

Mission/Vision Statement and Funding

**Uwharrie Charter Academy (76A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

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

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

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

\* Mission and/or Vision Statement(s)

Uwharrie Charter Academy's Vision for local AIG program: Uwharrie Charter Academy strives to provide a program to meet the needs of the whole gifted child - academically, socially, and emotionally. We recognize a responsibility to meet the needs of learners who demonstrate unique academic and intellectual ability while seeking to provide an academically challenging and rigorous program. We also recognize that these students, who have unique abilities, have mastered many of the grade appropriate curricular standards, comprehend material quickly, and are able to think more abstractly and analytically than the average age-appropriate student. We desire a program that will meet the needs of this unique learner through various content areas and to different degrees. This requires support and partnership between the school, a student's family members, and the community to enable these Academically and/or Intellectually (AIG) advanced learners to recognize their gifts and talents. We strive to support advanced learners through the use of scaffolded and differentiated structures that are recognized within the field of AIG. These will assist our unique learners to develop their individual natural interests, gifts, and talents.

The ultimate goal is to assist these students in expanding their knowledge base while becoming life-long learners and productive citizens in a globally competitive world.

Uwharrie Charter Academy's Mission: Uwharrie Charter Academy will exist to provide a truly relevant and rigorous pathway to career and college readiness by establishing relationships with students, families, and community partners.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 10,000.00	* \$ 5,000.00	* \$ 87,000.00	* \$ 0.00

Standard 1: Student Identification

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**Standard 1: Student Identification**

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

**\* Practice A**

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

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.

**District Response:**

A School-Based Committee for Gifted Education (SBCGE) team will be identified and include:

1. LEA representative (Principal or Principal's designee)
2. AIG Coordinator/Specialist
3. General Education teacher(s)
4. Exceptional Children's teacher(s)
5. Parent/Community Member

The LEA has developed a screening and referral process for all students that includes the following:

1. Grades K-2 will have mCLASS and IXL scores and the top 10% will be recommended for continued observation and/or enrichment.
2. Grade 3-5 will have an above average iReady diagnostic score, EOG score of 90% or higher and the top 10% of CogAT scores screened for referral to the SBCGE to begin gathering more data to build a comprehensive learner profile. Both teachers and parents/guardians may also nominate a student for further consideration, data collection, and the creation of a learner profile.
3. Grade 6-8 will have an EOG score of 90% or higher and the top 10% of CogAT scores screened for referral to the SBCGE to begin gathering more data to build a comprehensive learner profile. Both teachers and parents/guardians may also nominate a student for further consideration, data collection, and the creation of a learner profile.

**\* Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

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

## District Response:

The LEA will focus identification on grades 3-8. Grades K-2 will be screened and enrichment recommended for future talent development. Students in K – 2 that display extreme need will be addressed on an individualized basis.

Grades 3-8 – Once a student is enrolled, the LEA will determine if a student has been previously/recently recognized as AIG through PowerSchool or other notification from a student's cumulative records.

1. If identified and have been actively receiving services at another LEA (in NC or out of state):

- a. Communicate in written form with parents—letter or email
- b. Gather qualitative and quantitative information from student cumulative file, school/state databases
- c. Prepare a Differentiated Education Plan (DEP) for student
- d. Meet with parent/guardian of student to discuss placement and services
- e. Parent signature required on DEP before initial placement

2. If unidentified or previously identified through a different LEA, but had been either exited and/or not receiving services within the previous 12 months:

- a. Nomination submitted to SBCGE (by previous school, teacher, parent/guardian)
- b. Obtain parent/guardian consent to evaluate student for AIG—written consent
- c. Notice of AIG Evaluation
- d. Gather qualitative and quantitative data to create a comprehensive learner profile—including, but not limited to:
  - i. EOG/EOC scores

ii. mCLASS, iReady diagnostic, IXL or other achievement-based tests

iii. CogAT/OLSAT or other aptitude-based tests

1. Qualitative learner profile

2. Observations (classroom performance, grades) and/or work samples

3. Teacher Recommendation

1. SBCGE evaluates comprehensive learner profile to determine eligibility for implementation of services

2. Meet with parent/guardian of student to discuss eligibility and (if applicable) implementation of services

a. If a student's comprehensive learner profile does not indicate a need for AIG services, parent/guardian will be given written notice by the SBCGE.

b. If a student's comprehensive learner profile does indicate a need for AIG

services, a DEP will be prepared and shared with the parent/guardian.

iii. Parent signature required on DEP before initial placement

iv. Submit PowerSchool Reporting information to the Data Manager.

The LEA will review the following criteria for determination of student eligibility as Academically Gifted —Math (AM), —Reading (AR), Intellectually Gifted (IG), or Academically and Intellectually Gifted (AI) . Suggested indicator tests (CogAT and NWEA) are representative examples of tests that may be considered by the SBCGE. These examples will not be the only established aptitude and achievement test indicators. The SBCGE reserves the right to create and/or expand acceptable criteria to include new/different assessments that will be inclusive of the LEA's demographics. Students who do not qualify for designation through the following criteria but demonstrate substantially high levels of accomplishment in math and/or reading can submit a portfolio to be evaluated using the Alternate Pathway criteria to the SBCGE.

1. Academically and Intellectually Gifted (AI)

a. Student Aptitude

i. Student presenting with an aptitude test (such as the CogAT/OLSAT.) scoring in the 95th percentile or higher in Math and/or Reading

b. Student Achievement

i. Student presenting with an achievement test (such as the EOG, NWEA, etc.) scoring in the 95th percentile or higher in Math and/or Reading for their chronological age

c. Classroom Performance

i. Student exhibiting potential need as evidenced by current year's grade for subject area, benchmark/common assessment data, work samples (2 work samples per area of suggested need (REQUIRED grade 3-5, OPTIONAL grade 6-8)

