

Overview: Mission/Vision Statement and Funding

The Capitol Encore Academy (26C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

Will Kneer

* LEA AIG Contact Name:

Whitney, Kendra - kendra.Whitney@capitolencoreacademy.org

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

For 2022-2025, the The Capitol Encore Academy local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Our Mission: The Capitol Encore Academy's AIG Program enhances the educational experience for gifted students by focusing on the individual strengths of each student as a learner. In the pursuit of knowledge and wisdom, our program fosters creativity and innovative thinking in the development of self-directed and meaningful artists in an ever changing global society. Our program will incorporate activities that inspire our students to become innovative individuals who

can address and provide solutions to global and local issues.

Our Vision: The Capitol Encore Academy's AIG program will: meet the students' individual needs; enrich student artistic interests and abilities; foster communication between educators, parents, and students; provide a curriculum with appropriate rigor, challenge, and choice; offer opportunities for artistic and academic interaction with like-ability peers, school community, and the artistic community surrounding our school; encourage critical and creative exploration of ideas; approach instruction through inter-disciplinary and thematic problem-based studies; and recognize the social and emotional characteristics of our individual learners.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 4,022.91	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

The Capitol Encore Academy (26C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

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

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:

- Determine Power School identified students enrolled at TCEA as well as include a line on the records request for AIG records if applicable.
- For those students identified, the steps are as follows:

1. Communicate in written form with parents – letter or email

2. Team pulls AIG student information from previous school

3. Team prepares Individualized25 of Plan for each identified student (DEP/IDEP form)

4. Hold initial conference to sign forms and discuss placement and service

5. Parental signature required on student DEP/IDEP before official placement

- For unidentified student referrals (students that exhibit AIG behaviors or enroll from schools without a state approved AIG Plan), TCEA will follow these steps:

1. Referral to AIG Program (by previous school; guardian; teacher)

2. Notice and Consent form for AIG evaluation

3. Parents, students, and teachers complete the Student Rating Assessment

4. Placement Rubric that determines eligibility

5. Hold conference with parents after determining eligibility for implementation of services

6. Team prepares Individual Student Plan for each identified student (ISP form)

7. Submit PowerSchool Reporting form to Data Manager

The Capitol Encore Academy Screening will be completed as follows:

Single Subject Acceleration (Grades K-2)

- A nurturing program is in place to serve K-2 students that demonstrate academic potential. Students are selected using multiple criteria to participate in this challenging and nurturing program. In instances where a K-2 student shows signs of highly gifted characteristics, a body of evidence will be collected over time using multiple criteria. Once sufficient data is collected, the AIG teacher/Team will review the body of evidence. If testing is needed, the student will be referred for individual aptitude testing.

- iReady data will be used to identify students in math and/or reading that are excelling

- teacher-given assessments will be used to identify students that have mastered standards before their peers on 3 or more instances
- teachers, parents/guardians, community members will nominate students for the AIG program
- AIG certified teacher will push in to the classrooms for 10 - 15 structured
- Students identified in grades kindergarten through second grade will have a single subject for acceleration chosen by the AIG Coordinator based on available data. These students may be identified through iReady assessment data, and teacher or parent nomination. Kindergarten through grade two screening will be completed by the second trimester of each school year to ensure that identified students have received ample accelerated instruction to meet their individual learning needs.

Talent Development (3rd Grade - 5th Grade)

Pathway 1:

- After considering pathway 2, we look to the student's aptitude indicators to determine if Pathway 1 is an option for identification. In this pathway, a student needs to meet four different criteria between listed options in the same subject area to form a combination of 2 aptitude indicators AND 1 achievement indicator AND 1 performance indicator.
- This pathway allows us to identify particular needs of students; especially those who have a strength in one area and challenge in the other.

