Capitol Encore Academy
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 14-OCT-19
LEA Superintendent’s Name:
LEA AIG Contact Name: Angela Hill
Submitted to NC Department of Public Instruction on: 15-OCT-19

Capitol Encore Academy has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement 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 relate to the categories related to NC’s AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Capitol Encore Academy local AIG plan is as follows:

Capitol Encore Academy Vision for local AIG program: The Capitol Encore Academy’s AIG Program will prepare artists who display academic excellence while incorporating artful thinking in all that they do. Our program will incorporate activities that inspire our student to innovate while imagining solutions to global and local issues. Students in The Capitol Encore Academy’s AIG Program will be learners who see challenges as an opportunity to inquire and implement real world solutions to problems. The program ultimately will help each chameleon reach their academic, social and emotional potential.

Sources of funding for local AIG program (as of 2019)

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<tr>
<th>State Funding</th>
<th>Local Funding</th>
<th>Grant Funding</th>
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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 screening and referral processes that lead to AIG identification at all grade levels.

District Response: The Capitol Encore Academy (TCEA)’s AIG plan identification criteria will serve to identify gifted students in all populations at TCEA to ensure that the process is fair, transparent, and consistent.

For those students who enroll in TCEA with an AIG label from a school with a state approved AIG Plan, they will be placed in the AIG program aligned with their grade level.
For incoming students who have been targeted as potential AIG students but their previous schools do not have a state approved AIG program, TCEA will place these students into the AIG program until the identification process is completed.
The Capitol Encore Academy (TCEA) will use the following criteria to identify students for AIG Services:

1) Determine Power School identified students enrolled at TCEA as well as include a line on the records request for AIG records if applicable.
2) For those students identified, the steps are as follows:
   a. Communicate in written form with parents – letter or email
   b. Team pulls AIG student information from previous school
   c. Team prepares Individual Student Plan for each identified student (ISP form)
   e. Hold initial conference to sign forms and discuss placement and service
   f. Parental signature required on student ISP before official placement
3) For unidentified student referrals (students that exhibit AIG behaviors or enroll from schools without a state approved AIG Plan), these are the steps TCEA will follow:
   a. Referral to AIG Program (by previous school; guardian; teacher)
   b. Notice and Consent form for AIG evaluation
   c. Parents, students, and teachers complete the Student Rating Assessment
   d. Placement Rubric that determines eligibility
   e. Hold conference with parents after determining eligibility for implementation of services
   f. Team prepares Individual Student Plan for each identified student (ISP form)
   g. Submit Power School Reporting form to Data Manager

The Capitol Encore Academy Screening will be completed as follows:

Talent Development (Kindergarten- 3rd Grade)
Instructional Coaches as well as MTSS Staff will collaborate with classroom teachers to conduct a series of instruction and observation cycles, focusing primarily on higher order thinking skills. These cycles will occur during the 2nd trimester each year. Observation notes will be combined with school assessment data (mClass and iReady) and performance tasks in a nurturing portfolio. For those students who show emerging talent for advanced learning, the portfolio will be used to support formal
Gifted nomination at the conclusion of 3rd grade.

**Gifted Education (4th Grade- 8th Grade)**

Students who demonstrate achievement in reading and/or math that often exceeds the expected performance of their grade level. Identified students are provided differentiated instruction and enrichment experiences based on data-driven demonstrated need. Services described in the Individual Student Plan (ISP) are provided by the classroom teacher and supported by the Instructional Coaches, MTSS Staff and the AIG Team. Gifted identification applies to elementary and middle school students. (Nominations in Grades 3-8)

Some students consistently demonstrate achievement in reading and/or math that exceeds grade level expectations prior to classroom instruction. These gifted students are primarily served by classroom teachers in flexible cluster groups. They receive specialized services in the area of need as described in the ISP. These screenings are completed each Fall for students through 4th- 8th grade and will include the following test data to determine eligibility:
- EOG Scores
- iReady Assessments
- CoGAT

**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 Capitol Encore Academy (TCEA)'s AIG plan identification criteria will serve to identify gifted students in all populations at TCEA to ensure that the process is fair, transparent, and consistent.