d. Qualitative Observation

<ul style="list-style-type: none"> <li>i. Completed observations/checklists that targets gifted behaviors seen during school (by staff member) and outside of school (parent/guardian)</li> <li>e. Students fulfilling the previous criteria will be designated as Academically and Intellectually Gifted (AI) in the area(s) that their comprehensive learner profile data supports.</li> </ul> <p>2. Academically Gifted—Math and/or Reading (AG)</p> <ul style="list-style-type: none"> <li>a. Student Aptitude <ul style="list-style-type: none"> <li>i. Student presenting with an aptitude test (such as the CogAT, etc.) scoring 90th – 94th percentile or higher in Math and/or Reading</li> </ul> </li> <li>b. Student Achievement <ul style="list-style-type: none"> <li>i. Students presenting an achievement test (such as the iReady Diagnostic, EOG, etc.) scoring in the 90th percentile or higher in Math and/or Reading.</li> <li>ii. Student scores in the 90th percentile or higher on the previous/current</li> </ul> </li> </ul> <p>year's EOG/EOC</p> <ul style="list-style-type: none"> <li>1. Classroom Performance <ul style="list-style-type: none"> <li>a. Student exhibiting potential need as evidenced by current year's grade for subject area, benchmark/common assessment data, work samples (2 work samples per area of suggested need (REQUIRED grade 3-5, OPTIONAL grade 6-8)</li> </ul> </li> <li>ii. Qualitative Observation</li> <li>iii. Completed observations/checklists that targets gifted behaviors seen during school (by staff member) and outside of school (parent/guardian)</li> <li>1. Students fulfilling the previous criteria will be designated as Academically Gifted (AG) in the area(s) that their comprehensive learner profile data supports.</li> <li>1. Intellectually Gifted (IG)</li> <li>1. Student Aptitude <ul style="list-style-type: none"> <li>1. Student presenting with an aptitude test (such as the CogAT, etc.) scoring in the 95th percentile or higher in Math and/or Reading</li> <li>2. Full Composite score (VQN) will be used to designate Intellectually Gifted (IG) for both Reading and Math if CogAT score submitted</li> <li>3. Partial Composite score (VN) will be used to designate IG in the area of Reading or Partial Composite score (QN) will be used to designate IG in the area of Math if CogAT score submitted</li> </ul> </li> <li>1. Classroom Performance <ul style="list-style-type: none"> <li>a. Student exhibiting potential need as evidenced by current year's grade for subject area, benchmark/common assessment data, work samples (2 work samples per area of suggested need (REQUIRED grade 3-5, OPTIONAL grade 6-8)</li> </ul> </li> <li>2. Qualitative Observation</li> </ul>
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- a. Completed observations/checklists that targets gifted behaviors seen during school (by staff member) and outside of school (parent/guardian)
3. Students fulfilling the previous criteria will be designated as Intellectually Gifted (IG) in the area(s) that their comprehensive learner profile data supports.
1. Alternate Pathway with Portfolio submission for Academically Gifted (AG)
  - a. Comprehensive learner profile will be submitted along with a portfolio containing all of the following for the SBCGE to evaluate:
    - i. Four (4) work samples per area of designation (math or reading)
    - i. Evidence of Higher Order Thinking (HOT) in the “analyze”, “evaluate”, “create” range of New Bloom’s Taxonomy requested
  - ii. Three (3) additional samples per area of designation (math or reading)
    - i. Evidence of high achievement (90% or higher)

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## \* Practice C

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

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

District Response:

The LEA recognizes and encourages its diverse populations to both achieve and excel. As of the 2024-2025 school year, our demographics include (approximately):

1. Caucasian/White - 1686
2. Black/African American - 56
3. Hispanic/Latino - 165
4. Multiracial - 119
5. Asian/Native American - 27

Within our LEA, approximately 0.37% of students receive Free/Reduced Lunch subsidy, 0.38% are designated as English language learners, and 8.4% are supported through the Exceptional Children's department. Due to the NC Charter School Lottery System, our school demographics have the capability of changing on a yearly basis. We will continue to monitor and analyze sub-group data and target underserved populations for nomination and referral. Students are expected to participate in mCLASS testing, IXL (K-5), and EOG/EOC testing. Performance on these assessments will be used as initial screening agents for K – 8th grade students, which include those sub-groups that are traditionally under-represented (culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional). Additional depth may be necessary for screening and/or nomination of students who are English language learners, transient, economically disadvantaged, or have an identified disability. Our goal is to identify and serve all eligible students. The LEA will create a data baseline during this first year and will use that for comparison purposes moving forward. Additional professional development will be provided to expand staff understanding of what giftedness can “look” like and tackle common misperceptions.

Percent Ethnicity Identified as AIG							
	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female							7.54%
Male							13.88%
Total							10.74%
Percent of Total AIG Students Identified as Dual Exceptionality							

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

The LEA has created measures to implement appropriate screening and identification for the majority of gifted students. Within the LEA, students will be screened using available standardized and growth-based assessments to monitor student performance/potential for performance and exhibited characteristics of gifted learners. Most gifted and highly gifted students are identified through the use of traditional aptitude and achievement measures coupled with various qualitative measures. We recognize that academically and intellectually gifted students come from all ethnic, geographic, and socioeconomic groups and that they are gifted in a wide range of academic and/or intellectual abilities. The process used to identify students in need of gifted services must be ongoing, reliant on multiple measures, free of bias, and non-exclusionary. In an effort to provide equity, the LEA must be clear and consistent in its practices. We understand that there may be disproportionate representation of various subgroups within the school-based population. This may be compounded by the yearly NC Charter School Lottery's potential to change the school's overall demographics. As a result, we intend to use all screening, nomination, and direct referral avenues available to serve gifted students. The LEA will also increase the overall staff participation in the student nomination process and conduct a yearly internal audit of AIG records to ensure consistent processes. This audit will include monitoring volume of student referrals versus identified students per grade level, number and types of referrals (teacher, family, self—student), student participation in enrichment/extension & yearly progress, etc.

**\* Practice E**

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

**District Response:**

The LEA will create and utilize an "AIG Parent Guide" that will include the following

information:

1. Uwaharrie Charter Academy Academically or Intellectually Gifted Program general information
2. General school population screening process
3. Nomination and Referral process for determining gifted services eligibility
4. Services provided for identified AIG students

The LEA will also create and maintain an electronic-based resource that shares general information and announcements that pertain to the school's AIG program and other related/relevant information for the community-at-large. This may be shared through a parent newsletter and/or parent information meetings (Uwaharrie Charter Conversation or UwaharrieConvo) throughout the school year. Professional development will also be utilized for all teachers and other stakeholders outlining the current screening, nomination, referral, and identification procedures yearly.

**\* Practice F**

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

**District Response:**

The LEA will create and keep individual files for each student who has been nominated, evaluated, and has/had services provided for while at Uwaharrie Charter Academy.

Documentation can include:

1. Comprehensive learner profile
2. Qualitative data/observations

3. Quantitative data—aptitude & achievement assessment scores

4. Permission to Evaluate

5. Initial Differentiated Education Plan (DEP)

6. Yearly Progress Monitoring of DEP

Parents will be notified when students are being further screened for possible AIG placement or nurturing. Student identification process results will be reviewed with parents after initial identification. The LEA's AIG program coordinator and a SBCGE member will review all student documentation yearly and will maintain all active student records. A copy of student progress monitoring will be sent home to parents at least once per academic year and they may request to meet with a representative of the SBCGE to discuss student progress, questions, and/or issues at any point. DEP meetings will be held and the AIG program will be reviewed with the parents.

## Sources of Evidence:

- AIG Parent Guide
- AIG – related webpage for Uwaharrie Charter Academy
- Individual student files

### \* Practice G

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

District Response:

Parents will be notified when students are being further screened for possible AIG placement or nurturing. Student identification process results will be reviewed with parents after initial identification. The LEA's AIG program coordinator and a SBCGE member will review all student documentation yearly and will maintain all active student records. A copy of student progress monitoring will be sent home to parents at least once per academic year and they may request to meet with a representative of the SBCGE to discuss student progress, questions, and/or issues at any point. DEP meetings will be held and the AIG program will be reviewed with the parents. Transition meetings and tours are also scheduled and take place.

### \* Ideas for Strengthening the Standard

- Increase consistency of communication with school community and community-at-large regarding nomination and referral process.
- Consistently review standardized and growth-based data (when new is available) to screen new and current students for nomination.

- Provide consistent, yearly professional development to teachers and staff regarding gifted behaviors, differentiation, and misconceptions of giftedness.