Pathway 1A:

- Aptitude Indicator: Nationally-normed aptitude or IQ test = Full scale score of 98th percentile or higher AND/OR subtest composite score of 98th percentile or higher
- Achievement Indicator: NC EOG = NC EOG score of 92nd percentile of lower (B) OR 84th percentile on an above grade level (B), nationally normed achievement test
- Performance Indicator: Grade or Gifted Rating Scale = Course grade of 89% or lower (B)OR gifted rating scale scores of 89th percentile or lower from 2 different options

Pathway 1B:

- Aptitude Indicator: Nationally-Normed aptitude or IQ test = full scale score of 89th percentile or higher AND/OR subtest composite score of 98th percentile or higher
- Achievement Indicator: NC EOG = NC EOG score of 98th percentile or higher OR 93rd percentile on an above grade level, nationally normed achievement test
- Performance Indicator: Grade or Gifted Rating Scale = course grade of 90% or higher OR gifted rating scale score of 90th percentile or higher from 2 different options

Pathway 1A identification indicates that a child's intellectual abilities and potential are subject specific and interest driven which means the student has demonstrated high potential as shown with the aptitude indicator, but the other indicators do not meet the criteria to qualify the student for services via Pathway 2 or 3. This type of identification profile usually indicates that the student may be underachieving in school and in need of additional support such as content differentiation, acceleration options, social-emotional support and/or college and career counseling. Students who qualify for services via Pathway 1A are identified as intellectually gifted (IG). Parents/Guardians must consent to or decline services by signing the student's Individualized Differentiated Education Plan (IDEP). Placement into services is not automatic.

Pathway 1B identification indicates that a child's intellectual abilities and academic abilities are highly advanced when compared to peers of the same age in the same school setting. This means that the student has demonstrated high potential as shown with the aptitude indicator and shown high achievement with the other indicators. This student does meet the criteria of Pathway 2 or 3; however, they may require additional support with content modifications, acceleration options, social-emotional support, and/or college and career counseling. Students who qualify for services via Pathway 1B are identified as academically and intellectually gifted (AI). Parents/Guardians must consent to or decline services by signing the student's Individualized Differentiated Education Plan (IDEP). Placement into services is not automatic.

Pathway 2:

- In this pathway, a student needs to meet three different criteria between the listed options in the same subject area to form a combination of 2 aptitude indicators AND/OR 1 achievement indicator AND/OR 1 performance indicator.

- Aptitude Indicator: Nationally-Normed Aptitude OR IQ Test = Full Scale Score of 93rd percentile or higher, AND/OR Subtest Composite Score Of 90th percentile or higher
- Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test = NC EOG score of 93rd percentile or higher, OR 85th percentile higher one above grade level, nationally normed achievement test
- Performance Indicator: Grade OR Gifted Rating Scale= Course grade of 90% or higher(A), OR Gifted Rating Scale Scores of 90th percentile or higher from two different options. The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar)
- Students who qualify for services via Pathway 2, are identified as academically gifted in math (AM), reading (AR), or in both content areas (AG). Parents/Guardians must consent to or decline services by signing the student's Differentiated Education Plan (DEP). Placement into services is not automatic.
- Although Pathway 2 is considered first when identifying students, student data drives the decision making process. The different pathways allow for different kinds of identification to customize gifted services. This includes but is not limited to students with unusually high aptitude and/or students from traditionally underrepresented groups.

Pathway 3:

- Pathway 3 is for a student who has educational or situational circumstances for which traditional testing alone may not be sufficient to identify giftedness. The school's AIG Team completes the application process for a student who has a formal Pathway 3 nomination. Typically, these students are culturally or linguistically diverse, economically disadvantaged, have a physical and/or sensory disability, and/or have a documented learning and/or processing disability.
- The design of Pathway 3 allows students more opportunities to demonstrate need for differentiated instruction through non-traditional performance indications along with aptitude and/or achievement indicators. Non-traditional measures include the use of the Gifted Rating Scale (GRS), Scales for Identifying Gifted Students (SIGS), portfolio process, and/or Behavioral Profile (BP).