For those students who enroll or are already attending our school with an AIG label from a school with a state approved AIG Plan, they will be placed in the AIG program aligned with their grade level. For incoming students and current students who have been targeted as a potential AIG student but their previous schools do not have a state approved AIG program, TCEA will place these students into the AIG program until the identification process is completed.

TCEA plans to identify students in two ways:

**Academically Gifted:** Students who have demonstrated high academic performance in a specific academic field within the regular academic programming. Students can be identified in reading (AR) or math (AM), or both reading and math (AG). These students perform highly on aptitude and achievement assessments. The test used to determine this status are CoGAT, EOG and iReady.

To qualify for services, students will need to have the following qualifications:
1 year of 90th percentile or higher on most recent EOG score or other achievement test OR 1 year of 90th percentile or higher on an aptitude test (not to exceed 2 years) AND a 3 year average of "A" or "B" in corresponding subject area 98th or 99th percentile on an aptitude or achievement test (not to exceed 2 years)

**Intellectually Gifted:** Students who have demonstrated high intellectual capacity, but have not yet demonstrated high academic performance (IG). These students demonstrate cognitive processing
and reasoning abilities in scholarly areas of study outside of the regular academic programming. These students perform in the superior range on aptitude assessments, but may demonstrate little evidence of achievement. This definition recognizes that not all intellectually gifted students are going to display gifted characteristics in an "achievement based" way. Quantitative data will include teacher surveys, observations as well as Qualitative data such as common assessments and student work portfolios.

**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.

**District Response:** There will be grades in which mass achievement testing will occur to ensure that no student is missed for receiving AIG services is qualified for them. The Capitol Encore Academy will screen all students in 4th grade as well as 7th grade unless parents request that their student is not tested.

TCEA will screen and follow up with all students who have participated in the Talented Development Program during the first semester of their 4th grade year.

TCEA Instructional Leadership Team will provide professional development to expand understanding of giftedness and address misconceptions about various sub-groups.

The TCEA Leadership Team will monitor and analyze sub-group data to understand our school's demographics. Currently TCEA has the following demographics:
- Caucasian: 36%
- African American: 37%
- Hispanic: 12%
- Other: 14%
- Asian: 1%

SES
- 41.43% Free
- 6.79% Reduced Lunch

While looking at the data, the team will determine in which subgroups under-representation is present and use this information to develop or enhance screening, referral, and identification procedures.

**Practice D**
Implements screening, referral, and identification processes consistently within the LEA.

**District Response:** TCEA AIG Implementation Team will provide forms, checklists, and flowcharts to
aid in the identification of students following the plan developed.

Provide ongoing and targeted professional development for all grade level as well as the arts teams on screening, referral, and identification procedures to ensure consistent implementation across the school.

The AIG Coordinator and school administration will attend state meetings to enhance the TCEA program.

TCEA’s Student Services Team will audit and monitor the AIG Process every three years to ensure screening, referral, and identification processes are implemented consistently across the district.

**Practice E**

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

**District Response:** The Capitol Encore Academy will use the following methods to disseminate information regarding our AIG Process:
- AIG Web Page Under Information for Parents on the TCEA Website
- AIG Program Brochures
- Informational Sessions for Guardians Each September
- Produce parent handbook that includes identification process
- Include the process in the TCEA Family Handbook
- Post procedures on TCEA AIG Web Page
- Include identification process in new teacher orientation and opening work days for returning teachers
- Direct guardians to the family handbook in additional interactions and communication between families and TCEA throughout the year

**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.

**District Response:** Based on information gathered from Power School and student's cumulative records, TCEA will conduct parent informational meetings regarding services and expectations at each grade. At these meetings the following will be discussed and covered:

Each student referred to the AIG Committee will have a paper file that includes all of the critical aspects of our TCEA's identification process.

Guardians will receive copies of all documentation and will meet for the initial review and on a yearly basis to review the plan. Notes and signatures will be documented at each meeting.