**Planned Sources of Evidence**

* AIG Parent Guide	
* AIG - related webpage for Uwharrie Charter Academy	
* Individual student files	

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

Standard 2: Comprehensive Programming within a Total School Community

**Uwharrie Charter Academy (76A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 2: Comprehensive Programming within a Total School Community**

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

**\* Practice A**

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

**District Response:**

The LEA will deliver services for Academically and Intellectually Gifted students that are comprehensive in nature and address the unique learning needs of our gifted population. This will be accomplished by using differentiated curricula that enriches and extends the North Carolina Standard Course of Student (NCSCOS) and instructional opportunities directed toward the unique needs of the gifted learner. Students who demonstrate need based on their area of giftedness in Mathematics, Reading, or both content areas can be served in the following ways:

The following program service options are available:

**Grades K-2:**

Based on schedules and availability, AIG Specialists and school building administrators work collaboratively to utilize data and individual student needs to identify K-2 students for nurturing services. Based upon a referral process, K-2 students may be formally identified for gifted services. Identified students, as well as students identified for nurturing, may receive one or more of the following services provided by AIG Specialists: Resource class "pull out" direct instruction, core classroom "push in" clustered instruction, and consultative independent study (extension/enrichment) assignments developed collaboratively by AIG Specialists and regular education teachers.

Early Admission to Kindergarten: UCA complies with state legislation [G.S. 115C-364(d)] allowing a child to enter kindergarten early if he/she demonstrates an extraordinary level of academic ability and maturity. When a parent/guardian of a student requests, the principal convenes a committee of professional educators that includes school staff, and may include the AIG Specialist at the school level, and/or the AIG Program Specialist, and district staff to consider the required five factors as outlined in state policy to determine a student's eligibility to enter kindergarten as a four-year old. It is the responsibility of the parent/guardian to present information required by state policy to the principal. Early admission to kindergarten does not automatically result in gifted identification.

**Grades 3-5:**

Resource Classroom: This accelerated service option is for identified students in grades 3-5. This model affords students opportunities to receive direct differentiated instruction that extends regular education core curriculum standards. This service option is provided by the AIG Specialist in a separate setting with like peers. This model is referred to as "pull out" services for students in grades 3-5.

In-Class Cluster Grouping with Identified Students: Our projected plan for the 2025-2026 school year is to provide the accelerated service option to our identified students to be grouped for differentiated extension opportunities within the regular education classroom. The AIG Specialist serves identified students through small group instruction. This model is referred to as "push in" services for grades 3-5.

**Grades 6-8:**

Core Classroom Cluster Grouping: This accelerated service option groups identified students having similar academic needs and abilities to a regular education, mixed ability English Language Arts and/or Mathematics classroom. This model is the primary service model for identified students in grades 6-8.

**Grades 9-12:**

Core Classroom Cluster Grouping: Students in grades 9-12 identified as Academically and/or Intellectually Gifted are encouraged to enroll in rigorous, challenging courses. Identified students are encouraged to enroll in Honors/Advanced Placement (AP) or Career College Promise (CCP) courses when feasible. Identified students are also encouraged to explore Career Technical Education (CTE) courses, which currently include Advanced Placement courses.

Grades K-12: Core Classroom Flexible Grouping: This accelerated service option allows learners to be flexibly grouped on a regular basis. Teachers assign groups based on formative and summative data including diagnostic reading/mathematics data, Multi-Tiered Systems of Support (MTSS) data, and other data relevant to specific subgroups of students, student readiness, multiple intelligences, learning styles and/or interests. Flexible grouping is a fluid process allowing both identified and non-identified students' opportunities to interact academically, as well as socially and emotionally.

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**\* Practice B**

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

Gifted learners may also participate in activities that will help encourage the development of critical thinking, collaboration, leadership, problem-solving, and social communication.


STEM/STEAM - based activities, socratic learning, academic competitions, and student-led projects & conferences are all several ways that these students can develop in a holistic manner. Staff will be given access to student DEPs so that they may differentiate classroom instruction. Specified staff will help provide direct and indirect support for regular education teachers to better meet the needs of gifted learners through consultation, coaching, staff-wide professional development, and resource development and support.

The LEA addresses the social and emotional needs of AIG students through the use of “Morning Meeting” (elementary) and daily check-ins during their advanced class (middle school). Through the use of cluster grouping (K – 5th) and advanced level courses (6th - 8th), gifted learners are able to be around like-minded individuals who will be more supportive in group work and share their intellectual processing capabilities. The school support counselor will specifically meet with gifted students at least two times each school year to “check-in” with how they are doing and/or lead a small group “Discussion” for children on various topics that affect the gifted child. Finally, a member of the SBCGE can meet with grade level and department staff to discuss current issues that may affect the gifted child.

The district believes a primary approach to building the capacity of all stakeholders to meet SEL needs of identified students is through targeted professional development that not only includes high quality training, but equips stakeholders with resources and materials.

K-12 Professional development and areas of focus include:

- Differentiated Education Plan to more specifically address the social and emotional learning needs of gifted students.
- District-wide revisiting of the mindset research and strategies (Dweck, 2009, 2016).
- Focus on the SEL characteristics and needs of gifted learners.
- Utilize collaborative team structures (e.g. Professional Learning Communities, Multi-Tiered Supports of System meetings, Counselor meetings, Exceptional Children/English as Second Language meetings) to analyze specific SEL data collected. How to design differentiated instruction that integrates evidence-based
- SEL instructional strategies for gifted students (Frey, Smith, & Fisher. 2019. ASCD). (Dweck, 2006, 2016) and Habits of Mind (Costa & Kallick, 2008) materials, specific SEL characteristics (e.g. perfectionism, gender differences, underachievement, peer relationships, bullying, and creativity (Neihart, Pfeiffer, & Cross, 2016) and the PRIDE initiative that UCA has instilled and created in our learning community.
- Information sessions and materials focusing on meeting SEL needs of gifted students to parents through parent workshops, designated school parent nights, and other school events.

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

**District Response:**

AIG services are connected with other instructional areas through the interweaving of extension and enrichment of the NCSCOC. This can be achieved through the regular education teacher differentiating topics, content, and activities during each unit of instruction. It can also be supported through after school activities that support and enrich grade level curriculum. We also provide curriculum nights to meet and talk with parents, exhibit student work, student progress and performance and hold various community building activities.

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

## District Response:

The LEA uses both quantitative data (mCLASS, IXL, CogAT, EOG/EOC) and classroom observations to support various grouping strategies. In K – 5th grade, AIG students will be clustered in the general education classroom with at least three students per cluster. This will allow gifted students the ability to work with like-minded individuals on differentiated curriculum activities and/or centers. Every identified student functions at different levels in their area(s) of giftedness depending on the higher-level thinking skills (HOTS) that are being supported. Students will be moved flexibly according to classroom assessment data, observed area of need, and identified area of giftedness. This will allow student growth in both the content area identified and the level of Higher Order Thinking Skills (HOTS) being integrated.

**\* 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.

## District Response:

Staff will be notified regarding placement of student DEPs from specified staff members. A copy of a student's DEP will reside within the Cumulative Record folder and appropriate teachers will receive notification of a student's identified area(s) of giftedness.

The LEA will provide staff with a professional development presentation regarding common vocabulary used, local AIG plan components that impact regular and exceptional children teachers, procedures for nominating and referring students for AIG, and types of services that can be provided for elementary and middle grades students. Specified staff will attend grade level meetings (K – 5th) and department meetings (6th - 8th) at least per month to discuss instructional services being provided, support in-class differentiation, provide resources, and support data usage in relation to flexible grouping.

An area of focus for the AIG Plan 2025-2028 is to implement specific strategies for improved communication with all staff regarding differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. These strategies will also include increasing opportunities to educate parents/guardians on the screening, referral, and identification processes.

The following strategies are in place for informing district stakeholders:

- AIG Plan is posted to the district website; copies of the plan are provided to each school; copies of plan are provided to district staff.
- AIG Parent/Guardian Handbook (English/Spanish) is accessible from the website; printed copies are distributed to AIG Specialists to share with staff.
- AIG Specialists present AIG plan and regulations related to gifted education at back-to-school faculty meetings/professional learning communities (PLCs).
- AIG Specialists provide training/professional development on the components of the Differentiated Education Plan (DEP) to core teachers during professional learning team meetings.
- AIG Specialists convene School-Based AIG Committee meetings to discuss development and distribution procedures for Differentiated Education Plans (DEPs).
- AIG Program Specialist provides professional development to regular education and support teachers through the local AIG endorsement program, during which participants receive training on specific services, content modifications, and program/instructional strategies that comprise the DEP.
- AIG Program Specialist meets bi-annually with counselors to provide professional development on specific services, content modifications, and program/instructional strategies that comprise the DEP.
- Principals or designees are expected to monitor the development and implementation of DEPs.
- Principals are committed to providing opportunities during professional learning team (PLT) meetings during or after the school day for AIG Specialists to meet with core teachers to discuss differentiated services and instruction outlined in identified students' DEPs.

**\* Practice F**

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

## District Response:

The LEA will provide a specified member of the SBCGE to attend both “end of year” (EOY) and “beginning of year” (BOY) grade level meetings for staff serving grades 2nd, 3rd, 5th, and department meetings (6th - 8th ). These specific grade levels include major transitions for students (between lower and upper elementary as well as upper elementary and middle school), addition of EOG testing (3rd grade), and middle school departments serve all 6th – 8th . These meetings will include:

1. EOY --
  - a. Discussing student progress on currently identified students to create an EOY summary of services
  - b. Potential nominations for the following school year

c. Suggestions for needed support/resources

d. 8th grade identified students will have final progress recorded on their DEPs to be placed in appropriate cumulative record files to be sent for High School transition.

## 2. BOY --

- a. Discussing grade level students who are currently identified and their area(s) of identification/need
- b. Potential nominations for the current school year
- c. Requests for coaching, differentiated activity/lesson support, modeling

“questioning” based on levels of HOTS

- 1. Discuss service models (current & changes)

Staff in all other grades will meet with specific staff for BOY meetings and one time per month for continued support.

District Response: UCA is committed to continuous improvement. From senior leadership meetings to school level professional learning team (PLT) meetings, conversations are focused on equity and excellence for all students. The district focus on equity and excellence creates opportunities for the AIG Program Specialist, AIG Specialists, and other stakeholders across the district to review K-12 services, especially at key transition points. The AIG Program Specialist is included in district leadership meetings on a quarterly basis. The AIG Program Specialist is a member of a district professional learning team (PLT) that meets quarterly. Collaboration across all instructional departments during these meetings is rich and impactful. District instructional leaders from English as Second Language, Exceptional Children, Career and Technical Education, Media and Technology, and Multi-Tiered Systems of Support (MTSS) are present at each meeting. Programs and resources are shared and vetted, and decisions resulting in the identification of programs and initiatives that support equity and excellence across all student populations, including gifted education, are made.

AIG specialists utilize school-level PLCs and other required meetings to communicate K-12 AIG services with all staff. Specialists also utilize school-level PLCs and meetings to provide information about gifted students at transition points within grade spans (e.g., 3<sup>rd</sup> grade to 4<sup>th</sup> grade). Key transition points such as 5<sup>th</sup> to 6<sup>th</sup> grade and 8<sup>th</sup> to 9<sup>th</sup> grade are planned collaboratively between district and school personnel. The district utilizes a K-12 Talent Development Continuum to initiate conversations to strengthen transitions both within grade spans, and more importantly, at key transition points such as elementary school to middle school and middle school to high school.

### \* 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.

## District Response:

The LEA currently allows for Single Subject Acceleration (SSA) in grades K – 8th. This acceleration opportunity is offered to students who show a great need for access to content above the current enrolled grade level per a student's DEP. Advanced level content with extension into a next year's content is currently available for students who show above average need for access to content above the current enrolled grade level per a student's DEP. This could materialize as differentiated centers (K – 2nd), extension of current NCSCOS pull-out class (3rd - 5th) with the AIG Specialist. In grades 6-8th, students would be assigned to advanced level classes in ELA and/or Math. Additionally, students in 7th grade can be enrolled in high school credit classes including Physical Science and/or World History. Due to the school's Charter School status and student enrollment based on a lottery system, the availability of a teacher-led compacted course (6th - 8th) depends on the number of students who need compacting and the availability of staffing. An alternate option through North Carolina Virtual Public Schools or similar style electronic resource, may be provided if volume of student need does not allow for staffing of a course. Whole grade acceleration will be considered when a student has shown extreme need for curriculum access that cannot be attained through the majority of the student's current enrolled grade per a student's DEP.

**\* Practice H**

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

## District Response:

The LEA uses quantitative data points (common assessments, EOG/EOC scores, mCLASS, CogAT, IXL, NWEA scores, etc.) to inform placement for classes, courses, small group pull-out instruction, and small group extension of NCSCOS. Students track their personal data points using a "data binder" so they are knowledgeable regarding personal strengths and weaknesses. Staff purposefully monitors student data (including sub groups) and placement so that students are appropriately challenged and can grow in both their areas of strength and need. If a student's data (and/or qualitative observations) show that a new placement needs to be considered, then regardless of sub-group, the LEA will work to find a new placement and appropriate support that will continue to challenge, develop, and grow students.

**\* Practice I**

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

## District Response:

The LEA encourages all students to participate in extracurricular activities. The school offers after school enrichment classes that vary based on staff availability to offer. Other activities/clubs are offered for students to participate in such as Odyssey of the Mind, Science Olympiad, Book Battle, Poetry Slam, Book Buddies, etc. These groups and activities foster both academic and intellectual interest of gifted students by allowing choice to integrate into student capability. The LEA also has school-wide service-learning opportunities for K – 8th grade students to participate at least one time each school year. Every grade

level participates in an "on campus" service-learning activity in the Fall (to be chosen by each teacher/grade level), and a community-based service learning activity in the Spring. This is also chosen by each teacher/grade level. Extra-curricular activities and projects are showcased through staff meetings, parent newsletters, and display throughout the school.

## \* Practice J

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

Various activities and opportunities are provided for these students during and after school in grades 3-12.

### \* Ideas for Strengthening the Standard

## Ideas to Strengthen the Standard:

- Provide consistent staff development regarding strategies and resources for differentiation in the regular education classroom.
- Review and modify informational resources for both staff and parents to maintain current plan information and procedures.
- Schedule consistent meetings between SBCGE members and grade level/departments staff to keep communication open and support consistent

## Planned Sources of Evidence

- |   |  |
|---|--|
| * | Use of "Morning Meeting" (K - 5) and daily check-in during advanced classes curriculum (6 -8) to support students' social and emotional development.                         |
| * | AIG staff professional development regarding basic "101 style" topics on a yearly basis to serve as a refresher for experienced staff and initial information for new staff. |
| * | Depth and Complexity Seminar- UCA Mini Conference  |

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

Standard 3: Differentiated Curriculum and Instruction

**Uwharrie Charter Academy (76A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

**District Response:**

The LEA supports staff implementation of the NCSCOS and differentiated curricula/instructional opportunities directed toward the unique needs of the gifted learner. Specific staff will provide enrichment and extension of the NCSCOS in Language Arts and Mathematics. Further, these staff members will help support general education staff with using the New Bloom's Taxonomy to increase student critical thinking, tier assignments, and provide differentiated activities within the general education classroom. Students who require more support beyond extending/enriching the current grade level curriculum can participate in SSA for mathematics (K – 8th) or receive a more advanced level of replacement content to support acceleration in English Language Arts. Field trips may also be utilized to support differentiation of the NCSCOS.

District Response: The North Carolina Standard Course of Study (NCSCOS) defines the appropriate content standards for each grade or proficiency level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students should know and be able to do. These standards provide the foundation for curriculum, instruction, and assessment. The NCSCOS is used as the entry point for differentiation. Teachers of gifted learners are expected to demonstrate the ability to differentiate standards in order to meet the academic and social-emotional learning (SEL) needs, and to extend and/or enrich learning experiences for advanced learners.

According to Tomlinson & Moon (2013), teachers of advanced learners should demonstrate skills to differentiate instruction in the following areas:

\*CONTENT - what a student needs to learn

\*PROCESS - how a student will come to master and "own" knowledge, ideas, and skills

\*PRODUCT - how a student will demonstrate what he/she learns

\*AFFECTIVE/LEARNING Environment - the climate that encompasses the learning and interactions among students teachers: the personal, social, and physical arrangements in the classroom.

In order to challenge advanced learners, teachers demonstrate an in-depth knowledge of content standards, and they assess learners to determine student mastery of grade level standards in order to plan and implement differentiated lessons to extend/enrich learning experiences. Teachers understand and respond to the academic, as well as SEL needs of their learners.

Differentiated instruction is a multifaceted process. Daily differentiation is a philosophy embraced by teachers who believe that students have potential and can be successful if instruction includes research-based best practices and strategies based on students' identified abilities and social-emotional learning needs. Effective differentiation results in lessons that are rigorous and challenging, and lessons that afford students opportunities to extend their learning beyond grade level standards.

Opportunities that enrich, extend, and accelerate the North Carolina Standard Course of Study for advanced, and all learners include the following Program Service Models:

- \*Resource Class "Pull Out"
- \*In-Class Classroom Cluster Grouping with Identified Students "Push In"
- \*Core Classroom Cluster and/or Flexible Grouping
- \*Cross Grade Subject Acceleration
- \*Whole Grade Acceleration/Grade Skipping
- \*School-wide Extension/Enrichment
- \*Extra-curricular Opportunities
- \*Independent Study AIG program service options provide students multiple opportunities both within and outside the regular classroom to receive differentiated instructional experiences.

Identified students receive differentiated services based on their areas of identification. K-5 identified students receive differentiated services primarily through resource class with AIG identified peers and core classroom cluster grouping. Middle grades and high school identified students receive differentiated services primarily through core classroom cluster grouping with AIG identified peers. Clustering of gifted learners is based on areas of identification (AI Reading and/or Math, AG Reading and/or Math, IG Reading, Math, and/or Nonverbal).

Recommendations for clustering of identified students are as follows:

- \*4-8 students (K-5)

\*8-12 students (6-12)

\*Minimum of 45 minutes twice weekly(K-5)/daily(middle/high)

Cross Grade Subject Acceleration provides advanced learners opportunities to be placed with older peers for part of the school day, while remaining with grade level peers for the majority of the day. Whole Grade Acceleration/Grade Skipping provides, on a case-by-case basis, opportunities for advanced learners who demonstrate readiness both academically and socially and emotionally to be placed in the next grade with older peers for the entire day.

Extension/Enrichment and Independent Study opportunities, as well as extra-curricular opportunities, provide advanced learners opportunities to be with like peers or to work on their own, to extend their academic areas of expertise and/or individual interests and passions for personalized learning experiences that may lead to adult careers. These opportunities also occur through core classroom instruction through flexible grouping. UCA provides blended learning opportunities for advanced learners across all grade bands through 1:1 technology devices. UCA offers accelerated math courses at both the middle and high school levels.

UCA is committed to building the capacity of teachers of advanced learners in how to accelerate NCSCOS standards across all grades and subjects. Acceleration opportunities are aligned with and support the work of the Multi-Tiered Systems of Support (MTSS) and district-wide professional development. MTSS provides a platform for students' individual academic and social-emotional needs to be identified and served using research-based best practices and instructional strategies. District-wide professional development focuses on differentiated instruction and social-emotional learning as well as on Future Ready Skills (Communication, Collaboration, Critical Thinking, Creativity, Leadership and SEL). Participants spend extended time learning how to differentiate the affective/learning environment domain, as well as content, process, and product, which is critical to the success of under-represented populations of students, such as students of poverty (Slocumb-Payne, 2000). Other departments such as Exceptional Children and English as Second Language provide co-teaching training for regular education teachers.

**\* Practice B**

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

## District Response:

The LEA supports instructional practices for the advanced learner. This includes a variety of models that will help provide a continuum of services for students.

1. K – 2nd -- Staff will use differentiated centers (where appropriate), flexible grouping of students by both need and interest, periodic SBCGE staff collaboration for “push in” support.
2. 3rd - 5th --Cluster grouping to allow for differentiated centers (where appropriate), flexible grouping of students by both need and interest for activities, extension and enrichment “pull-out” by a SBCGE member, periodic staff collaboration/co-teaching (when available).
3. 6th - 8th -- Advanced level and SSA course work (Mathematics and English Language Arts), flexible grouping of students by both need and interest for activities in the regular education classroom, small group extension/enrichment class, such as 7th grade: Physical Science and World History and 8th grade: Advanced Math and Civics.

These varied strategies will help increase rigor, depth, complexity, sophistication, and abstractness for gifted learners throughout the day.

**\* Practice C**

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

**District Response:**

The LEA follows the NCDPI AIG plan of instruction and the embedded resources. In an effort to allow all students (including all sub groups) access to appropriate curriculum that meets their needs, students will be provided with knowledgeable staff that will help support student growth within the area(s) of identified giftedness.

Teachers of gifted and advanced learners incorporate a variety of evidence-based resources that enhance student learning. The following resources are provided by the AIG department and are incorporated by AIG Specialists and regular education teachers across all AIG Program Service options:

- \*Mindset: Dweck
- \*Revised Bloom's Taxonomy
- \*Webb's Depth of Knowledge
- \*Kaplan's Depth and Complexity
- \*Parallel Curriculum: Tomlinson, Kaplan, Renzulli, Purcell, Leppien, Burns
- \*Junior Great Books
- \*Jacob's Ladder materials
- \*Socratic Seminars
- \*Literature Circles
- \*Problem/Project-Based Learning: Defined STEM, The PBL Project
- \*Costa and Kallick's Habits of Mind

<p>Identified resources are primarily used to extend the learning of core standards through resource classes, cluster classes, and enrichment/extension opportunities within the master schedule. Junior Great Books and Jacob's Ladder materials are used primarily by AIG Specialists in resource or in-class cluster group settings. District curriculum and pacing guide work focus on Revised Bloom's Taxonomy and Webb's Depth of Knowledge. This work aligns with the instructional planning process of both AIG Specialists and regular education core teachers, as they plan extended lessons incorporating the highest levels of Revised Bloom's Taxonomy and Webb's Depth of Knowledge. Resources such as Socratic Seminars, Problem/Project-Based Learning, and Parallel Curriculum are encouraged across all classrooms as evidence-based best practices that are beneficial for all students.</p>	<p><b>* Practice D</b> Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.</p>
<p><b>District Response:</b></p> <p>The LEA will help foster the development of future-ready skills through Problem-Based Learning (PrBL) scenarios, Project-Based Learning (PBL), and service-based learning. Students learn how to use critical thinking, the importance of collaboration, communication, and leadership skills while applying to real-world scenarios and community service projects.</p>	<p><b>* Practice E</b> Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.</p>
<p><b>District Response:</b></p> <p>The LEA uses both formative and summative assessments to support appropriate differentiation within the classroom as well appropriate placement within flexible groups. Classroom discussion, common assessments, mCLASS, iReady, IXL, CogAT, and EOG/EOC data help staff support both proficiency and growth within the school community. Other indicators that can support appropriate differentiation and inform flexible grouping is the use and analysis of pre-assessments for different content areas.</p> <p>Data from state policy mandated tests/assessments such as Read to Achieve (mCLASS) for students in grade 3, End-of-Grade, End-of-Course, NC Final Exams, WorkKeys Assessment System, and American College Testing (ACT) assessments for students in grades 3-12 provide valuable information regarding individual student achievement and are insightful for planning differentiated classroom curriculum and instruction, as well as grouping students in classrooms at the beginning of the year, and flexibly grouping students throughout the school year.</p>	

Ongoing formative assessment that occurs daily across classrooms continues to be a primary source for flexible grouping of all students. As the district continues to rebound from the pandemic experience, pre-assessment is critical to changing the learning loss narrative to once of acceleration versus remediation for all students. UCA teachers utilize professional learning community (PLC) meetings to analyze data in order to flexibly group students for differentiated instruction. Flexible grouping of identified and students demonstrating mastery of core standards affords students opportunities for accelerated instruction. Principals provide opportunities during and/or after the school day for AIG Specialists to participate in PLCs that focus on data analysis and flexible grouping of students. AIG Specialists also provide data from Cognitive Aptitude Tests (CogAT) reports generated through Data Manager, an online reporting system, as well as data for K-2 for student referrals for formal AIG identification screening. CogAT data provide individual student profiles with specific instructional strategies that provide AIG Specialists and regular education teachers with data that inform flexible grouping of students.

Analysis of reports, such as mCLASS Beginning/Middle/End-of Year assessments, and End-of-Grade/End-of-Course (EOG/EOC) goal summaries, provide classroom teachers a wealth of information for differentiated instructional planning. Another valuable data resource useful for intentional, flexible grouping of students is the Education Value-Added Assessment System (EVAAS). Individual student prediction EVAAS data are used for scheduling and grouping students at the beginning of the year. Multi-Tiered Systems of Support (MTSS) data guides instructional decisions for all learners. Analysis of these data support "push in" services by K-5 AIG Specialists for accelerated guided reading group instruction, and are beneficial for grades 6- 12, where students are clustered based on areas of identification for instruction. Within clusters of identified students, levels of readiness and mastery of standards vary. Teachers are encouraged to incorporate formative assessment in their daily instructional planning and delivery. Data collected through ongoing formative assessments such as pre/post assessments are extremely beneficial for adjusting instruction in order to differentiate curriculum and instruction, which often provides opportunities for fluid, flexible grouping of students. On-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices is a continued area of focus for the AIG Plan 2025-2028.

**\* Practice F**

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

## District Response:

Once the screening process is complete, the School-Based AIG (SBC-AIG) committee (SBC-AIG) meets to review all data captured on the AIG Nomination Log. The committee makes identification decisions based on these data, as well as any alternative sources of data utilized throughout the process. Members of the SBC-AIG committee determine whether students meet district AIG criteria for each grade span based on data provided through the screening process. Once decisions are made, results letters are disseminated to parents/guardians. AIG Specialists are available upon request to meet with parents/guardians of students who did not meet district criteria for identification. The AIG Screening/Identification/Placement forms are completed by the SBC-AIG committee once screening is complete. These forms require signatures of SBC-AIG Committee members, as well as parents/guardians. Signed, original forms are placed in students' AIG "blue" folders located in students' cumulative record folders in secure locations at schools. Parents/guardians of students meeting district criteria for identification are invited to a SBC-AIG committee meeting to discuss and complete required AIG screening/identification/placement forms. Differentiated Education Plans (DEPs) for identified students are developed during SBC-AIG committee meetings. AIG Specialists gather feedback and input during the development process, and they share completed DEPs outlining a) Service Options, b) Content Modifications, and c) Programs/Instructional strategies with teachers of gifted students. DEPs include strategies for addressing SEL needs of identified students. DEPs are developed for identified third graders following first semester screening, which allows for gifted services to begin the second semester of the third grade year. DEPs for all other identified students are developed annually during the first 30 days of the school year. Differentiated Education Plans (DEPs) for K-12 students referred for screening during designated windows of time and transfer students are developed on a case-by-case basis. DEPs are reviewed annually by AIG Specialists and teachers of gifted students during the August workdays and/or the first weeks of school. DEPs are reviewed multiple times throughout the school year with parents/guardians through student conferences, parent nights, Title I Parent Nights, and upon request by SBC-AIG committee and/or parents/guardians.

NOTE: Intellectually Gifted (IG) students may be served through any one or more services models; however, in order to meet the unique needs of IG students, development of the Differentiated Education Plan (DEP) requires a team approach and includes specific strategies to address possible factors that impact IG students' lower academic performance (e.g., study skills, organizational skills, social emotional needs of twice-exceptional characteristics, highly gifted characteristics).

The LEA has developed a DEP document that will record a student's identification as well as their service plan. Progress monitoring will be recorded at least one time per school year. Student DEPs will be reviewed annually by a representative of the SBCGE and overall progress sent home for parents/families to review.

### \* Ideas for Strengthening the Standard

- Over time, create a compilation of differentiated units, activities, centers, and question stems for different grade levels/content areas to access for added professional support with differentiation.
- Integrate more consistent pre-assessment for units of instruction to inform flexible grouping.
- Create a professional library with staff access to books and other resources to help support education of gifted learners.

## Planned Sources of Evidence

\* Common assessments, mCLASS, iReady, iXL, CogAT, and EOG/EOC data

\* PrBL units, PBL activities, service-based learning

\* Student DEPs

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

Standard 4: Personnel and Professional Development

**Uwharrie Charter Academy (76A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 4: Personnel and Professional Development**

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

**\* Practice A**

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

The LEA will employ at least one AIG – licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local plan. The AIG Specialist holds an M level licensure in Elementary Education (K-6) with Academically and Intellectually Gifted License.

The AIG Coordinator's roles and responsibilities include:

1. Developing, monitoring, and evaluating the local AIG plan
2. Overseeing the screening, referral, and identification process for the LEA
3. Monitoring implementation of program services and AIG personnel
4. Providing professional development opportunities and resources to support staff
5. Developing partnerships within the community to support the AIG program
6. Maintain documentation of student identification process for the LEA
7. Providing leadership and advocacy for the needs of AIG learners
8. Participate in professional development opportunities and regional/state-wide meetings to support gifted programs
9. Facilitate periodic meetings with AIG staff to ensure the needs of gifted learners are being met consistently throughout the LEA

The AIG-licensed educator guides, plans, develops, implements, revises, and monitors the local AIG program. The AIG Program Specialist meets and demonstrates requirements as outlined in the North Carolina Educator Evaluation System. The UCA AIG Program Specialist has the following responsibilities:  
\*Collaborates and coordinates the screening, referral, identification, and placement of gifted students. \*Advocates for gifted learners and serves as a liaison across all stakeholders: district departments, schools, parents, and the community. \*Communicates with and seeks partnerships between the district and institutes of higher education and other community businesses and organizations. \*Oversees the implementation of UCA AIG Plan 2025-2028. \*Participates in the annual NCDPI state meeting; quarterly regional meetings; and the annual NCAGT Conference. \*Participates in the development and monitoring of the AIG budget and funds: allotments, Professional development, purchasing of materials for district and schools, and testing materials. \*Plans and facilitates professional development within the district: the district local AIG endorsement program, annual counselor meetings, district curriculum departments, monthly

<p>administrative team meetings, quarterly district lead teacher meetings, and K-12 professional development. *Observes and provides feedback across grade spans to teachers of gifted students: K-2, 3-5, 6-8, 9-12. *Participates in classroom walkthroughs and provides feedback to teachers and administrators.</p> <p>*Communicates and provides professional development for evidence-based curriculum strategies and practices for gifted learners across all stakeholders.</p> <p>*Aligns communication and professional development for evidence-based curriculum and practices for gifted learners.</p>	<p><b>* Practice B</b></p> <p>Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.</p>
<p><b>District Response:</b></p> <p>The LEA encourages AIG supporting personnel to obtain add-on licensure for AIG (K – 12) in an effort to continue providing the highest level of support for both students and other staff. AIG personnel supporting elementary students will directly provide services at least 25 minutes per week per area of identification (mathematics or reading) to students through either “pushing in” to a classroom to support the classroom teacher and students with differentiation and extension activities or “pulling out” students to work on extension activities or provide enrichment. AIG personnel supporting middle grades students will directly support through “pushing in” to core content areas (ELA, Math, Science, and/or Social Studies) for specific activities, or “pulling out” for an extension/enrichment class. AIG personnel (K – 8th) will also provide indirect support by providing resources to teachers, staff, and families. The LEA will continue to monitor, evaluate, and revise job descriptions and duties to ensure the most effective utilization of resources and provisions for services to students.</p>	<p><b>* Practice C</b></p> <p>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.</p>
<p><b>District Response:</b></p> <p>The LEA supports continuing education for all staff members. A yearly survey will be conducted to help determine the direction for staff development training with AIG emphasis. AIG personnel will help provide targeted professional development based on the interest and/or needs of staff. The AIG Specialist presented at the K-12 Mini Conference for UCA this Spring on using Depth and Complexity to differentiate.</p>	<p><b>* Practice D</b></p> <p>Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.</p>

## District Response:

The LEA supports students being cluster grouped or flexibly grouped in the regular education setting for differentiated instruction. Students are assigned to clusters based on similar needs and on their identification in Language Arts and/or Mathematics. Differentiated curriculum and instruction is provided in the clusters to AIG students by either an AIG certified staff member or an alternate member that meets the LEA requirement. The classroom teachers and the AIG teacher will work together to align appropriate instruction for AIG students. Flexible grouping allows for modification of curriculum and instruction according to ability, readiness levels, learning styles, and/or interest of students. This grouping may include flexible in-class or across- class for differentiated activities or units. Students may be pre-assessed to form groups based upon common and specific needs in specific curricular areas.

### \* Practice E

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

## District Response:

The LEA's overall goal for the AIG program is to assist our gifted students in expanding their knowledge base while becoming life-long learners and productive citizens in a globally competitive world. To support this goal, local professional development (PD) initiatives will take into account the AIG perspective. The LEA will also connect the needs of gifted learners with school improvement planning and align PD activities accordingly with current best practices in gifted education. Staff will have access to any NCAAT offerings for differentiation as well as local professional development regarding basic differentiation, the gifted student mind, and any other requested topics.

### \* Practice F

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

## District Response:

The LEA supports staff collaboration within departments and across grade levels. Common planning time daily has been made available for AIG Personnel to support both students and staff with implementation of differentiated curriculum and for coaching. The LEA also supports attending off-campus professional development seminars for AIG staff to help keep knowledge of "best practices" current. This information can then be shared with regular staff.

### \* 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.

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.

**\* Ideas for Strengthening the Standard**

- Increase the number of AIG certified in both K – 5th and 6th - 8th grade.
- Have specific AIG staff who will support grades K – 2nd, 3rd - 5th, and 6th - 8th
- Consistently implement cluster grouping and flexible grouping best practices.
- Create a consistent, yearly professional development that focuses on “AIG 101” type information that will act as a refresher for seasoned staff and initial information for new staff.

**Planned Sources of Evidence**

\* Common planning time within AIG support staff and with regular education staff that they support.

\* Current staff contains at least one member with an AIG license.

\* Staff development topics with an AIG focus.

**Documents**

**Document Template**

N/A

**Document/Link**

**Type**

AIG Standard 4 Additional Resources

Standard 5: Partnerships	
Uwharrie Charter Academy (76A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
<b>Standard 5: Partnerships</b>	<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>
<p><b>* Practice A</b> Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:</p> <ul style="list-style-type: none"> <li>▪ academic and intellectual</li> <li>▪ social and emotional.</li> </ul>	
<b>District Response:</b>	<p>The LEA's AIG personnel will solicit feedback regarding parental expectations of Uwharrie Charter Academy's AIG program in an effort to determine stakeholders' wishes and to gather talking points for discussion during a SBCGE meeting. AIG personnel will be available during Open House/Meet the Teacher to help foster a sense of community and accountability between the school and families. This two-way interaction helps develop a bond between school and family that supports not only academic/intellectual needs at school, but a social/emotional need for support and security at home with families.</p>
<p><b>* Practice B</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.</p>	
<b>District Response:</b>	<p>The LEA will post a link to the school's AIG plan submitted to the North Carolina Department of Public Instruction (NCDPI). The school's website will also include general information regarding the nomination and evaluation process, and general methods of servicing students who are identified as gifted. In collaboration with support staff and administration, our AIG staff strives to have more informative meetings with parents regarding expectations of each school stakeholder.</p> <p>As a charter school, the LEA depends on a combination of outside vendors and parent and community volunteerism to meet the extra-curricular needs of AIG students. Parents provide transportation to academic and enrichment events, serve as chaperones, coaches, or facilitators for academic and sporting</p>

<p>competitions. Parents within the school and local community are also utilized as mentors to share interests and professional expertise with students by showcasing different careers within the community during grades 6th - 8th Career Day. These community members are also linked to local civic organizations that support volunteerism and community service projects.</p>	<p><b>* Practice C</b> Establishes 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.</p>	<p><b>District Response:</b></p> <p>The LEA has established a School-Based Committee for Gifted Education (SBCGE) composed of an LEA representative (Principal or Principal's designee), AIG Coordinator/Specialist, and General Education teacher(s). The committee will meet at least once per academic quarter to discuss the needs of AIG students, direction of the AIG program, review new comprehensive learner profiles that have been submitted for referral, and discuss any other issue/questions that arise. This group of individuals meet over multiple sessions to discuss basic needs of the LEA and how they could be met through the AIG school plan.</p>	<p><b>* Practice D</b> Informs all students, parents/guardians, and the community of the following:</p> <ul style="list-style-type: none"><li>▪ Local AIG Plan</li><li>▪ Local AIG program services</li><li>▪ Policies and procedures relating to advanced learning and gifted education</li><li>▪ Ways to access advanced learning opportunities</li></ul> <p>Communication is ongoing and responds to the diverse language and other needs of the community.</p>	<p><b>District Response:</b></p> <p>The LEA utilizes all avenues of communication at its disposal. AIG information will be posted on the school's website and included in the weekly parent newsletter (when applicable). Written information may be translated into a person's chosen language (when needed). The school's Parent Teacher Cooperative (PTC) provides an avenue for regular communication regarding activities that may involve AIG families. Our school also continues to form partnerships with local businesses that take an interest in our school community. These relationships allow the school-family-community partnership to increase accountability within the AIG program.</p>	
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**\* Ideas for Strengthening the Standard**

Increase potential partnerships with local universities to add to the LEA's pool of available experts to invest time as mentors and academic competition facilitators. Seek out more information regarding the possibility of creating a chapter of the North Carolina Partners the Advancement of Gifted Education (PAGE) consisting of parents and other supporters to help meet the needs of gifted learners.

**Planned Sources of Evidence**

* "AIG Information Session" with parents and other interested parties.	
* AIG implementation and service options within the community	
* UCA website to disseminate information to the general community- Parent/Family Nights	

**Documents**

**Document/Link**

**Document Template**

AIG Standard 5 Additional Resources

N/A

Standard 6: Program Accountability	
<b>Uwharrie Charter Academy (76A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b>	
<b>Standard 6: Program Accountability</b>	
<i>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.</i>	
<b>* Practice A</b>	
Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.	
District Response:	
<p>The LEA created a team composed of an LEA representative (Principal or Principal's designee), AIG representative, Instructional Facilitator, and General Education teacher. The team discussed the overall Self-Assessment data and began developing overall policies and discussing AIG plan specifics regarding identification and service models. Over several months of time, the initial AIG Planning team met to discuss each standard and the LEA's response to each part of the standards. The local plan will be presented before the LEA's board for approval on _____. Once approved, the local AIG plan will be submitted to NCDPI for comment.</p>	
<b>* Practice B</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.	
<b>District Response:</b>	
<p>The LEA will have the AIG Coordinator monitor overall progress toward consistent implementation of the local AIG Plan. The coordinator will work with other AIG personnel within the SBCGE to support compliance and ensure fidelity of implementation. LEA staff will be surveyed regarding the consistency of their personal implementation and request feedback for how AIG personnel can better support regular education staff. The AIG coordinator will complete reporting to NCDPI.</p>	
<b>* Practice C</b>	
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.	

## District Response:

All charter schools receive statewide AIG funding through the general charter school allotment. Through a combination of state and local funds, the AIG program is funded to include, but not limited to curriculum, supplemental resources, personnel, professional development, testing resources and to include meaningful opportunities for community partnerships and field trips. The LEA does not have a specific fund allocated for AIG. All monies come from the General Fund and necessary expenditures are tracked when used for AIG students and AIG Plan implementation. Available funds will be utilized for AIG professional development, testing materials, building a professional resource library, student programs, projects, and supplies/materials that align with NCSCOS and the AIG plan. The AIG coordinator will look into other avenues for funding (such as grants and sponsorships) to add financial support for the local AIG Plan.

UCA utilizes all allotted state funds for salaries, benefits, professional development, screening and identification assessments and tools, and the local AIG endorsement program. The AIG Specialist works in conjunction with the district finance officer, and district leadership staff, to develop and monitor the AIG budget. Expenditures are reviewed for alignment with the AIG program goals and the contents of the AIG plan. The budget is monitored through monthly financial reports. The AIG Program Specialist collaborates with all district departments and schools to integrate AIG program goals and specific strategies of the AIG plan with other program areas and advocates for the use of other funding sources (e.g., Title I, II, III) to meet the needs of the AIG program and learners.

### \* 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.

## District Response:

The LEA requests that the AIG coordinator gather, analyze, and share AIG student growth and achievement data with all school staff. Once data has been compiled from mCLASS, CogAT, iReady Diagnostic, and EOG/EOC data, this data will be used to look at growth within traditionally underserved populations and to inform future talent development efforts, monitor areas of continuing need, and determine future program offerings. The school will report drop-out data to the state and will track those that have been identified as AIG.

### \* 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.

## District Response:

With assistance from the LEA's administration, the AIG coordinator will monitor and collect data regarding the school's changing demographics with concentration on traditionally under-represented populations, sub-groups' performance patterns and their unique needs. Once data has been collected and analyzed, the results will be brought back to the SBCGE to discuss any disproportionality of representation and additional ways to refer, identify, and serve these students within the community.

### \* 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.

## District Response:

The LEA will maintain licensure records and evidence of continuing education for all staff working with AIG students. These documents are available for review by relevant stakeholder groups, as appropriate. Administrators will seek to give priority to potential personnel who have AIG licensure when positions become available. Additionally, the LEA encourages current staff to enroll in AIG certification programs and study toward passing local certification exams for AIG add-on licensure.

### \* Practice G

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

### District Response:

The LEA will request yearly feedback from AIG parents, AIG students, and classroom teachers of AIG identified students. Anecdotal data will also be collected through grade level and department meetings, parent meetings, surveys, and other avenues that share opinions. Those results will then be used to evaluate the effectiveness of the AIG Plan implementation and to make improvements for AIG services.

### \* Practice H

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

## District Response:

When evaluating the school's AIG program, multiple sources of data will be reviewed. Some data points that will be considered include: growth rates for AIG, EOG/EOC scores, and class grades for AIG students. These data points help support whether the current AIG Plan and Implementation have resulted in effective servicing of gifted students. After areas of weakness are identified within the Plan and/or service delivery from both quantitative and qualitative indicators, the SBCGE will discuss new/improved ways of consistently planning and serving students within the LEA.

### \* Practice I

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

## District Response:

The LEA's 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. The community-at-large will be made of pertinent changes to the AIG plan or programming.

District policies exist that protect all students and their rights. In the event of a disagreement of AIG identification and/or services between parents 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 Committee for Gifted Education (SBCGE) regarding placement or services, the following procedures may be used for dispute resolution. These procedures are:

1. Parent submits a written request for a conference with the SBCGE. The Committee will meet with the parent to discuss the data and AIG Identification criteria. The AIG Coordinator or Administrator will communicate, in writing, the final outcome of meeting with parents and other team members. If no resolution occurs at the school level, the parent may proceed to step 2.
2. Parents may appeal in writing to the Regional AIG Coordinator. The Regional AIG Coordinator will conduct a meeting and respond in writing to the parent concerning the outcome of the review. The written response will also be shared with the local SBCGE and the principal.

At any point in the hierarchy of procedures, the LEA can recommend mediation with an impartial facilitator. When disputes are not settled at the local level, parents may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes.

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.

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## \* Ideas for Strengthening the Standard

- Consistently request feedback from stakeholders to help regularly inform and guide implementation of the LEA's AIG Plan.
- Monitor under-represented populations consistently to look for ways to better serve the LEA's demographics

## Planned Sources of Evidence

\* Yearly parent and staff surveys.

\* Parent letters, Parent AIG Handbook

\* Multiple sources of student data and performance levels.

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



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\* Approved by local Board of Education on:

06/12/2025 

AIG Related Documents

Uwharrie Charter Academy (76A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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Phrase		Definition	