- In this pathway, a student needs to meet three different criteria between the listed options in the same subject area to form a combination of 1 aptitude indicator, AND/OR 1 achievement indicator, AND/OR 1-2 performance indicators
- Aptitude Indicator: Nationally-Normed Aptitude OR IQ Test = Full Scale Score of 93rd percentile or higher, AND/OR Subtest Composite Score Of 90th percentile or higher
- Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test = NC EOG score of 90th percentile or higher, OR 83rd percentile higher one above grade level, nationally normed achievement test
- Performance Indicator: Grade OR Gifted Rating Scale = Course grade of 90% or higher(A), OR Gifted Rating Scale Scores (GRS) of 90th percentile or higher from two different options. The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar), AND/OR The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar) Portfolio score of 85% or higher using the TCEA Product or Portfolio Scoring Rubric. Scoring is conducted by the school's AIG team
- Students who qualify for services via Pathway 3 are identified as academically gifted in math (AM), reading (AR), or in both content areas (AG). Parents/Guardians must consent to or decline services by signing the student's Differentiated Education Plan (DEP). Placement into services is not automatic. Gifted services offered by Union County Public Schools are under the care and responsibility of the AIG Department.
- The purpose of the AIG program is to address the needs of students with demonstrated high ability and aptitude for learning. The program provides differentiated instruction and curriculum approaches beyond that of the general education classroom that are evidence-based best practices for serving gifted students.
- Gifted services provide an array of learning environment service options, content modifications to the general education curriculum including a value-added replacement curriculum, and enrichment opportunities.

Gifted Education (6th Grade- 8th Grade)

Pathway 1:

- After considering pathway 2, we look to the student's aptitude indicators to determine if Pathway 1 is an option for identification. In this pathway, a student needs to meet four different criteria between listed options in the

same subject area to form a combination of 2 aptitude indicators AND 1 achievement indicator AND 1 performance indicator.

- This pathway allows us to identify particular needs of students; especially those who have a strength in one area and challenge in the other.

Pathway 1A:

- Aptitude Indicator: Nationally-normed aptitude or IQ test = Full scale score of 98th percentile or higher AND/OR subtest composite score of 98th percentile or higher
- Achievement Indicator: NC EOG = NC EOG score of 92nd percentile of lower OR 84th percentile on an above grade level, nationally normed achievement test
- Performance Indicator: Grade or Gifted Rating Scale = Course grade of 90% or lower OR gifted rating scale scores of 89th percentile or lower from 2 different options

Pathway 1B:

- Aptitude Indicator: Nationally-Normed aptitude or IQ test = full scale score of 89th percentile or higher AND/OR subtest composite score of 98th percentile or higher
- Achievement Indicator: NC EOG = NC EOG score of 98th percentile or higher OR 93rd percentile on an above grade level, nationally normed achievement test
- Performance Indicator: Grade or Gifted Rating Scale = course grade of 90% or higher OR gifted rating scale score of 90th percentile or higher from 2 different options

Pathway 1A identification indicates that a child's intellectual abilities and potential are subject specific and interest driven which means the student has demonstrated high potential as shown with the aptitude indicator, but the other indicators do not meet the criteria to qualify the student for services via Pathway 2 or 3. This type of identification profile usually indicates that the student may be underachieving in school and in need of additional support such as content differentiation, acceleration options, social-emotional support and/or college and career counseling. Students who qualify for services via Pathway 1A are identified as intellectually gifted (IG). Parents/Guardians must consent to

or decline services by signing the student's Individualized Differentiated Education Plan (IDEP). Placement into services is not automatic.

Pathway 1B identification indicates that a child's intellectual abilities and academic abilities are highly advanced when compared to same age peers in the same school setting. This means that the student has demonstrated high potential as shown with the aptitude indicator and shown high achievement with the other indicators. This student does meet the criteria of Pathway 2 or 3; however, they may require additional support with content modifications, acceleration options, social-emotional support, and/or college and career counseling. Students who qualify for services via Pathway 1B are identified as academically and intellectually gifted (AI). Parents/Guardians must consent to or decline services by signing the student's Individualized Differentiated Education Plan (IDEP). Placement into services is not automatic.