At the meeting the following items will be discussed:
- Expectations for AIG Students
- Expectations of the TCEA Staff in meeting the needs of students
- The Individual Student Plan (ISP)
- Qualification Details
- Parental understanding of how to support their AIG child towards self-efficacy.
- Students will be identified in Power School to document that they qualify for services.

**Ideas for Strengthen the Standard:** Monthly meetings with our initial AIG implementation team to ensure all documents and flow charts are created and disseminated to staff.

-Send out monthly updates with what is being done by the team to staff to ensure transparency and gain support for new program.

**Sources of Evidence:**
- Website
- Newsletter
- Notes from monthly meetings
- Documentation Paperwork and Procedural Flow Charts
Standard 2: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A
Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: At The Capitol Encore Academy, the NC Standard Course of Study is the central document used when planning units of study and lessons. The arts are integrated into those units and lessons whenever possible. Services provided to AIG students will be based on the NC Standard Course of Study. Teachers will utilize the common grade level pacing guides created by lead teachers and the instructional coaches to extend and expand on standards being taught. Teachers serving AIG students in K-8th grades will plan opportunities for these students to engage and challenge their students while keeping in mind the 4 I's of TCEA: Inquire, Inspire, Imagine and Innovate. Staff will also encourage many opportunities for students to build on their current knowledge through the use of STEAM (Science, Technology, Engineering, Arts, and Math) activities.

Practice B
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: The Capitol Encore Academy will work with core and arts staff to integrate the arts into the instructional programming offered at the school. The activities and programming for students will involve the integration of the arts to connect the AIG Services to our instructional programming. The A+ Essential Standards aid in the programming for all students at TCEA:
1. Arts
2. Curriculum
3. Multiple Learning Pathways
4. Experiential Learning
5. Enriched Assessments
6. Collaboration
7. Infrastructure
8. Climate

The instructional practices that staff will implement with our AIG students will include: Project Based Learning, Portfolios of Learning, Enrichment and Extension Activities, and Acceleration. Staff will work with administration and the AIG lead to determine best fit of activity to student instructional needs.
Practice C
Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

District Response: Students will be clustered in each grade level if they qualify for AIG services. In the elementary school, this clustering will be in groups of no less than 4 in each room. In middle school, students will be assigned to cohort grouping and clustered into classes that are taught by AIG licensed staff members. These groups will be determined by the school administration and lead teachers during the summer before each school year. These students will be highlighted on the class rosters teachers submitted to administration during check out procedures at the close of the school year to ensure students are intentionally assigned for learning success.

Practice D
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: Students that qualify for AIG services will have an ISP (Individual Student Plan) in their cumulative folder housed in an orange folder to ensure that the student receives the agreed upon services each year. These plans will also include a copy of the local AIG Plan and contact information for the AIG case manager. The AIG coordinator will meet with all teachers serving our AIG students during the teacher work days each August to discuss students' plans and way they can meet their students' needs. The staff will also participate in an AIG workshop as part of their Back to School programming each August. We will also direct staff to visit the AIG Google Folder to find answers and videos of previous AIG presentations and PD.

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

District Response: The AIG Implementation Team will invite staff from sites where our students are transitioning from (pre K- middle schools) and transitioning to (high schools) to ensure a smooth continuation of services. We will also ensure that a copy of a student's ISP is sent with students when transferring from our site.

Practice F
Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.
**District Response:** TCEA currently implements 2nd Step SEL curriculum as well as a procedure called Circles. Students identified as AIG will be informally assessed by staff and will be recommended for counseling services, circles or extra SEL Lessons focused on areas of need seen in the student. Parents as well as teachers can also request these services as a prevention tool if they believe it would benefit the students to participate.

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

**District Response:** Students in the AIG program in grades kindergarten- third grade will receive their services in the following ways:

- Early Admission into Kindergarten based on NC Standards
- Project Based Learning Opportunities during Intervention Periods
- Extension arts based activities
- Small group lessons
- Collaborative teaching
- Differentiation in the Classroom

Students in the AIG program in grades 4th-8th grades will receive their services in the following ways:

- Online Advanced Curriculum
- Cluster Grouping Advanced Pace Through Curriculum
- Lessons taught in Google Classrooms
- Mentoring/ Internships
- Project Based Learning Opportunities During Intervention Block
- Virtual meetups/ career fairs in areas across the disciplines that extend students' learning
- Differentiation in the Classroom
- Genius Hour

**Practice H**
Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

**District Response:** The Capitol Encore Academy will utilize their talent development program to ensure that under represented AIG populations have access and exposure to the programming. To do so, we will examine on a yearly basis the make-up of our student population and plan critical thinking/ higher order thinking activities and events to ensure that students underrepresented are involved and exposed to broaden their access to AIG programming.
The Capitol Encore Academy wants to have a program that engages their students and one that students "look forward" to being in. To ensure that we have an engaging program, the team plans on surveying students, yearly, in the program as well as students in underrepresented populations in the school to revise and adjust the program based off of feedback from those stakeholders.

**Practice I**
Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

**District Response:** The Capitol Encore Academy will encourage our academically and intellectually gifted students to participate in our current offering in EKC (Encore Kids College) to enhance their current skills and interests as well as develop new talents in areas that they might not have explored to ensure a well-rounded educational experience

**Ideas for Strengthen the Standard:** -Implement the Battle of the Books Team

-Explore creating a Science Olympiad Team/ Robotics Team

**Sources of Evidence:** - Student Surveys to gather information on interest of club types

- Enrollment in different clubs and after school opportunities

- Notes from MTSS/Intervention PLCs
Standard 3: Differentiated Curriculum and Instruction

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

District Response: The Capitol Encore Academy Administrative Team will select a team of staff members to collaborate the summer before the implementation of this plan to create a database of extension activities that staff members can use with students in their class. This team will include students in the areas of core and arts instruction.

The Instructional Coaches and Lead Teachers will also create a database of extension, enrichment, and acceleration activities that families can utilize at home and during instructional breaks to keep students engaged.

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.

District Response: Teachers will employ centers, learning circles, stations, differentiate homework assignments, etc. to ensure that all students have access to curriculum at their current learning levels. The educators at TCEA will also use Google Classroom to hold a variety of virtual lessons and book clubs to engage these learners. The MTSS team will work with the staff along with instructional coaches to provide support to staff in meeting the needs of their students through focused and researched professional development. The Capitol Encore Academy will also provide time during weekly department level planning to focus on best practices in the building for AIG students.

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

District Response: TCEA will house AIG Activities and Best Practice Activities in the Instructional Coaches/ PLC Room for staff members to view, copy, and check out. The staff will also have access to the PBL Project Website (http://pblproject.com) to help pull activities to use with students. TCEA would like to have a theme of Voice and Choice with our students that will allow them a chance to explore topics that interest them by tying their projects to the NCSCOS. We also plan to continue to build our instructional library by including books on how to better reach and teach gifted students.
Practice D
Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

District Response: TCEA would like to encourage our AIG students to not only grow in academic areas but in the future-ready skills needed to succeed and thrive in the world. The ways we would like to implement this level of skill training are as follows:

- Book clubs/ lunch bunch groups that focus on collaboration and communication skills
- Provide students with apprenticeships with approved community stakeholders
- Life Skills Day for middle school students that will focus on skills including:
  - Budgeting and Financing
  - Interview and Resume Skills
  - Cell Phone and Social Media Etiquette
  - Public Speaking

Include reflection activities at the end of taught units to encourage students to see how improvement is always needed and a persistent temperament is needed to succeed. Tools to aide in reflection might include the following tools:
- SeeSaw
- Flipgrid

Implement AIG Student led community service projects that allow them to help solve downtown Fayetteville problems and challenges.

Implement a Student Ambassador Program that helps include these students in decisions made by the administration and the school leadership team.

Practice E
Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response: TCEA utilizes current assessments such a iReady, teacher common assessments, etc. to create learning groups and opportunities in the classroom. Each month there is a PLC dedicated to creating intervention and enrichment activities for students at TCEA. These meetings involve our core teaching staff as well as our MTSS Staff and Instructional Coaches. We also have monthly Arts Integration (AI) Meetings where staff members can collaborate to create lessons that engage and support learners at their current level.

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

**District Response:** TCEA Instructional Teams will include built in units with a strong emphasis on grappling and grit. To support students over instructional breaks the staff will provide activities that parents can pull from that will hopefully ease anxiety that might occur during transitions. The staff will refer to the book Educated by Design by Michael Cohen to help students see past just earning good grades and discover a purpose to their educational journey.

**Practice G**
Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.

**District Response:** Teachers will use our in house Gifted Observation Form to help identify young students that might benefit for the program. TCEA staff plan to use interest surveys to help build units of study based on students’ interests. Intervention programming will also include units where students will be pulled based off of interests across grade level. Teachers will also cultivate the skills of young gifted students by utilizing ebooks from organizations such as the National Science Teacher Association.

**Practice H**
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** The Capitol Encore Academy Instructional Staff meet monthly to discuss the abilities and instructional levels of all students during the interventions PLCs. During these planning sessions, plans are created through the collaboration of all instructional and support personnel.

**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/families to ensure effective programming, provide a continuum of services, and support school transitions.

**District Response:** During the parent/teacher conferences held at the end of each trimester, educators will meet with parents to discuss the goals creates for each AIG student in their ISP (similar to a DEP). AIG team members will be available to attend these meetings as requested by teachers and/or parents. In our Arts Program, students will have a opportunity to share what they have learned with the public during each public event held at the school.

-Elementary Students: These events will be at the end of each trimester displayed during parent/teacher conferences as well as The Spring Arts Night.
-Middle School: These events will be held at the end of each trimester during the Middle School Showcase Nights.

**Ideas for Strengthen the Standard:** - Scheduled events on the TCEA staff calendar to ensure they take place.

-We need to work out ways to ensure that voice and choice are at the center of activities we offer students.

**Sources of Evidence:** - AIG Activities and Resources

- Survey from students in the program

- Reflections of students and staff after units

-Feedback from families about enrichment home activities and opportunities
Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going 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.

**District Response:** The Capitol Encore Academy plans to hire an experienced AIG Coordinator and would prefer that the coordinator is licensed in the state of North Carolina. The job of the coordinate would depend on the percentage of AIG students identified at TCEA. The expectations of this position would involve:
- monitoring and revising the implementation of the TCEA AIG Plan
- lead training and professional development of staff that that instructs AIG students
- support and deliver instruction to AIG students (based on number of students in the school)
- responsible for collecting data on students who are in the program
- planning excursions for students in the program
The TCEA AIG Team would like for the school to reimburse the staff member for the AIG licensure test.

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

**District Response:** TCEA teachers will work with the AIG specialist to help build plans for students. The AIG specialist will pull out students as well as working with the staff to provide curriculum. The professional development that the specialist will provide will focus on tools that teachers can immediately reproduce and use with students the next day. The pull outs services should be scheduled to ensure that students still receive instruction in all areas in addition to their pull out time.

**Practice C**
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

**District Response:** The TCEA AIG Team plan to implement the following professional development for TCEA staff in addition to AIG Best Practice and The AIG Child PD:

- AIG Identification Training: Teachers gain knowledge about the identification process of students.
- How To Add HOT (higher order thinking) Questions to Common Assessments: Teachers will be encouraged to add 1 or 2 HOT questions to common assessments (pre or post) to add to current data collection (not counted towards grades)

These are a beginning list of training sessions each group of staff members will be challenged to participate in:
Regular Education: Tools for Enrichment and Simple Ways to incorporate and Data and SEL
School Counselors: SEL
Special Education Teachers: Identification Training/What to look for
ELL Personnel: Identification Training/What to look for
Administration: What to Look For During Observations
Arts: Tools for Enrichment; What to Look For

**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.

**District Response:** The Capitol Encore Academy would like to maintain mixed ability classrooms by clustering the AIG students into small groups of 3-5. We would like to place students into classrooms of staff members with AIG Licensure or is currently working on AIG Licensure. The AIG Team would like for the school to reimburse staff members that want to take AIG certification classes or the AIG Add On Licensure Test. We would also have any staff members that want AIG clusters in their room to attend AIG training offered by the school or area LEAs/Universities.

**Practice E**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

**District Response:** The Capitol Encore Academy would like to offer professional development after school and on teacher workdays that is choice based and include incentives for staff members that attend. Students will tie their yearly goals to either meeting the needs of AIG and/or EC students on a yearly basis. Staff that teaches AIG students will be encouraged to attend conferences and local training. Staff that does teach AIG students must attend offered training to ensure that they have the best research strategies.

**Practice F**
Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

**District Response:** TCEA will attempt to collaborate with Cumberland County Schools to attend training already being offered in the state. The AIG specialist will also look for ways to support
guardians of AIG students in meeting the needs of their students. We will also implement surveys at the end of each trimester (for teachers and parents) to discover more topics needed for training.

**Ideas for Strengthen the Standard:** * Attend collaborative meetings with fellow AIG program leads.

* Gain commitment from superintendent to fund AIG licensure.

**Sources of Evidence:** * Teacher Feedback and Surveys
Standard 5: Partnerships

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

Practice A
Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

District Response: The Capitol Encore Academy plans to build partnerships with Cumberland County School's AIG Department as well as area Charter Schools with AIG programming to discuss and learn better ways to support the academic and intellectual needs of our AIG students. We also plan to look into enrichment programs offered by area universities and organizations to find ways to continually engage our AIG students (ex: Kids in the Garden Program at UNC-P). We will continue to advertise and promote the Duke TIP programming to allow students access to activities that we cannot currently offer at our school site.

Practice B
Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response: The Capitol Encore Academy plans to create an AIG Class Dojo Group to serve as an electronic list serve to ensure families are kept well informed. Our school will host an AIG web page and will be accessible through a link from our homepage. There we will keep electronic copies of our AIG Identification Process Flow Cart, our AIG Handbook for Parents, and any forms/communications that we have sent hard copies of home with students. We also plan to have videos of past presentations on AIG and our school policies located on the page. We will also have brochures located at the front desk and in our lobby for new families as well as those families interested in attending TCEA and might have questions about our AIG Program. We have also planned to have Show What You've Learned Presentations after unit of study for AIG students so they can display their extended learning with the school community.

Practice C
Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.

District Response: The Capitol Encore Academy (TCEA) plans to create an advisory group that
includes all members of the school (parents, students, staff, community members). This group will meet on a quarterly basis to review current procedures and policies being implemented at the school. The process to join this group will be transparent and if we have more than one person interested in filling each role on the board we will have an online election for the person to be selected by peers. This advisory group will advise the AIG Implementation Team as well as school administration.

**Practice D**
Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

**District Response:** TCEA plans to create and send out monthly newsletters to families of AIG students on what is taking place in AIG instruction in the various grades throughout the school. The newsletter will be translated into students' native language as needed. We have also planned to begin a Social Media push once our AIG Plan is approved to announce the creation of the program as well as advertise what our AIG program will look like at TCEA. These social media pushes will continue with post and videos each month on a bi-weekly basis.

**Practice E**
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

**District Response:** The Capitol Encore Academy will explore partnerships with local universities for our upper elementary and middle school students can shadow college students and professors to draw connections between current learning and application of what students have learned. We are also interested in explore possible partnerships with leaders at Ft. Bragg to allow experiences of curriculum related activities that occur in the Army. These experiences will hopefully enhance our curriculum offerings at TCEA. Our school currently offer a career day for our middle school students. We would like to expand this experience for our AIG students in all grades and implement a virtual job fair component to create a larger bank of careers for our students to be exposed to. We also would like to expand the showcasing of our AIG student achievement through the publicizing events such as Battle of the Books, Robotics, Math Competitions, etc.

**Ideas for Strengthen the Standard:** - Build a list of community partnerships and continue to share information out with those stakeholders.

- Include social media in all dissemination of happenings at the school in the AIG program.

**Sources of Evidence:** - Newsletter
- Website
- Advisory Board Meeting notes
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 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.

District Response: Create a team that represents a variety of stakeholders to lead the development of the local AIG plan.

Develop a process for gathering feedback, creating a timeline of completion, and communicating process updates in a timely manner.

Gather feedback from all stakeholders to guide the process and plan development, and complete program self-assessment using this feedback.

Develop local AIG program and policies based on program self-assessment and overall program goals.

The Capitol Encore Academy has created an AIG Implementation Team and have meet weekly to create our AIG Plan. The plan has been approved by the Superintendent and Board Chair at TCEA and is seen as a working document. Feedback on the current working plan has received solicitation of feedback from the team as well as the staff. Our plan, moving forward, is to continue to share out and post our meeting agenda and minutes to ensure we get feedback from all stakeholders as we revise and implement the plan. We have also reviewed exemplar plans from other schools and have asked for feedback on our current plan from the AIG Charter Schools Representative for NCDPI.

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.

District Response: TCEA AIG Implementation Team plans to annually present at a TCEA Board Meeting updating the board on activities and numbers of students in AIG program. We will also continue to monitor this plan to ensure that we have determined how and when to implement the AIG identification and instructional processes and procedures.

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.

**District Response:** The Capitol Encore Academy AIG Implementation Team will work with The Romine Group and school finance personnel to identify grants and money opportunities to help pay for activities and curriculum that cannot be covered in current instructional and curriculum line items. The team and administration will also work with the Grant Writer to apply for grants as needed that match the goals of our program.

**Practice D**
Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

**District Response:** The AIG team will pull iReady data at the end of each benchmark to track the growth of students in our program and compare them to students not in our program. We also plan on have a summer institute to review EOY assessments to revise programming for the coming school year based on the data. Notes and data from these meetings will be shared with the TCEA staff in our AIG Data Google Folder. We will also use this data to plan with the MTSS staff on ways to increase student growth if we see students who have a decline in their performance.

**Practice E**
Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

**District Response:** The TCEA AIG Implementation and Advisory Teams plan to gather, analyze and share AIG student growth, achievement, and retention data specifically for students in our program. These results will be shared out in our annual meetings with the board. The populations we will explore are the following:

- White, Black, Hispanic, Asian, Other, Male, Female, Free and Reduced Lunch, etc.

**Practice F**
Maintains current data regarding the credentials of personnel serving AIG students.

**District Response:** The Capitol Encore Academy will house AIG licensed staff licenses in the principal's office for quick identification in staff member's cumulative records. The school will also publicize the process for staff to obtain AIG licensure.

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

**District Response:** TCEA will employ multiple ways of gathering input, including surveys, interviews, focus groups, quick asks during other established meetings all throughout the year, ensuring all stakeholders have opportunities to provide feedback. Our survey will parallel the self assessment tool to ensure our plan is developed correctly.

**Practice H**
Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

**District Response:** TCEA has a culture of data-rich discussions that occur on a weekly basis in PLCs. We want to ensure that the data regarding AIG students is included in these rich discussions and that we include all of the people able to meet the needs of these students and improve the AIG program are included in these discussions.

**Practice I**
Disseminates all data from evaluation of the local AIG program to the public.

**District Response:** TCEA will publish program evaluation data in a variety of ways including our website, updated brochures, annual board meeting presentations, etc.

**Practice J**
Safeguards the rights of all AIG students and their parents and families 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 TCEA Parent Handbook will include a clear outline of AIG student rights and this information will also be present in our AIG Parent Handbook as well as our Programming Handbook.

**Ideas for Strengthen the Standard:** - Create a flowchart that spells out different sources we will use monitor the program

**Sources of Evidence:** Handbook

Notes from Advisory Meetings
Notes from Data Meeting
Glossary (optional):

Appendix (optional):
AIG Approval of Plan 2019signed.pdf (Local Board Approval Document)