. Attending relevant meetings.

C. Sharing data from identification, growth, and areas of need with key stakeholders.

D. Communicating gifted traits of underserved populations with other support staff who may be serving students with gifted traits but not have been identified, yet, providing ideas, resources, and support as needed.

The AIG Coordinator will provide AIG pull-out services and push-in services to students' whose teachers are not certified for AIG or whose teachers have not met the LEA AIG requirements.

The AIG Coordinator will guide teachers who do have the AIG add-on license and those who have met LEA requirements in:

A. The identification process

B. Strengths-based goal writing for the Gifted Differentiated Education Plans

C. Following the Local AIG Plan

D. Addressing concerns teachers may have about academic or affective growth.

**\* 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.

Currently, UPA has one AIG specialist serving as the AIG Coordinator for grades K-11, with 12th grade being added to UPA in the fall of 2025.  The AIG coordinator has an AIG add-on.

The AIG Coordinator does the following:

- Trains teachers and administrators for the following:
  - Annual training for gifted traits and identification.
  - Differentiated Education Plan training.
  - Meeting Board Criteria.
  - PLCs
  - BT/Mentor Training if topics of need are relevant to AIG students.
- Hosts meetings for families and/or educators and/or students for:
  - Meeting Social/Emotional Learning needs
  - Informing families of services

- Meeting Academic and Intellectual Needs
  - Creating goals
  - Acceleration meetings
  - Reviewing data
  - Other meetings as needed.
- Provides pull-out and push-in services.
- Revises the Local AIG Plan with the Advisory Groups.
- Attends meetings and training to improve services.
- Attends events to inform parents and guardians of what we offer at UPA and help families learn how students are identified.
- Helps with key transition points.
- Communicates with other support staff to support students.
- Writes the newsletter.
- Advocates for gifted learning needs.
- Requests meetings with administration, MTSS, and other key stakeholders to work on ensuring that the AIG coordinator is integrated with school-level MTSS teams to better represent, provide information about, advocate for, and serve the needs of gifted students within an MTSS context.
- Tracks and shares data and creates plans based on the data.
- Review professional articles, books, DPI updates, legislation, and more to foster the richest advocacy opportunities possible.
- Collaborates with key stakeholders to meet the needs of AIG Students.

Other AIG Support:

In the summer of 2024, multiple teachers participated in an institute to learn about differentiation and meet board criteria to have AIG clusters. These educators act as advocates for gifted needs, and all are teachers who should have gifted clusters in their class if clusters of students are identified. One kindergarten-first grade teacher has a group of students who were high-achievers on kindergarten screening and/or on NWEA's MAP test, or had other demonstrations of being high-achieving students. Several were placed in her class due to having gifted traits but may not test as high-achievers. These students will be given aptitude tests, and identification rubrics have been started for most students in this K-1 class. The teacher provides advanced instruction and curriculum to these students and works with the AIG coordinator.

Three middle school teachers attended the institute and have clusters of AIG students in advanced classes and honors classes. These teachers support students with relevant rigor, social-emotional growth opportunities, and communicate with families of AIG students, demonstrating they understand the impacts giftedness has on AIG students.

Those who meet board criteria or who have AIG add-on advocate for gifted needs, help their teammates learn how to meet gifted needs, and are to provide instruction for clusters of students in that teacher's content area.

Those who are AIG specialists as well as those who meet board criteria are to help in creating Differentiated Education Plan goals. They report to the AIG Coordinator if there are concerns or if they have ideas to share to strengthen programs and/or services.

**\* 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.

To model best practices in gifted education, when possible, training will include opportunities for participants to use higher-order-thinking skills and/or Depths of Knowledge activities at a higher level. Lecture should be avoided when possible.

In August, professional development will include classroom teachers, instructional specialists, student services personnel, and administrators. This PD will include:

1. What the AIG program and services will mean to their unique roles.

2. Any relevant changes to the AIG program and services.

3. Opportunities to determine how gifted traits can impact their role at UPA and the students they serve.

4. Information and resources they may need, including information on the AIG identification process.

5. Information on how the AIG Team will support them.

6. Training on gifted multilingual and EC students.

7. How to nominate a student for AIG screening.

8. A survey will be given to determine what other AIG training or resources may be needed.

9. How to set students up for success for the first week of school and the year.

Classroom teachers who do not have and are not seeking AIG add-on or working on meeting LEA AIG requirements will receive training via online options; during Professional Development and/or PLCs; during meetings requested due to student or classroom teacher needs; during meetings with grade-level teams; through the teacher of AIG students' handbook, and with other training as needed. These trainings will be to learn more about:

1. Differentiation for gifted and advanced learners during whole group instruction, small group, and independent learning time.

2. Setting strengths-based goals and implementing Differentiated Education Plans in the classroom.

3. Identifying traits of gifted students and how they impact learners all day, every day. These traits are to include social, emotional, academic, and intellectual traits.

Training to meet LEA AIG Requirements:

1. Teachers will have the opportunity to pre-test out of appropriate sessions, learning skills missed if passing. These teachers will also have opportunities to assist in leading training, gaining leadership experience.

2. Educators seeking LEA AIG approval will demonstrate mastery of the following by creating evidence that is relevant to their anticipated role in providing AIG services:

   A. Gifted characteristics
   B. Overexcitabilities and Emotional Intensities
   C. Asynchronous Development
   D. Perfectionism & Underachievement

E. Basic Differentiation and how we implement the Differentiated Education Plan at UPA.
F. Questioning
G. Tiering
H. Compacting and other acceleration types
I. Independent Studies
J. Seminars
K. Concepts
L. Concept Development
M. UPA's Local AIG Plan, particularly those regarding AIG teachers, programs, and services
N. Differentiated Education Plan and setting strengths-based goals
O. Underserved Gifted Populations– Identifying and serving needs
P. History of Gifted Educaiton and Research, including top issues in Gifted Education today

3. Families will be notified if the teacher meets board criteria.

---

**\* Practice D**
Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

Teachers who are general educators and teach math or ELA to gifted students will meet board requirements if the teacher does not have an AIG add-on license. Teachers who do have gifted students and teach them for their subject(s) of identification but do not yet meet the criteria will have gifted students be pulled out and/or receive push-in services while the teacher averages three hours of training per month until requirements are met. General education teachers who are not teaching math or ELA to gifted students but have gifted students in other subject areas will participate in annual training that is relevant to their position. In addition, these teachers will have access to AIG teachers, coordinators, and the AIG Coordinator to best meet the needs of gifted students during other times of their learning day.

---

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

**Recruitment**- UPA will do the following to retain and/or recruit AIG-licensed professionals, including those of diverse backgrounds:
• UPA strives to hire personnel who relate to our local, diverse community.
• Current staff members are encouraged to share openings with those who understand our needs and diverse population while seeking highly-qualified candidates.
• The AIG Coordinator is involved in the interview and hiring process for candidates seeking to work with AIG students.
• Job openings are posted on CSUSA's career openings site and at career fairs in the Charlotte metro area.
• Provide training specifically intended for AIG certification or meeting LEA AIG requirements.
• Survey current staff to see who would like to obtain training to meet Board criteria to teach AIG students.
• Use data to determine teacher leaders of gifted students and have them support their colleagues and teach gifted clusters.
• **(Retention)** Common meeting time will be built into weekly or daily schedule for training and meeting between AIG teachers.
• (Retention) Time will be allotted for office hours to meet state requirements from DPI, portfolio management, data management, and parent/guardian meetings for the AIG Coordinator and others in AIG roles who may have these requirements.

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

Focused professional learning opportunities to change mindsets are provided in numerous ways:
1. Professional development during PD days. These include, but are not limited to:
a. Training on the identification of gifted students, with portions on why and how to identify underserved populations.
b. Training on the various levels of services and how to implement the Differentiated Education Plan in all subject areas, focusing on how and why to provide excellent learning opportunities for all gifted learners.
2. Email updates of services that include tips on how to help gifted learners of different underserved populations and the gifted population in general.
3. Informal feedback is received during push-in services. AIG teachers will share observed needs with the AIG Coordinator to determine professional learning needs.
4. Formal feedback to address changing mindsets, policies, and practices will be determined from surveys and other data the school may have, such as MTSS data.

**\* 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.

The AIG coordinator works with administrators, teachers, and other key stakeholders to identify needs in training. The training is based on AIG program goals, LEA goals, CSUSA goals, CSUSA regional goals, and best practices in gifted education. The training is provided with best practices in gifted education kept in mind.

Opportunities to apply and/or refine professional learning happen in various ways. Some examples include, but are not limited to:
1. Classrooms that receive push-in services receive feedback from the service provider, allowing teachers to apply and refine skills learned during professional development. During this time, teachers are able to request additional training for small or large groups. If their ideas match other school initiatives, this is included in that training. If not, training is provided after school, during professional development on Teacher Workdays, or training materials or resources are shared with the teachers seeking the specific training.
2. During some professional development, participants create a product that involves their specific role in the school. This product is typically shared in small group, a gallery walk, a presentation, shared file, etc., that receives feedback from others.

3. Additional resources are provided in the Gifted Differentiated Education Plan resources file or binder that include tips on how to apply and/or refine practices learned during professional development.
4. Those who need additional assistance applying and/or refining skills from professional development using best practices in gifted education may request a meeting with the AIG Coordinator.
5. The AIG Coordinator reads administrative emails about current initiatives and listens during meetings, sharing ideas for future training that aligns with initiatives and AIG needs. At that time, it is decided if the AIG coordinator presents with others, or who should present the training.
6. Prior to Teacher Workdays and Professional Development Days, the AIG Coordinator communicates with administration to determine training that may be needed for the AIG Coordinator to co-plan with others.

7. For the fall of 2025, there will be a Strong Minds UPA AIG Plan 101 guide created for teachers. It will cover plan specifics that impact teaching and their students. A similar guide will be prepared for administrators. These guides will be given to new hires during the school year as part of their welcoming kit.

8. The AIG Coordinator, or a designated representative who is familiar with gifted needs, will participate with the School Improvement Plan planning process with administration and other stakeholders.

**\* Ideas for Strengthening the Standard**

- Increase the number of teachers meeting board criteria and increase the number of teachers who have an AIG add-on.
- Create online training, or use online training already available.
- Job-embedded training during push-in communicated with teachers and families.

- Provide honors training for those teaching honors courses.

## Planned Sources of Evidence

* List of teachers with AIG add-ons and teachers who meet board criteria posted on the website and shared in the newsletter, explaining why this is beneficial to AIG students.

* Records of admin and other staff attending training.

* Products, or record of products, teachers and staff create during training.

* Technology platforms for training and collaboration.

* Stakeholder survey results and focus groups' feedback.

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

Union Preparatory Academy at Indian Trai (90C) 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.

To foster two-way relationships with parents and guardians, the AIG Coordinator and/or a designee trained in gifted needs, hosts Informed Consent meetings, encouraging families to reach out when their child has needs that are not being met. During the Informed Consent meeting, and through other forms of communication, parents are notified to contact the AIG coordinator or their child's AIG specialist if there is talk of evaluation for any potential diagnosis that may impact their child's learning. If they are going through the IEP or 504 process, they are encouraged to contact the AIG personnel working with their child and often do.

Parents and guardians are invited to participate in the annual survey. This survey is now sent through TalkingPoints to ensure it is sent to the most current legal guardian as TalkingPoints is updated once UPA receives notification of a change in legal guardianship.

Parents are notified of the survey through the newsletter and TalkingPoints.

The two-way relationship is also fostered when the AIG coordinator attends events through the school. In communication with families, whether they be small group, whole group, or individual communication, the AIG coordinator encourages parents and guardians to contact the AIG coordinator about any ideas they may have, concerns they may have, questions, etc. The newsletter typically has a key concept of focus that helps families process information related to giftedness, and this often opens lines of communication the families pursue. Information on meeting the social-emotional needs and communicating with IEP and 504 staff may also be included in newsletters and at family informational events such as Open House and conferences and may be included in the AIG portion of the school's website.

TalkingPoints is used to communicate with parents and legal guardians. Parents often respond to newsletters, updates, and more. They are encouraged to contact the AIG specialist via TalkingPoints or email and often do.

The newsletter and TalkingPoints messages are most often focused on academic and intellectual growth as well as social/emotional growth. Resources are accessible to families to learn more about how to meet the needs of their children, but parents, guardians, and students know the AIG coordinator will meet with those in need, and/or those who are interested in sharing ideas.

In addition, UPA suggests families volunteer 30 hours per year. Families are notified of ways they may help the AIG program. They may help by completing tasks at home, at school if they completed a background check and training, or they may volunteer by providing materials. Parents and guardians have created after school clubs at UPA, and others have connected us with organizations and companies in the area that provide after school clubs on site. In addition, parents and guardians often share which athletic associations and organizations they use that are off campus and nearby to help others with similar interests know of existing options.

We have a field trip each year for some grade levels that purposely fosters intellectual growth as well as social/emotional growth. Parents and guardians are encouraged to attend, and a description of the benefits of attending the field trip is shared with families so they understand why the field trip is beneficial to the development of their child. Parents get to know each other on these trips and share ideas and ask questions of those working with AIG students. These field trips have become an opportunity to brainstorm various ways to better support our students and our school.

Another event we host annually is the Talent Development Showcase. A theme is chosen each year, and families are invited to attend as well as teachers. During this event, families also receive information about AIG services. After the event, families provide feedback to enhance the event and/or services in the school. Again, AIG families network at this event. Parents also contact the AIG specialists during the planning process to share ideas and ask questions. Students are encouraged to have their parents ask questions.

Parents and guardians are provided ideas for resources to keep their children in love with learning, not simply completing more work at an advanced level. Ideas are often sent home to families via TalkingPoints and/or the newsletter. An example is that if students are ready to work on adding, families receive ideas to do at home that involve addition. Playing board games, playing restaurant or store to add up a bill and use coins (and also work on decimals), and noting how addition and subtraction feel related is encouraged.

AIG and Talent Pool students' goals folders are plastic with prongs so the folders may handle frequent usage. Beginning in 2025, AIG students will have goals folders with their goals in them. Currently, they have materials students may use in general education classrooms, during AIG pull-out services, and at home. Many parents look at these folders, but it is not required for them. The folders are there as an option to support their child. Academic and social/emotional goals are created by students and approved by or revised with their parents/guardians.

An annual meeting will be held to review key stakeholder data and survey results. Parents, guardians, and students will be welcome to discuss concerns and ideas regarding gifted learners, and administration will be invited to attend.

An AIG advisory board will include parents and guardians when revising the Local AIG Plan and may meet to discuss annual survey results and as needed if other needs are identified.

To establish relationships with multilingual learners, information is shared on media platforms which have either built-in translation options or they have QR codes added to the resources to a translation. Translation services are available to families if they speak languages the AIG specialists do not speak should families need translation services.

The AIG coordinator trains new push-in service providers on methods to identify multilingual learners who have gifted traits. If a person is hired for push-in services, this person will be trained on how to include multilingual students and all students using manipulatives and small group discussions with critical thinking questions in ways that foster growth in English-speaking abilities but also in nonverbal communication. As part of push-in services, teachers are reminded to include multilingual students who may be learning quickly and have gifted traits. Research shows that those who speak more than one language and practice academics in two or more languages eventually surpass their monolingual peers. As a result, students who are monolingual are encouraged to choose a language or more that they are interested in and learn vocabulary in another language and practice the concepts at home. The entire group is often reminded to ask their families if they do not know how to state academic vocabulary in their native language(s) and to find fun activities at home that are related to the concepts.

The AIG coordinator and/or a designee who is trained in gifted needs, attends events such as kindergarten round-up, kindergarten screening, grade level transition meetings for families, Open House, and other events. At these events, families are encouraged to share input, ideas, and ask questions.

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

The AIG Coordinator participates with the NAGC and NCAGT through social media, using online resources and printed resources to share with families, and attends some of their conferences. Information about enrichment opportunities and extension opportunities are shared with families. Resources are also used to provide UPA staff relevant professional development opportunities and additional resources.

UPA also partners with Central Piedmont Community College for dual enrollment for students in grades 11 and 12.

UPA will offer Cambridge courses for the high school level, enhancing opportunities for AIG students.

Prior to summer break, and when known to be available, resources for summer enrichment programs are shared with UPA AIG and Talent Pool families.  These are shared via the newsletter.  These include opportunities with institutions for higher education, area business, and area organizations.

**\* 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.

An advisory group will be formed.  It will include parents and guardians of gifted students, community members, teachers of AIG students, and other instructional and support staff.  Support staff includes school counselors and other mental health professionals, multilingual education staff, exceptional children's department staff (EC), MTSS, and more.  Personnel from K-12 will be included.  Administration will be invited to meetings and will be included electronically and in other meetings as needed.  Parents, guardians, and students will be invited to attend using online platforms that can be translated.  Paper documents will be made available for students who may not have internet or access to technology.  Translators are typically available to translate.  Interpreters are available for meetings.  This advisory group will implement and monitor the Local AIG program and plan.  Childcare will be provided for in-person meetings for parents and guardians.

Meetings options will offer in-person and virtual meetings as well as online communication.

The AIG Advisory Group will meet annually to monitor the Local AIG Plan and program and determine if new school initiatives, programs, services, curriculum, or other changes meet or conflict with gifted needs and address changes as needed.  If changes appear necessary, these changes will be proposed to the Board of Directors.

In non-planning years, we will meet around mid-October.  In Local AIG Plan revision years, the AIG Advisory Group will meet in January unless state recommendations or requirements change.

The AIG Coordinator will contact people from Institutions of Higher Education regarding the Local AIG Plan, including their feedback and inviting them to future meetings.  Communication will focus on ways to strengthen the relationship between our school and theirs so we may help train highly-qualified candidates to work with AIG students and we may prepare AIG students at UPA to be the students they seek.

The AIG Coordinator sends out interest surveys to key stakeholders.  One survey is sent to parents and guardians of AIG students.  Another is sent to staff members.  Surveys are sent out via various forms of communication to ensure as many people are aware of the advisory group as possible.  The AIG Coordinator analyzes survey results to look for the following:

1. Are there representatives from the different grade spans within UPA?
2. Are there representatives from the different support teams?
3. Are there representatives that represent the overall population of our school and our program?

If a part of the population appears not to be represented, the AIG Coordinator, who knows UPA families, contacts individuals to ask if they would help support positive changes in the school.  The AIG Coordinator also asks the administration, the PTC, and key staff members for ideas of people to ask if we do not have a group that represents our population.

**\* 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.

The local AIG plan and information about the AIG program will be shared on the LEA's website. Information about current events will be shared using online communication. These online communications offer translation services, and translation/interpretation services are available for offline communication. Links to policies related to gifted education will be on the LEA's website once the AIG plan is approved.

Currently, UPA utilizes TalkingPoints as a means of communication. This particular app allows parents to choose language settings and quickly updates changes in guardianship.

The Local AIG Plan is also shared via email when reference is made to it, and a QR code or link is shared during parent information events such as informed consent meetings, open houses, and more.

Brochures have been made for families of new and/or prospective students, families of newly-identified students, and more. These have been made to inform families of the identification process, services, programs, and more. QR codes to translatable links of the brochures are also included.

The AIG Coordinator, or appropriate designee, will attend at least one Board of Directors' meeting per school year to share data and highlights of student successes.

UPA will use TalkingPoints and other forms of media to communicate information about the Local AIG plan, meetings, and policies.

Social media is used to share good news locally. Information about how students were assessed to skip levels in math is one example. Families see posts about the annual field trip that is overnight and how it meets the needs of AIG and other students with interests related to the trip.

Our school has many families that speak less commonly-spoken languages, but to keep the communication accessible, we use TalkingPoints and check new tools to see if they allow more than just 2-3 languages to be translated. Our school has interpreters and seeks interpreters if we get a new family that speaks a language we do not yet have an interpreter for.

A digital presentation will be created to share with prospective families and current families. This digital presentation will showcase our local AIG program, services, plan, and policies that provide AIG students with access to learning, social/emotional support, and support in other areas of need.

**\* Ideas for Strengthening the Standard**

- Communicate about opportunities to participate in focus groups annually.
- Communicate opportunities for middle school and high school AIG students.
- Increase communication about opportunities for elementary AIG students.
- Communicate opportunities to support AIG services and students.

- Use data with the focus group to create yearly goals for the AIG program and monitor growth.

## Planned Sources of Evidence

* TalkingPoints and social media posts about opportunities for AIG students in grades K-12.

* TalkingPoints and social media posts about focus groups forming.

* Agenda and meeting minutes from focus group meetings.

* Newsletter with suggestions of ways families may support AIG services.

* Family and stakeholder handbooks to include ways they may support AIG services.

* Focus groups' goals shared via TalkingPoints and via social media or print.

* Focus groups' review of goals after each year is completed.

* Stakeholder feedback from surveys.

* Goals feedback forms and reflection on growth from parents/guardians and students

* The newsletter with opportunities for parents/guardians and students to provide feedback.

* Including information in brochures and the handbooks on how to collaborate.

* A link to a form to reply to data and survey results.

* Field trips including parent and guardian feedback as well as student feedback.

## Documents

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

Standard 6: Program Accountability

Union Preparatory Academy at Indian Trai (90C) 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.

The Local AIG Plan Development Process includes:

1. AIG Coordinator receives information on new standards, then revises the stakeholder surveys for the Local AIG Plan revision. The AIG Coordinator collaborates with administration and key stakeholders if questions arise about adjustments to survey questions.
2. The AIG Coordinator ensures the survey is sent out after notifying the administration about the surveys.
3. When the surveys are sent out, and in newsletters and other forms of communication, parents and guardians are encouraged to join the AIG Focus Group for parents/ guardians.
4. Invitations to join the Staff AIG Focus Group are sent out.
5. Students are invited to join an AIG Focus Group for students.
6. The AIG Coordinator compares the feedback on the last AIG plan to new standards and new standards unpacking documents, attending training on the revision process when possible.
7. AIG Advisory groups meet and/or communicate through online communication to revise the Local AIG Plan after reviewing survey results and learning key vocabulary and concepts about giftedness.

The written plan is being developed revised and will be updated as required. The plan will be submitted to the local board of education Board of Directors and approved during the June board meeting prior to submitting it to SBE/DPI for review and comment.

**\* 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/Specialist leads the AIG Focus Group meetings annually to monitor data, discuss the implementation of the plan and discuss any updates relevant to stakeholders. The focus group members will be given a copy of plan to use as a reference at the meetings.

The AIG Coordinator/Specialist meets regularly with the leadership team and classroom teachers to review implementation of the Local AIG Plan and student performance data. The summary is submitted to the school's leadership team and the Board of Directors.

Data, survey results, and updates on legislation will also be shared with grade-level and content-specific teams. These The AIG Coordinator/Specialist leads the AIG Focus Group meetings annually to monitor data, discuss the implementation of the plan and discuss any updates relevant to stakeholders. The focus group members will be given a copy of plan to use as a reference at the meetings.

The AIG Coordinator/Specialist meets regularly with the leadership team and classroom teachers to review implementation of the Local AIG Plan and student performance data. The summary is submitted to the school's leadership team and the Board of Directors.

Data, survey results, and updates on legislation will also be shared with grade-level and content-specific teams. These are shared in presentations and used to plan for student and program growth.

Relevant data from surveys and tests as well as legislation updates will be shared with families.

If survey feedback, data, or observation indicate that a change in the Local AIG Plan is needed mid-cycle, the revision process will be followed using the steps described in Standard 6a.

**\* 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.

A budget using allotted state funds, local funds if applicable, will be developed by the principal and monitored by the Board of Directors to address the needs of the local AIG plan in accordance with state policy.

State-allotted funds are utilized to purchase materials for state development. UPA aims to continue increasing books and online resources available focusing on gifted learning needs and teaching strategies that would be available to staff and/or family. Some books include, "Teaching Gifted Kids in Today's Classroom" by Dina Brulles, PhD., "Education of the Gifted and Talented" by Gary A. Davis, Silvia Rimm, and Del Siegle.

The funds are also used for classroom materials for gifted and/or high-achieving students that work with the AIG coordinator or specialist. These materials include reproducible books from the Critical Thinking Company, Jacob's Ladder Reading Comprehension Program, Hands-on-Equations, Lakeshore self-teaching activities, magnetic letters to explore roots and affixes, etc.

The funds are also used for some professional development for the AIG coordinator and/or specialist(s). Some of the professional development included the NAGC conference and training with DPI.

Funds are also provided to purchase licenses for aptitude tests such as the CogAT, NNAT, and tests to identification of students in grades K-11.

**\* 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.

Student growth and annual drop-out data will be maintained and analyzed by key stakeholders. Student growth and achievement is shared with teachers, parents, students, administration, and other key stakeholders. NWEA/MAP growth data is analyzed at the middle and/or end of the year and shared with key stakeholders. The AIG Coordinator analyzes the data for patterns to determine necessary changes, sharing information with relevant stakeholders. After NWEA/MAP testing, detailed reports show what students may need to work on such as, but not limited to:
1. Rushing or signs of test anxiety by taking a long time. Focus on studying skills and calming strategies may be needed.
2. Specific skills needing significantly more challenge.
3. Specific skills needing extra support.

Administration reviews EoG and EoC data. The AIG Coordinator reviews this data to determine who may need further screening and determine which AIG students may need additional supports in place to grow for the following school year. Data is also shared with students when they write their goals.

Dropout data is monitored in late August to compare the current enrollment names to the previous year and track who left the school. Beginning in 2025, if contact information is available, an exit survey will be sent to the parents and guardians of those who leave to determine if changes in the Local AIG Plan may be needed or if there are other reversible trends in students leaving the school. Results of the annual drop-out data will be shared with administration, the Board of Directors, and other key stakeholders.

Assessment data is analyzed as it arrives and shared with key stakeholders once it has been analyzed and put into an easy-to-read format for the audience.

Data will be collected over time to look for trends. These trends are shared with key stakeholders to determine if changes are needed in AIG services and/or programs, schoolwide changes may be needed, or if other changes are possibly needed. This data is used with gifted traits and needs in mind to inform mindsets. Our high school is new, so data such as AP and CIE, dual enrollment, and CTE courses will have starting data but no data from multiple years until later in this plan cycle. Data will be collected by contacting those who receive results and gathering data to look for possible trends. Trends will be shared with administration and other stakeholders.

Annual data will be shared with the administration, the Board of Directors, and key stakeholders.

Annual data will include student growth, headcount, dropout rate, updates on identification, and feedback from survey results.

Plan for drop-out prevention:

1. Administrators will be notified there are steps for drop-out prevention and what current best practices and warning signs are.
2. Signs of disengagement will be monitored when looking for students whose scores decreased or participation in programs have changed.
3. Teachers will be given opportunities to share concerns about students who seem disengaged or perform below perceived potential. A link to a form is sent to teachers to complete if they notice behavioral or academic changes that are concerning.
4. Teachers will receive a list of signs that gifted students may drop out or unenroll for reasons other than location/transportation.
5. Data from the headcount will be reviewed to determine if there are populations which are possibly under-identified who may be at risk of dropping out as a result.

* 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.

The representation of traditionally under-represented populations will be monitored by administration, the AIG Coordinator, and AIG specialists.

Data sources to be used for referral, identification, services, and retention of services may include, but are not limited to:
1. EoG, BoG, EoC, PSAT, SAT, and ACT Data
2. Demographic data and AIG rosters
3. NWEA's MAP test and growth results
4. Gifted Rating Scales results after training is provided to those completing the scales.
5. Multilingual data and referrals for screening.
6. EC data and referrals for screening.
7. Having multiple pathways and levels of service to allow for use of Gifted Rating Scales and/or aptitude testing.
8. Universal aptitude screening results.
9. Referrals for screening from staff members who work with various special populations.
10. Tracking teacher training of identifying gifted traits

Research and ongoing collection and analysis of data has brought forth intentional equity-based changes in AIG identification. The identification process utilizes multiple criteria (achievement, aptitude, rating scales, and portfolio) to determine eligibility for gifted identification. UPA has a data tracker with conditional formatting to collect and analyze student data.

Referral forms and screening forms document testing and results for gifted identification and are required to code a student as gifted in the student information system. All data from annual gifted screening processes is maintained to examine identification rates among various subgroups and trends across schools. We utilize data from our Fall and Spring AIG Headcounts, and our own data trackers with built-in coding to analyze our practices for gifted identification.

The AIG Coordinator monitors data, sharing trends and updates with administration and any relevant key stakeholders and makes intentional, strategic moves to address the identification and support of underrepresented students.

Our portfolio process allows us to screen students who may not test well from any of our subgroups. We have also revised scoring methods and indicators in an effort to capture the diverse ways gifted characteristics are demonstrated across races, cultures, and with twice-exceptionalities. We use push-in, critical thinking lessons, teacher training, and Critical Thinking bins to help teachers more easily identify gifted traits in their classrooms, opening up more opportunities for referrals and creating opportunities for portfolio development. The AIG coordinator is included in meetings with families prior to starting kindergarten to help identify students who may have gifted traits and need supports as school starts. We will continue to use data to reflect and improve our practices to ensure the representation of all demographics in all age groups in AIG programming.

The inclusive nature of our programming at the elementary level increases access to students who may not identify as AIG in any capacity but demonstrate substantially high levels of performance or the potential to perform. Services are provided based on demonstrated need. We have also begun to collect push-in data to capture who is being served in Talent Pool. UPA is beginning to track data for other advanced learners who are above grade level but do not qualify for services. This will allow us to provide individualized coaching and support to classrooms that may not be expanding access beyond AIG.

**\* 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.

Documentation of those attending AIG training provided by the school and/or AIG coordinator will be documented by the AIG coordinator as well as the school personnel responsible for tracking training hours for PD certificates.

Annual AIG training for all staff is aligned with UPA's goals along with DPI's AIG standards. This is also the case for those receiving training to meet board criteria. When hiring someone to work for the AIG Department, Human Resources and administration verify whether or not the person has an AIG add-on or if they met board criteria within another district or charter school. If the person met board criteria at another school, the criteria required to meet their qualifications will be reviewed. If the previous school's criteria is lacking in any key concepts, that training will be provided so the new hire will meet our board's criteria. Like all training to meet board criteria, training will be tracked on a digital spreadsheet. This spreadsheet will be posted on the school's AIG page, shared with administrators, and shared with families in newsletters on a resources link.

Teachers who have their AIG add-on and/or gifted teaching credentials from another state will have their names listed in a similar spreadsheet to share with administration, parents and guardians, and students on the AIG page of the school's website. This will also be shared in a resources link for the online newsletter.

Evidence of partnering with administrators to discuss needs of UPA's AIG program will be shared with families. Families will be notified of the request to meet with administration to determine appropriate placement of AIG students. Families are informed about cluster grouping on the website, through informed consent meetings and/or brochures, and during other meetings with parents and guardians.

The AIG coordinator requests meetings with administration to discuss the goals of the AIG Program. A formal agenda will be created in advance, when possible, to discuss the goals of the AIG Program with administration from the elementary school, the middle school, and the high school.

When the AIG coordinator knows the school is hiring someone to work with AIG students, the AIG coordinator will provide the administrators and/or Human Resources with a list of qualifications and skills to look for.

**\* 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.

Feedback will be elicited from students, parents/families and legal guardians, teachers, and other key stakeholders annually in the form of a survey. All stakeholders are encouraged to provide feedback and reminded to do so in regular communications in addition to providing feedback during the annual survey.

Survey questions will be written to parallel the self-assessment tool. Survey results may be used for the improvement of learning in all grade levels and content areas, not just for AIG programming. Results may be used to make adjustments to services and programs that require no change to the Local AIG Plan, that require changes to be approved by our Board of Directors, or to plan for long-term changes on the next Local AIG Plan.

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

School personnel, the school improvement committee, MTSS, administrators, and the Board of Directors will receive digital copies of the survey results. In addition, results may be shared in a Board of Directors' meeting as well as with a meeting with MTSS and administrators. Evaluation data may be shared with other stakeholders as well.

Survey results will be shared with families via TalkingPoints and brochures sent home. Brochures include QR codes to translatable documents and for the ease of those who prefer to read brochures on a device but are unaware of the website.

* **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 rights of all AIG students and their parents and families are safeguarded through established written policies, procedures, and practices that will be shared on the LEA website and/or in the parent/guardian AIG and Talent Pool handbooks. The handbooks include information about informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

District policies exist that protect all students and their rights. In the event of a disagreement of AIG identification and/or services between parents/guardians and the LEA, parents have access to a step-by-step Resolution of Disagreements procedure. When parents fail to agree with a decision of the school-based AIG Advisory Board (AAB) regarding placement or services, the following procedures may be used for dispute resolution. These procedures are:

1. A parent/guardian may submit a written request for a conference with the AIG Coordinator within five (5) school days of their disagreement with AIG identification or with the AIG services offered. Within ten (10) school days after receiving the parent/guardian's written request, the AIG Coordinator shall schedule and hold a conference with the parent/guardian to discuss their disagreement. The AIG Coordinator shall review the academic and behavioral data of their child with the parent/guardian. The AIG Coordinator shall provide written notice of the decision to amend or maintain the child's placement or notice of the decision to amend or maintain services to parents/ guardians and the Differentiated Education Plan Team within three (3) school days of the conference. The Step 1 decision shall specify the basis for the decision. If no resolution occurs at Step 1, the parent/guardian may proceed to Step 2.

2. Parent(s)/Guardian(s) may submit a written request for a conference with the Principal within five (5) school days of receiving the Step 1 decision. Within ten (10) school days after receiving the parent/guardian's written request, Principal shall schedule and hold a conference with the parent/guardian to discuss their disagreement with the Step 1 decision. The Principal shall review the academic and behavioral data of their child with the parent/guardian. The Principal shall also review the Step 1 decision. The Principal shall provide written notice of the decision to uphold, overturn, or modify the Step 1 decision to the arents/guardians and the Differentiated Education Plan Team within three (3) school days of the conference.

The Step 2 decision shall specify each basis for the decision. If no resolution occurs at Step 2, the parent/guardian may proceed to Step 3.

3. Parent(s)/Guardian(s) may appeal in writing to the Regional Special Populations Coordinator within five (5) school days of receiving the Step 2 decision. The Regional Special Populations Coordinator shall review the record containing all documents provided throughout each step in the process to resolve the disagreement. The Regional Special Populations Coordinator shall uphold the Step 2 decision if the basis for the Step 2 decision is rational and void of unlawful discrimination. If the Step 2 decision is arbitrary and capricious or unlawfully discriminatory, the Regional Special Populations Coordinator shall overturn or modify the Step 2 decision. The Regional Special Populations Coordinator shall provide written notice of the decision to uphold, overturn, or modify the Step 2 decision to the parents/guardians, theTeam, and the Principal within ten (10) school days of receiving the written request. The Step 3 decision shall specify each basis for the decision. If no resolution occurs at Step 3, the parent/ guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes.

At any point in the hierarchy of procedures, the LEA can recommend mediation with an impartial facilitator. All families have the right to informed consent for identification, informed consent for placement, alternate pathway evaluation (in cases where student qualitatively shows need, but quantitatively not necessarily), reassessment (when requested by parent/guardian), to be given provisional reciprocity when transferring from another LEA, and to have a procedure for resolving disagreements.

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

## * Ideas for Strengthening the Standard

- Share program evaluation data with parents/guardians, including growth and proficiency in each grade level and survey results.
- Communication with families in the fall and spring about how students are identified and may be re-assessed to qualify for additional areas.
- Notify families using more means of communication about how UPA protects the rights of AIG students through policies, procedures, & practices.
- Create a handbook for families and other key stakeholders about protecting the rights of AIG students through policies, procedures, & practices.
- Host an annual AIG focus groups meeting to present survey results, test data, headcount data, legislation updates, and plan annual goals for AIG programs and services based on the demonstrated needs.

## Planned Sources of Evidence

* Annual Gifted Education Plan meeting agendas, minutes, and data.

* Handbooks on how UPA protects AIG students through policies, procedures, and practice will be created for administration and non-instructional staff, teachers, parents/guardians, and students.

* Admin guide for dropout and withdrawal prevention shared online with read receipt or signature.

* Growth and proficiency of AIG students will be compared to overall school performance and other subgroups and reported to key stakeholders, including parents/guardians and students.

* Growth, proficiency, enrollment, withdrawals, and dropouts will be reported for the following groups:

* Data presentations reflecting on academic growth, SEL growth, turnover, single-subject acceleration, whole subject acceleration, and demographics - signed by attendees

* Meeting agendas and minutes

* Survey results from all responding stakeholders and feedback from focus groups.

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

AIG Standard 6 Additional Resources                    N/A

Local Board of Education Approval

**Union Preparatory Academy at Indian Trai (90C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

* Approved by local Board of Education on:

05/29/2025

AIG Related Documents

**Union Preparatory Academy at Indian Trai (90C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

## Required Documents

| Type | Document Template | Document/Link |
|---|---|---|
| Local Board of Education Approval Signatures [Upload at least 1 document(s)] | 📄 Local Board of Education Approval Template | 📄 Union Preparatory Academy Board of Directors signed Local AIG Plan form |

## Optional Documents

| Type | Document Template | Document/Link |
|---|---|---|
| AIG Standard 1 Additional Resources | N/A | |
| AIG Standard 2 Additional Resources | N/A | |
| AIG Standard 3 Additional Resources | N/A | |
| AIG Standard 4 Additional Resources | N/A | |
| AIG Standard 5 Additional Resources | N/A | |
| AIG Standard 6 Additional Resources | N/A | |

**Union Preparatory Academy at Indian Trai (90C) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

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