Pathway 2:

- In this pathway, a student needs to meet three different criteria between the listed options in the same subject area to form a combination of 2 aptitude indicators AND/OR 1 achievement indicator AND/OR 1 performance indicator.
- Aptitude Indicator: Nationally-Normed Aptitude OR IQ Test = Full Scale Score of 93rd percentile or higher, AND/OR Subtest Composite Score Of 90th percentile or higher
- Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test = NC EOG score of 93rd percentile or higher, OR 85th percentile higher one above grade level, nationally normed achievement test
- Performance Indicator: Grade OR Gifted Rating Scale= Course grade of 90% or higher(A), OR Gifted Rating Scale Scores of 90th percentile or higher from two different options. The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar)
- Students who qualify for services via Pathway 2, are identified as academically gifted in math (AM), reading (AR), or in both content areas (AG). Parents/Guardians must consent to or decline services by signing the student's Differentiated Education Plan (DEP). Placement into services is not automatic.
- Although Pathway 2 is considered first when identifying students, student data drives the decision making process. The different pathways allow for different kinds of identification to customize gifted services. This includes but is not limited to students with unusually high aptitude and/or students from traditionally underrepresented groups.

Pathway 3:

- Pathway 3 is for a student who has educational or situational circumstances for which traditional testing alone may not be sufficient to identify giftedness. The school's AIG Team completes the application process for a student who has a formal Pathway 3 nomination. Typically, these students are culturally or linguistically diverse, economically disadvantaged, have a physical and/or sensory disability, and/or have a documented learning and/or processing disability.
- The design of Pathway 3 allows students more opportunities to demonstrate need for differentiated instruction through non-traditional performance indications along with aptitude and/or achievement indicators. Non-traditional measures include the use of the Gifted Rating Scale (GRS), Scales for Identifying Gifted Students (SIGS), portfolio process, and/or Behavioral Profile (BP).
- In this pathway, a student needs to meet three different criteria between the listed options in the same subject area to form a combination of 1 aptitude indicator, AND/OR 1 achievement indicator, AND/OR 1-2 performance indicators
- Aptitude Indicator: Nationally-Normed Aptitude OR IQ Test = Full Scale Score of 93rd percentile or higher, AND/OR Subtest Composite Score Of 90th percentile or higher
- Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test = NC EOG score of 90th percentile or higher, OR 83rd percentile higher one above grade level, nationally normed achievement test
- Performance Indicator: Grade OR Gifted Rating Scale = Course grade of 90% or higher(A), OR Gifted Rating Scale Scores (GRS) of 90th percentile or higher from two different options. The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar), AND/OR The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar) Portfolio score of 85% or higher using the TCEA Product or Portfolio Scoring Rubric. Scoring is conducted by the school's AIG team
- Students who qualify for services via Pathway 3 are identified as academically gifted in math (AM), reading (AR), or in both content areas (AG). Parents/Guardians must consent to or decline services by signing the student's

Differentiated Education Plan (DEP). Placement into services is not automatic. Gifted services offered by Union County Public Schools are under the care and responsibility of the AIG Department.

- The purpose of the AIG program is to address the needs of students with demonstrated high ability and aptitude for learning. The program provides differentiated instruction and curriculum approaches beyond that of the general education classroom that are evidence-based best practices for serving gifted students.
- Gifted services provide an array of learning environment service options, content modifications to the general education curriculum including a value-added replacement curriculum, and enrichment opportunities.

Secondary Gifted Education (9th grade - 12th Grade)

Pathway:

- In this pathway, a student needs to meet four different criteria between the listed options in the same subject area to form a combination of 2 achievement indicators, AND 2 performance indicators
- Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test = (1) NC EOC score of 96nd percentile or higher AND/OR 92nd percentile on an Honors or PLTW course nationally normed achievement test AND/OR Has scored a combined 180+ index or a 12+ Reading and/or Math index on the PSAT, 122+ on the SAT or 27 on the ACT AND/OR Identified as capable of scoring a “3” on AP or PLTW exam
- Performance Indicator: Grade OR Gifted Rating Scale = Course grade of 90% or higher in an Honors/AP/PLTW course AND/OR 3 year A average in English and/or Math and willingness to take Honors, AP, or PLTW classes in subject AND/OR Achievement at a substantially high level of performance in Honors or AP or PLTW classes in ways other than through the classroom or standardized testing (demonstrated through products, contests, competitions, etc.) AND/OR identified with high performance in the Honors, AP, PLTW classroom, yet has language patterns, experiences, o cultural differences that might make it difficult to demonstrate potential through standardized testing AND/OR Top 5% GPA/class rank
- 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:

Screening:

The screening process is an ongoing process, addressed several times throughout the year, that allows the AIG Needs determination team to create a list of students who may be in need of differentiated services beyond those provided by the regular classroom. A screening pool should be established and maintained throughout each current school year. At the end of each school year, the screening pool log is filed with the AIG records and can be referred to as needed. At the beginning of each school year, the AIG team and AIG teacher reviews the identification process with the school staff and discusses the definition of giftedness, the characteristics of gifted students, the performance indicators available for teachers to use in recommending students for identification, and the services available for gifted students. Following the training, the team asks the teachers to recommend students to be screened for possible identification. Screening referrals may be submitted by school personnel, parents/guardians, students (self-nominations) and/or community members with academic knowledge of students.

Military Transfer Policy

Per Senate Bill 1541 Article V (Interstate Compact on Education Opportunities for Military Children) students from military families who move into The Capitol Encore Academy system and who were identified in a previous system are eligible for AIG services. Official records and paperwork showing prior identification must be provided to the AIG team before services can begin.

Reassessment

The Capitol Encore Academy does not routinely reassess students previously identified for AIG services. Students who present compelling data changes may qualify for a change in identification and/or services. Parents or teachers who notice data changes that may indicate a need for a change in placement and/or services should contact their child's AIG teacher to arrange for a meeting to review all data.

*** 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.

TCEA adopts the North Carolina definition of giftedness to use in the identification of students and the provision of services. This definition describes giftedness as “having the ability or potential” for substantially high levels of accomplishment, as compared to other students of similar age and circumstance. Key to this definition is the acknowledgement that gifted students are present in all cultural groups, across economic strata and in all human endeavors. In this definition, being identified as gifted is tied directly to the provision of differentiated services. By adopting this definition, TCEA commits to these conditions for identification and services.

- Gifted behavioral characteristics documented on acceptable checklists and scales, completed by reliable sources
- Classroom performance recorded on progress report, grade cards, and other official school documents
- Classroom observations completed by trained school personnel
- Documented recommendations from appropriate sources verifying exemplary academic achievement within and/or outside of school
- Demonstrated performance through academic products, contests/competitions, and other opportunities for exemplary achievement
- Standardized test scores: aptitude, achievement, intelligence and other tests
- Anecdotal information appropriately documented and verified
- Using the following criteria for referral, the AIG team reviews those students who are included on the AIG screening pool log and selects those who are high performers and those who have potential for high performance to continue in the identification process.

Pathways to identification and placement:

Grades K-2:

- Small group pull-out lessons will be provided for those students in grades K - 2 who display high potential, but have not yet been identified.
- After participation in the Program's small group sessions for one grading period, selected K-2 students will continue to participate in the pull out Program.
- Report cards, math assessments, NC Check-In assessments, iReady, and other relevant data may be used to determine student selection and participation.
- If testing is needed, the student will be referred for individual testing. Standardized achievement test score of 99th percentile in reading and/or math and an aptitude score of 99th percentile, will be required for placement.

Grades 3 - 8:

- There are 3 pathways for identification. Students may be identified for services in either pathway after meeting the screening criteria
- Pathway 1: This pathway is intended to identify students who are IG. A student needs to meet four different criteria between the listed options in the same subject area to form a combination of 2 aptitude indicators, AND 1 achievement indicator, AND 1 performance indicator. This pathway allows us to identify particular needs of students—especially those who have a strength in one area and challenge in the other.
- Pathway 1A:
 1. Aptitude Indicator: Nationally-Normed Aptitude OR IQ Test Full Scale Score Of 98th Percentile or higher, AND/OR Subtest Composite Score Of 98th percentile or higher; Local norms are also considered for students who participate in the universal screener in grades 2, 4, and 6
 2. Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test; NC EOG score of 92nd percentile or lower, OR 84th percentile on an above grade level, nationally normed achievement test
 3. Performance Indicator: Grade OR Gifted Rating Scale; Course grade of 89% or lower(B), OR Gifted Rating Scale Scores of 89th percentile or lower from two different options. The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar)

- identification indicates that a child's intellectual abilities and potential are subject specific and interest driven which means the student has demonstrated high potential as shown with the aptitude indicator, but the other indicators do not meet the criteria to qualify the student for services via Pathway 2 or 3. This type of identification profile usually indicates that the student may be underachieving in school and in need of additional support such as content differentiation, acceleration options, social-emotional support and/or college and career counseling. Students who qualify for services via Pathway 1A are identified as intellectually gifted (IG). Parents/Guardians must consent to or decline services by signing the student's Individualized Differentiated Education Plan (IDEP). Placement into services is not automatic.
- Pathway 1B
- 1. Aptitude Indicator: Nationally-Normed Aptitude OR IQ Test Full Scale Score Of 98th Percentile or higher, AND/OR Subtest Composite Score Of 98th percentile or higher; Local norms are also considered for students who participate in the universal screener in grades 2, 4, and 6.
- 2. Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test; NC EOG score of 98th percentile or higher, OR 93rd percentile on an above grade level, nationally normed achievement test
- 3. Performance Indicator: Course grade of 90% or higher(A), OR Gifted Rating Scale Scores of 90th percentile or higher from two different options. The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar)
- identification indicates that a child's intellectual abilities and academic abilities are highly advanced when compared to peers in the same school setting. This means that the student has demonstrated high potential as shown with the aptitude indicator and shown high achievement with the other indicators. This student does meet the criteria of Pathway 2 or 3; however, they may require additional support with content modifications, acceleration options, social-emotional support, and/or college and career counseling. Students who qualify for services via Pathway 1B are identified as academically and intellectually gifted (AI). Parents/Guardians must consent to or decline services by signing the student's Individualized Differentiated Education Plan (IDEP). Placement into services is not automatic.
- Pathway 2: Students who qualify for services via Pathway 2, are identified as academically gifted in math (AM), reading (AR), or in both content areas (AG). Pathway 2 is considered first when identifying students, but student data drives the decision making process. The different pathways allow for different kinds of

identification to customize gifted services. This includes but is not limited to students with unusually high aptitude and/or students from traditionally underrepresented groups.

1. Aptitude Indicator: Nationally-Normed Aptitude OR IQ Test Full Scale Score of 93rd percentile or higher, AND/OR Subtest Composite Score Of 90th percentile or higher; Local norms are also considered for students who participate in the universal screener in grades 2, 4, and 6.
2. Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test; NC EOG score of 93rd percentile or higher, OR 85thp percentile higher one above grade level, nationally normed achievement test
3. Performance Indicator: Course grade of 90% or higher(A), OR Gifted Rating Scale Scores of 90th percentile or higher from two different options. The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar)
 - Parents/Guardians must consent to or decline services by signing the student's Differentiated Education Plan (DEP). Placement into services is not automatic. In this pathway, a student needs to meet three different criteria between the listed options in the same subject area to form a combination of 1-2 aptitude indicators, AND/OR 1 achievement indicator, AND/OR 1 performance indicator.
 - Pathway 3: Pathway 3 is for a student who has educational or situational circumstances for which traditional testing alone may not be sufficient to identify giftedness. The school's AIG Team completes the application process for a student who has a formal Pathway 3 nomination. Typically, these students are culturally or linguistically diverse, economically disadvantaged, have a physical and/or sensory disability, and/or have a documented learning and/or processing disability. The design of Pathway 3 allows students more opportunities to demonstrate need for differentiated instruction through non-traditional performance indications along with aptitude and/or achievement indicators. Non- traditional measures include the use of the Gifted Rating Scale (GRS), Scales or Identifying Gifted Students (SIGS), portfolio process, and/or Behavioral Profile (BP) In this pathway, a student needs to meet three different criteria between the listed options in the same subject area to form a combination of 1 aptitude indicator, AND/OR 1 achievement indicator, AND/OR 1-2 performance indicators.
1. Aptitude Indicator: Nationally-Normed Aptitude OR IQ Test Full Scale Score of 93rd percentile or higher, AND/OR Subtest Composite Score Of 90th percentile or higher; Local norms are also considered for students who participate in the universal screener in grades 2, 4, and 6.

2. Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test; NC EOG score of 90th percentile or higher, OR 83rd percentile higher one above grade level, nationally normed achievement test
3. Performance Indicator: Grade OR Gifted Rating Scale; Course grade of 90% or higher(A), OR Gifted Rating Scale Scores (GRS) of 90th percentile or higher from two different options. The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar), AND/OR The highest score is used from Academic (Ac) or Intellectual (I), AND Creativity (C), or Motivation (M), Leadership (L), or Artistic (Ar)
- Portfolio score of 85% or higher using the TCEA Product or Portfolio Scoring Rubric. Scoring is conducted by the school's AIG team

Grades 3 - 8 Anecdotal considerations:

- has scored within one to three points needed for identification on the standardized testing required in pathway 2
- Has the highest test scores and/or grades in his/her class and has a history of outstanding academic performance when compared to others of his/her age, experience, or environment.
- Has the highest test scores and/or grades of his/her ethnic group in his/her classroom and has a history of outstanding performance when compared to others of his/her age, experience, or environment
- Has manifested many gifted behavioral characteristics as measured on gifted behavior checklists and performance scales.

Grades 9 - 12:

- In this pathway, a student needs to meet four different criteria between the listed options in the same subject area to form a combination of 2 achievement indicators, AND 2 performance indicators
- Achievement Indicator: NC End of Grade Test OR Nationally-Normed Achievement Test = (1) NC EOC score of 96nd percentile or higher AND/OR 92nd percentile on an Honors or PLTW course nationally normed achievement test AND/OR Has scored a combined 180+ index or a 12+ Reading and/or Math index on the PSAT, 122+ on the SAT or 27 on the ACT AND/OR Identified as capable of scoring a "3" on AP or PLTW exam

- Performance Indicator: Grade OR Gifted Rating Scale = Course grade of 90% or higher in an Honors/AP/PLTW course AND/OR 3 year A average in English and/or Math and willingness to take Honors, AP, or PLTW classes in subject AND/OR Achievement at a substantially high level of performance in Honors or AP or PLTW classes in ways other than through the classroom or standardized testing (demonstrated through products, contests, competitions, etc.) AND/OR identified with high performance in the Honors, AP, PLTW classroom, yet has language patterns, experiences, or cultural differences that might make it difficult to demonstrate potential through standardized testing AND/OR Top 5% GPA/class rank

Grades 9 - 12 Anecdotal considerations:

- Has maintained an “A” or “B” average for three or more years in Reading/Math and is willing to take Honors/AP/PLTW courses in that area
- Has scored within 1 - 3 points of identification on ACT/SAT
- Has a record of outstanding achievement through exceptional performances in academic contests competitions and extracurricular activities
- Has manifested many gifted behavioral characteristics as measured on gifted behavior checklists and performance scales
- Has demonstrated at least a 90% probability to score a “3” on an AP/PLTW exam



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

*** 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.

- There will be grades in which mass achievement testing will occur to ensure that no student is missed for receiving AIG services who is qualified for them. The Capitol Encore Academy will screen all students in 3rd grade, 5th 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:
 1. Caucasian: 36%
 2. African American: 37%
 3. Hispanic: 12% -Other: 14% -Asian: 1% SES
 4. 41.43% Free
 5. 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.
- Multiple screening information on referred students, grades 3 - 12, is to be collected from all appropriate sources. If the screening process from above does not provide a pool that reflects the minority population of the school. Care is given to collect the names of the highest achieving minority students in the school for screening. The screening process and periodic audits by the committee ensure that equity and reliability exist systemwide.
- TCEA will use some or all of the following indicators in various combinations to determine those students who are gifted and in need of differentiated educational services:
 1. Gifted behavioral characteristics documented on acceptable checklists and scales, completed by reliable sources
 2. Classroom performance recorded in progress reports, grade cards, and other official school documents
 3. Classroom observations completed by trained school personnel

4. Documented recommendations from appropriate sources verifying exemplary achievement within and/or outside of school
5. Demonstrated performance through academic products, contests/competitions, and other opportunities for exemplary achievement
6. Standardized test scores: aptitude, achievement, intelligence, and other tests
7. