

Overview: Mission/Vision Statement and Funding

Union Preparatory Academy at Indian Trail (90C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

Alison Simpson
Lipchanskiy, Lori - lipchanskiy@indiantrailprep.org ▼

* LEA AIG Contact Name:

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

For 2022-2025, the Union Preparatory Academy at Indian Trail local AIG plan is as follows:

* Mission and/or Vision Statement(s)

The Union Preparatory Academy at Indian Trail (UPA) 2025 AIG Plan provides a comprehensive plan of action to meet the academic, intellectual, social, and emotional needs of gifted and advanced learners. The plan outlines goals, supports, and programs designed to nurture, identify, and effectively serve gifted 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 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 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 57,018.04	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Union Preparatory Academy at Indian Trail (90C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

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

Aptitude and achievement assessments are available for all grade levels, with multiple points for entry to AIG programs and services. Universal screening for aptitude will take place in 1st, 4th, and 7th grades for all students in these grades.

All students in grades K-12 currently take Northwest Evaluation Association's (NWEA's) Measurement of Academic Progress (MAP) testing for math and reading (English/Language Arts). Any student receiving a score in the 77th percentile or above when compared to others of their age group will be referred and receive information for aptitude testing and/or the Gifted Rating Scale. NWEA and state assessment data will be reviewed at the same time annually for universal screening purposes. Students being screened at other times may have data reviewed as needed.

All students in first grade will be screened using NNAT or CogAT if they have not taken the same test within the last two years. Students who are in kindergarten and score in the 95th-99th percentile on NWEA's MAP test or other nationally-normed assessment will be screened using the gifted rating scale.

Students in third grade take the Beginning of Grade (BoG) reading assessment with norms compared to the previous year's end-of-year third graders. Students who receive a score of the 77th percentile or above will be referred for screening using the gifted rating scales if they have already completed the aptitude testing within the past two years.

Students in third grade through high school take North Carolina end-of-year assessments, the End of Grade (EoG) or the End of Course (EoC) assessments. Students who score in the 77th percentile or above and have not taken an aptitude test in the last two years will be referred for the gifted rating scales process if testing is not an option that year for a child.

Other acceptable tests include, but may not be limited to, the ACT, SAT, and PSAT when compared to the same age group.

Multilingual (ML) students who have grown at twice the national growth rate on ML(formerly EL) testing will first be referred for aptitude testing if they have not completed such testing within the last two years. If they have completed aptitude testing and have not qualified via aptitude testing, they may be referred for

the gifted rating scales.

Students who are new to the school and have been identified as gifted at another school in North Carolina or South Carolina will be identified as gifted at Union Preparatory Academy.

Students new to the school who come from states other than North Carolina or South Carolina and have been identified as gifted will be referred for screening.

Faculty and staff will receive training on gifted traits and be able to nominate students for screening at any time. Parents, guardians, students, and other key stakeholders will also be able to nominate students for the AIG screening process.

Students who are nominated by teachers, other students, or by themselves will be given the opportunity to be screened.

The first step, after a nomination is received, is to notify parents/guardians and seek permission to participate in the screening process. Parents and guardians will be notified of the results of screening process and sent a form to sign to accept or decline services for students who do meet identification criteria. Students who do not yet qualify will have parents/guardians notified and may be added to the Talent Pool. Families whose child(ren) are in the Talent Pool who need access to information on gifted needs will have access to resources for gifted needs. Students in the Talent Pool may participate during push-in services and benefit from other activities in the school.

*** Practice B**

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

Achievement- Union Preparatory Academy uses the EoG, EoC, and nationally-normed achievement tests such as NWEA's MAP tests as measurements of achievements. Any student scoring in the 77th percentile or above on these assessments will be referred for aptitude assessments. Those who completed an aptitude assessment within the past two years will be referred to have the Gifted Rating Scale completed.

EL students who grow at twice the rate of the national average on nationally-normed EL testing in any grade level will have the opportunity to demonstrate intellectual giftedness by participating in gifted screening following the identification matrix.

Aptitude- Students who demonstrate a potential need for AIG services and have not been identified via testing may be offered services based on needs identified per the identification matrix. All students in first grade will be screened using an aptitude test such as NNAT. Students in other grades scoring in the 77th percentile or above on the EoG, EoC, NWEA/MAP testing, or other nationally-normed assessments used in gifted practice will be invited to participate in

apptitude testing and/or the Gifted Rating Scales. Students may also be referred for this process by faculty, staff, family members, other students, or themselves. Any multilingual student who grows at twice the national rate on ML (formerly EL) testing will be screened for aptitude using the nonverbal and/or aptitude testing and/or Gifted Rating Scales. Students who are multilingual and who do not receive ML services may be screened using aptitude testing and/or the Gifted Rating Scales.

Potential to achieve- Students may qualify for AIG services using the matrix with multiple pathways. Students who show potential to achieve and identify as Intellectually Gifted but not academically gifted will receive services to meet their unique goals. When possible, these students will be clustered with gifted students and/or other students demonstrating potential to achieve. If not possible, these students will receive pull-out services and/or push-in services if their lead teacher is not AIG-certified or AIG-trained by LEA requirements.

Students who show potential to achieve but do not yet qualify to be identified as gifted may remain in the Talent Pool. Students in the Talent Pool will participate in push-in services as appropriate. If a student in the Talent Pool is significantly ahead in one domain of a subject and the schedule permits and the classroom teacher is not certified or trained for AIG, the student may participate in the specific unit of study during AIG pull-out services with consent from the parent(s) and/or guardian(s) of the child.

Opportunities to demonstrate high aptitude, achievement, and/or potential to achieve occur in all grade levels.

A matrix is used to incorporate opportunities to demonstrate aptitude, achievement, or potential to achieve in the areas of identification using multiple pathways.

Intellectual Achievement

Students may be identified as Academically Intellectually Gifted (AI) if they accumulate a total of 12 or more points through aptitude and achievement; aptitude and GRS; or aptitude alone.

Intellectually Gifted (IG) *Students who receive a matrix score of 12 points but do not identify in any other capacity.

Academically Gifted Reading (AR)

Students who score a minimum score of 6 in reading achievement and reading aptitude.

Academically Gifted Math (AM)

Students who receive a matrix score of a minimum of 6 on aptitude testing or on math achievement and GRS. *

Academically Gifted -both (AG) Students who score a minimum of 12 points through achievement & GRS; portfolio and GRS or aptitude, achievement and GRS shall be identified as Academically Gifted (AG).

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	* Students who score a minimum score of 6 in reading achievement and reading aptitude.	* Students who receive a matrix score of a minimum of 6 on aptitude testing or on math achievement and GRS.	* Students who score a minimum of 12 points through achievement & GRS; portfolio and GRS shall be identified as Academically Gifted (AG).	* Students who receive a matrix score of 12 points but do not identify in any other capacity.	* Students may be identified as Academically Intellectually Gifted (AI) if they accumulate a total of 12 or more points through aptitude and achievement; aptitude and GRS; or aptitude alone.
3-5	* Students who score a minimum score of 6 in reading achievement and reading aptitude.	* Students who receive a matrix score of a minimum of 6 on aptitude testing or on math achievement and GRS.	* Students who score a minimum of 12 points through achievement & GRS; portfolio and GRS shall be identified as Academically Gifted (AG).	* Students who receive a matrix score of 12 points but do not identify in any other capacity.	* Students may be identified as Academically Intellectually Gifted (AI) if they accumulate a total of 12 or more points through aptitude and achievement; aptitude and GRS; or aptitude alone.
6-8	* Students who score a minimum score of 6 in reading achievement and reading aptitude.	* Students who receive a matrix score of a minimum of 6 on aptitude testing or on math achievement and GRS.	* Students who score a minimum of 12 points through achievement & GRS; portfolio and GRS shall be identified as Academically Gifted (AG).	* Students who receive a matrix score of 12 points but do not identify in any other capacity.	* Students may be identified as Academically Intellectually Gifted (AI) if they accumulate a total of 12 or more points through aptitude and achievement; aptitude and GRS; or aptitude alone.
9-12	* Students who score a minimum score of 6 in reading achievement and reading aptitude.	* Students who receive a matrix score of a minimum of 6 on aptitude testing or on math achievement and GRS.	* Students who score a minimum of 12 points through achievement & GRS; portfolio and GRS shall be identified as Academically Gifted (AG).	* Students who receive a matrix score of 12 points but do not identify in any other capacity.	* Students may be identified as Academically Intellectually Gifted (AI) if they accumulate a total of 12 or more points through aptitude and achievement; aptitude and GRS; or aptitude alone.

*** Practice C**

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

Administration will receive a list of identified students to determine if the populations are responsive to our demographics.

The screening process will include universal nonverbal testing and/or Gifted Rating Scales to help identify those who may be gifted from underrepresented populations. All students in first grade will take nonverbal aptitude testing.

A list of characteristics of gifted students will be shared with all parents and guardians, including underrepresented populations, to determine if their child should be screened.

Special populations service providers will receive information on gifted traits and participate in training to help identify students who may need AIG services.

The gifted rating scale process will be used to help identify students not typically identified through current tests or teacher referral.

Staff will 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 to screen students, and why it is important to serve students from under-represented populations.

*** Practice D**

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

The AIG Coordinator will work with AIG teachers from all buildings and grade levels to provide training for all faculty and staff to recognize gifted traits and learn about the identification process. Classroom teachers will be trained in the Gifted Rating Scales process by the AIG Coordinator or a designee assigned by the AIG Coordinator who is trained in gifted identification. Teachers will receive training in the administration of testing for NWEA's MAP test as well as the EoG, NNAT or CogAT, and other testing they are involved in administering that may be used for AIG identification.

Teachers, administrators, counselors, and support staff will receive annual training on the screening, referral and identification processes which are appropriate to their grade level(s) of instruction/responsibility. Teachers, administrators and other key stakeholders who exhibit knowledge of these processes will be invited to participate in the training process. Those receiving training will be involved in interactive training to demonstrate understanding and of the identification training.

The AIG Coordinator will monitor the processes, reviewing test data and portfolios to ensure processes are consistently implemented across the LEA. The AIG Coordinator will communicate with others who are directly involved with the facilitation of assessments used in the gifted identification process to ensure all relevant data is accessible so student identification procedures are equitable across the LEA, leading to more accurate placement and support for all gifted learners.

Information on the screening, referral, and identification processes will be included on the LEA website(s) for LEA members to review and help ensure consistency is maintained.

*** Practice E**

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

Information on screening, referral and identification processes will be communicated through our website and other school communication systems as appropriate. In addition, parents, guardians, students, and teachers will be notified of the identification process on the school's website and through other communication before the testing process. Parents and teachers of nominees will be notified of the identification process in the beginning phases of the screening and referral process.

*** Practice F**

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

The evidence 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. Once a parent/guardian signs for

consent to receive services, documentation will be recorded in PowerSchool.

*** Ideas for Strengthening the Standard**

Increase aptitude pathways.

Maintain records in PowerSchool once our Local AIG Plan is approved and students have been identified.

Planned Sources of Evidence

- * Results of universal screening will be maintained as well as nomination names, gifted rating scales, and other information that will be kept with student profiles.
- * Once the plan is approved, students who qualify with new pathways will have their identification added or updated on PowerSchool.
- * Student profiles, matrices, identification notification to parents and guardians and their Gifted Education Plans will provide evidence of screening and identification.
- * Students identified for Talent Development will have their partial qualification noted in the identification letters sent home.
- * Evidence of training and/or information for identification may include, but not be limited to: agenda for identification training meeting; information being sent in parent/guardian packet or agenda;
- * evidence of understanding training; logs of those in attendance; the nomination form for those showing traits but not testing well.

Documents

Document Template

N/A

Document/Link

 [AIG Standard 1 Additional Resources](#)

AIG Standard 1 Additional Resources

Standard 2: Comprehensive Programming within a Total School Community

Union Preparatory Academy at Indian Trail (90C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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 gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Programs-Students 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 Gifted Education Plans (GEPs) 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 GEPs will be written using the student's Gifted Education Plan Team (GEP 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 academic needs of gifted learners.*

Students who are identified as being gifted and in need of an advanced class 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 8 or more students when possible if advanced classes are not offered for daily learning. 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 will use a Level of Service Approach for students formally identified and in the talent pool.

Level 1 is all students. Students in a Level 1 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 happens to also meet board criteria or be 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 1 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.



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 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 in the 99th percentile, when compared to their same-age 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. AIG students below the 99th percentile, academically or intellectually, will be grouped with those who have similar needs.

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 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 Talent Pool and will receive information about AIG identification and services at UPA. Talent Pool will also be considered in class placement.

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

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

*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning

environments through collaboration with a variety of personnel based on student needs.

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 during professional development training, via email for general training, and via online communication. Information on meeting social and emotional needs will be included in Gifted 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 Gifted Education Plan (GEP), 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 GEP includes flexible seating, flexible cluster grouping, and focus tools (during learning times).

The Gifted 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 Education Plan.

Social/emotional needs are addressed in communication with families when students are identified, in newsletters, at conferences, and more.

*** Practice C**

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

The AIG coordinator will work with teachers who have AIG students to meet their affective and academic needs. Teachers will be notified of who has been identified as gifted and their areas of giftedness as needed.

The counselor receives names of AIG students. If an AIG student needs counseling services, the AIG coordinator may work with the counselor as needed to address needs unique to gifted learners.

As part of the affective curriculum, the AIG-certified teachers work together with the school mental health professionals to identify areas of need and provide appropriate learning opportunities.

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.

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.

Students identified as needing more academic challenge will be offered advanced courses when possible. These courses may contain more depth and complexity and/or may focus more on accelerated learning.

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.

Students who are intellectually gifted will be clustered together when possible and appropriate.

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, 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.

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.
1. Student does not do well on one assignment related to the standard following the test.
1. 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.

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.
 - Gifted 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 back 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 of the Local AIG Plan and differentiation will be 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 transitioning to high school. 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 families understand gifted traits and how to best meet 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 meet to determine the change and 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 AIG teachers will collaborate with counselors and 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.

*** 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 Policy: his involves skipping an entire grade level or more in the normal progression of school.

Whole Grade Acceleration may be recommended by a parent or guardian, general educator, administrator, and/or AIG personnel. The child's support team will be notified. If a parent/guardian provides consent, the Iowa Acceleration Scale process may begin.

An Iowa Acceleration Scale is to include all recent relevant test results such as NWEA's MAP test results, BoG, EoG or EoC, iReady, online program assessment results, etc. 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 and meet at a later date to review progress.

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: Union Preparatory Academy at Indian Trail follows state guidelines for early kindergarten entry.

- After parents present the required materials, the Principal, or Principal's designee, will meet with the parent and student to make the final decision.

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 Content-

1. Teachers will notify parents and students of upcoming units of study.
1. 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).
1. Teachers will give a pre-assessment before beginning a unit.
1. Students who make no more than one mistake per standard will test out of the standard and receive an A/E for the unit test.
1. Students who pass the pre-assessment will not be required to do the same work as others. They may receive an A/E, 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 Gifted Education Plan writing process.

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**

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

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 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.

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. Students are to know their options of what to work on if they pass a preassessment in order to allow them to grow.

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 other advanced learners 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 Gifted Education Plan in place in the class that is not an advanced course, allowing for differentiation.

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.

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.

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 Gifted 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 Talent Development, or Growth Goals, Bins that are in the K-5 classrooms. These bins contain activities that are one or more of the following:

1. Self-teaching
2. Higher-Order Thinking Activities
3. Independent and/or Small Group Activities
4. Manipulatives that allow students to go above grade level standards

Gifted Education Plans will be written with strengths-based goals. Students will have folders (real or virtual) with options at their ability level. 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.
5. Students may also have resources to work independently on any skills for upcoming units of study or for any areas below grade level that are engaging activities to the child. These activities are to be choices, not requirements.

Students who are from traditionally under-represented groups may be identified via the gifted rating scales to be completed by parent(s)/guardian(s), teacher(s), and other key stakeholders. Nonverbal testing will be available through aptitude testing.

*** Practice I**

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

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.

*** Ideas for Strengthening the Standard**

Options for meeting board criteria are being added to ensure gifted students are with teachers who are ready to provide support for gifted needs during the subject area(s) in which they are identified. Teachers may be encouraged to obtain AIG certification, too, and those receiving training from a highly-qualified AIG teacher should be ready to take the PRAXIS test for gifted education, obtaining AIG endorsement by NC DPI. Training classroom teachers allows underserved students to be identified more easily and to receive more differentiated learning opportunities if they are not yet identified as gifted.

Planned Sources of Evidence

- * Training logs and agendas for gifted differentiated instruction training.
- * Information from data review meetings to plan differentiated learning opportunities.
- * Data showing growth on assessments or activities above grade level.
- * Classroom Advanced Talent Development Bins, binders and/or online resources for differentiation.

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

Standard 3: Differentiated Curriculum and Instruction

Union Preparatory Academy at Indian Trail (90C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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 through the use of differentiation strategies, including enrichment, extension, and acceleration.

Results of pre-assessments and diagnostics following the NC SCOS are used when providing students options for enrichment, extension, and acceleration.

In all grade levels, small group instruction and instruction for Response to Intervention (RtI) and/or Success Time is based on preassessments and diagnostics for ELA and math.

Gifted learners have a Gifted Education Plan which allows for students to take preassessments in any subject area to meet their gifted learning needs.

Students who demonstrate mastery on preassessments are to follow best practices in preassessments and differentiation, allowing students to move on to choices of learning activities that are appropriate for the subject area. Teachers are trained on differentiation but may contact a Curriculum Resource Teacher or the AIG Coordinator for ideas on how to differentiate for advanced learners in their subject area.

Students who demonstrate mastery early are to be given choices between enrichment, extension, and/or acceleration that meet the learner's profile and needs.

For AIG pull-out services for Academically Gifted learners, goals are set based on NWEA's MAP testing results and other test results which allow students to be assessed above grade level. Whole group goals allow for flexibility and differentiation within activities by incorporating higher depths of knowledge activities.

*** Practice B**

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

Diverse instructional practices include, but may not be limited to, telescoping, offering project choices, flexible grouping, offering acceleration of learning in grade-level classroom, offering acceleration in pull-out for those who qualify, offering in-depth projects for those in need of in-depth learning, training classroom teachers to provide these opportunities, keeping a learning profile to manage student needs, placing students in flexible learning groups based on demonstrated learning needs and clustering gifted learners to work together when not in advanced classes for their subject area(s) of giftedness. Student profiles will be kept digitally and printed for new hires who may need paper printouts for their files.

During push-in services and training, teachers who are not yet fully trained or AIG-certified see the benefits of incorporating greater depths of knowledge using manipulatives, problem-based learning, project-based learning, use of asking higher-order thinking questions, incorporating turn and talks, and other best practices in general and gifted education.

Students in grades K-8 have their own data binders with goals stored in them. Strengths-based goals will be created based on student need and data for social/emotional growth and academic growth.

*** Practice C**

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

Evidence-based resources may include, and not be limited to:

Online, adaptable programming that is based on ability level.

Menu boards.

Books at students' reading levels.

Assistance provided by AIG teacher to teachers of other licensure areas.

Hands-on learning tools appropriate for the age level combined with the ability level of students.

Students in grades K-5 have Advanced Talent Development Bins in the classroom to allow for choice in activities when a student finishes work early 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 have ideas for extension.

When working in a classroom with an AIG-licensed or teacher who meets board criteria, students will use higher-order thinking resources, often using resources created for gifted students by experts in gifted education. We understand gifted learners are not all on the same level and offer activities that meet various interests and various levels of learning opportunities through choices when possible. The AIG teacher serves as learning facilitator the majority of the time and students collaborate when possible.

*** Practice D**

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

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. Many AIG pull-out lessons begin with "if... then..." statements or other statements to invoke curiosity.

For students in K-5, curiosity is fostered with the use of the Advanced Talent Development 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.

*** Practice E**

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

Flexible grouping practices include using the results from pre-assessments, formative assessments, and summative assessments. These groups will be used in the regular classroom and in the AIG classroom as appropriate.

Teachers give small group instruction based on formative and summative assessments. This is to happen for the following:

a. For students who are heterogeneously grouped.

b. For students in a classroom that is considered homogenous.

Formative and summative assessments will be provided to determine who needs whole group instruction that is differentiated or who would be best to receive only small group instruction later.

Pull-out groups for students who take diagnostic assessments or NWEA/MAP testing will have whole group goals based on the need of the entire group as demonstrated in testing and in-class performance. Small groups within the large groups may have goals created that are unique to their needs, with work meeting varied needs.

Curriculum is adjusted to allow students to go above grade level based on formative and summative assessment.

An AIG teacher or a designee will work with PLCs to create flexible groups based on student needs.

*** Practice F**

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

One lesson on affective learning is typically taught each month in the elementary AIG classroom in addition to being taught during teachable moments. Social and emotional needs are addressed through training with classroom teachers who are not certified in gifted education to provide them with tools needed so students may continue to use what they have learned in our affective curriculum in the classroom and so students may possibly learn more about social and emotional needs in the classroom.

Some of these needs will also be addressed during push-in services, modeling to classroom teachers how to meet social and emotional needs.

We incorporate Jacob's Ladder Affective curriculum and other affective reading passages or books during AIG pull-out services.

Classroom teachers receive some training on the social and emotional needs of gifted students in formal training, communication, and meetings to incorporate addressing these needs in their classrooms.

*** Practice G**

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

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. Teachers of students in K-3 will be trained on gifted traits and the identification process.
4. 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.
5. 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.
6. 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.
7. During the first year of this plan, possibly continued into the duration of the plan, students in grades 2-5 will also receive critical thinking lessons from an AIG coordinator, AIG teacher with AIG certification, and/or a teacher who meets board criteria for AIG. This will take place during first quarter. After first quarter, classroom teachers will still have access to critical thinking resources and may continue using them, looking for gifted traits of students who may need to be referred for further identification.

*** Practice H**

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

To differentiate instruction, teachers are to pre-assess students prior to a unit, offer centers or rotations that are at the gifted students' ability levels, and offer opportunities to switch instructional groups based on both formal and informal assessments. If needed, students may switch classrooms to be grouped with ability-level peers.

During push-in services, the AIG coordinator collaborates with classroom teachers to help with differentiation and bring in needed resources. Teachers who meet board criteria or receive AIG add-on licensure may collaborate with the AIG Coordinator. The schools' Curriculum Resource Teachers and leadership team collaborate in the development and implementation of differentiated curriculum, and the AIG Coordinator collaborates with them.

*** Practice I**

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

A Gifted Education Plan will be assigned to each student based on identified needs to each identified student. Those in K-5 will have one type of a Gifted Education Plan while those in 6-12 will have a separate one due to the different class offerings and learning needs. This document will be reviewed annually with parents and families and with educators to provide a continuum of services.

*** Ideas for Strengthening the Standard**

Data meetings after NWEA/MAP testing and other checkpoints, that allows students to show mastery above grade level; return to having an optional informational event in addition to sending information home.

Planned Sources of Evidence

- * Agenda for data meetings and/or data; meeting logs and evidence from meetings
- * Gifted Education Plans signed with strengths-based goals and teacher plan for meeting them
- * Advanced Talent Development Bins for K-5 and collaboration to make them for 6-12 if teachers need them for advanced classes
- * Curiosity and Growth communication from training or email.

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

Standard 4: Personnel and Professional Development

Union Preparatory Academy at Indian Trail (90C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

The coordinator of AIG services will have 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.

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.

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 PowerSchool 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 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, social, and emotional needs of K-12 gifted learners.

Currently, teachers who are not licensed in AIG are receiving AIG training and working in conjunction with the AIG teacher. There is one AIG Coordinator who has an AIG add-on license and will be an AIG teacher with an add-on license joining the team in the fall, and one middle school teacher with experience facilitating learning with gifted students through an internationally recognized program for gifted children. Currently, UPA houses grades K-9 in one building. There are approximately 125 students per grade level in grades K-8, with a small group for 9th grade. The AIG Coordinator currently coordinates services for all grade levels.

Any teacher in K-5 who teaches AIG students for their subject area(s) of identification who does not have an AIG add-on will receive training to meet LEA criteria.

Middle school and high school teachers of Honors and Advanced courses who do not have the AIG add-on will receive training to meet LEA criteria.

Teachers who receive the AIG add-on or meet the LEA AIG criteria and become AIG teachers will become responsible for the following:

- Providing differentiated learning opportunities that meet the academic, intellectual, social, and emotional needs of gifted learners
- Directly provide learning and resources to students
- Writing strengths-based goals for Gifted Education Plans that will be based on observable data.
- Implementing the Gifted Education Plans of students in their classrooms
- Participating in PD for gifted needs

▪ Collaborating with other AIG teachers and teachers who meet the LEA AIG criteria to provide and receive direct and indirect services and share resources

▪ Students who are clustered with a teacher with AIG add-on or who has met the LEA AIG criteria will not need to be pulled out with other AIG students regularly as long as students in the same grade level are being served in clusters of 8 or more students.

To address the academic, intellectual, social, and emotional needs of K-12 students who have classes with teachers who do not have an AIG add-on and do not meet LEA AIG criteria, AIG specialists will:

1. Provide Critical Thinking Skills lessons to students in K-2 during first quarter of each year, seeking students who demonstrate gifted traits in the classroom.
2. Model best practices in gifted education by leading small group or whole group lessons during push-in services.
3. Provide pull-out services to students who are not clustered with other gifted learners.
4. Provide pull-out and/or push-in services to students with intellectual gifted needs.

In addition, an AIG Coordinator, or appointed specialist, will promote and/or provide professional development opportunities to AIG teachers and others who work directly to meet AIG students' academic, intellectual, social, and/or emotional needs. These may include events to attend, resources to access, and more.

The AIG Coordinator for the building will work with school-level leadership and other appropriate CSUSA leadership to advocate for, effectively represent, provide information about, and serve gifted students within the MTSS context.

*** 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 Depth 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 in 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 to 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 Gifted 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 Gifted 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. Gifted Education Plan and setting strengths-based goals

O. Underserved Gifted Populations- Identifying and serving needs

P. History of Gifted Education 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:

- Provide training specifically intended for AIG certification or meeting LEA AIG requirements. (Recruitment)
- (Recruitment) Survey staff to see who would like to obtain training to meet LEA AIG criteria.
- 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 Gifted 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.

<p>3. Informal feedback is received during push-in services. AIG teachers will share observed needs with the AIG Coordinator to determine professional learning needs.</p> <p>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.</p>	<p>* 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.</p> <p>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.</p> <p>Opportunities to apply and/or refine professional learning happen in various ways. Some examples include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Classrooms that receive push-in services receive feedback from the service provider, allowing teachers to apply and refine skills learned during professional development. 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 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. 	<p>* Ideas for Strengthening the Standard Recruiting teachers to work on meeting board criteria, taking the Praxis to earn an AIG add-on; taking the class to earn AIG add-on; adding a survey to professional development.</p>	<p>Planned Sources of Evidence</p>	<p>* - * -</p>	<table border="1"> <thead> <tr> <th data-bbox="1325 67 1365 2041">Type</th> <th data-bbox="1365 67 1406 2041">Documents</th> <th data-bbox="1406 67 1446 2041">Document Template</th> <th data-bbox="1446 67 1534 2041">Document/Link</th> </tr> </thead> <tbody> <tr> <td data-bbox="1325 1713 1365 2041">AIG Standard 4 Additional Resources</td> <td data-bbox="1365 1713 1406 2041"></td> <td data-bbox="1406 1713 1446 2041">N/A</td> <td data-bbox="1446 1713 1534 2041"></td> </tr> </tbody> </table>	Type	Documents	Document Template	Document/Link	AIG Standard 4 Additional Resources		N/A	
Type	Documents	Document Template	Document/Link										
AIG Standard 4 Additional Resources		N/A											

Standard 5: Partnerships

Union Preparatory Academy at Indian Trail (90C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

Partnerships are developed through parent meetings, online communication, communication that is sent home, student AIG folders and notebooks, and more. Meetings will include, but not be limited to, the initial AIG information meeting, Gifted Education Plan meetings, parent/family information events, conferences, meetings on the phone, and meetings with the classroom teacher and/or other key stakeholders as needed. These meetings will focus on the academic, intellectual, social, and/or emotional needs of gifted learners. Parents and guardians are encouraged to request meetings to address academic, intellectual, social, and emotional needs of gifted learners and students who are potentially gifted and not yet identified.

*** 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 local AIG plan will be shared on the LEA's website. Information about the AIG program will be available on the LEA's website. Information about current events in the program will be shared online. Links to policies related to gifted education will be shared on the LEA website and in parent/guardian communication.

*** 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. Families 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. Translators are typically available to translate. This advisory group will implement and monitor the local AIG program and plan.

*** Practice D**

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

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

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

The 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.

*** Ideas for Strengthening the Standard**

Adding information to the website and additional information sent home.

Planned Sources of Evidence

* Website information once Local AIG Plan is approved

* information sent home via various forms of communication

* information sent to others in the community

Documents

Document/Link

Document Template

N/A

Type

AIG Standard 5 Additional Resources

Standard 6: Program Accountability

Union Preparatory Academy at Indian Trail (90C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

The written plan is being developed and will be updated as required. The plan will be submitted to the local board of education 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 program will be monitored by the AIG Coordinator, AIG advisory committee, and other key stakeholders.

*** 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 school board to address the needs of the local AIG plan in accordance with state policy.

*** 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 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.

1. Specific skills needing significantly more challenge.

1. Specific skills needing extra support.

Administration reviews EoG and EoC data.

*** 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.

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.

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

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	22.73%	---	11.20%
Male	---	---	---	---	58.33%	---	13.12%
Total	---	5.58%	---	---	38.75%	---	12.22%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

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

AIG plan.

Documentation of those attending AIG training and those with gifted credentials will be maintained by the Curriculum Resource Team, including the AIG teacher.

*** Practice G**

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

Feedback will be elicited from students, parents/families, teachers and other 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 the annual survey.

*** Practice H**

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

Sources of data-

NWEA/MAP growth or nationally-normed achievement test

EOG Growth

Enrollment numbers

Other testing data

Surveys

*** Practice I**

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

Annually, school leadership will conduct a stakeholder meeting at which a review of school performance data, including a breakdown of AIG performance is shared. Included in the performance data will be survey results and academic performance. In addition, the team will review how this data has informed the school's strategic plan and any resulting modifications to the AIG program that have been proposed to the board.

*** Practice J**

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

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 Gifted 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 Sstep 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 parents/guardians and the Gifted 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 sStep 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, the Gifted Education Plan Team, 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.

Process	Procedure
Informed consent for identification	* <input type="text"/>
Informed consent for placement	* <input type="text"/>
Transfer procedures	* <input type="text"/>
Reassessment procedures	* <input type="text"/>

Procedures to resolve disagreement *

*** Ideas for Strengthening the Standard**
 Additional sources of evidence for the additional pathways.

Planned Sources of Evidence

- * Procedures for resolving disagreements will be on the school website.
- * Informed consent will be gathered as well as identification evidence from UPA or other LEAs.
- * Survey results will be kept. Evidence of the AIG Advisory Board meeting will be maintained.

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

Local Board of Education Approval

Union Preparatory Academy at Indian Trail (90C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

10/26/2022



Original Application Submission Date: 11/04/2022

Type Documents Document Template Document/Link

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

[Local Board of Education Approval Template](#)

[Signed Local AIG Plan last two pages](#)

AIG Related Documents

Union Preparatory Academy at Indian Trail (90C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents


Type Document Template Document/Link

Local Board of Education Approval Signatures [Upload at least 1 document(s)] [Local Board of Education Approval Template](#)  [Signed Local AIG Plan last two pages](#)

Optional Documents

Type Document Template Document/Link

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

AIG Standard 1 Additional Resources N/A  [AIG Standard 1 Additional Resources](#)

AIG Standard 2 Additional Resources N/A

AIG Standard 3 Additional Resources N/A

AIG Standard 4 Additional Resources N/A

AIG Standard 5 Additional Resources N/A

AIG Standard 6 Additional Resources N/A

Glossary

Union Preparatory Academy at Indian Trail (90C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
--------	------------

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

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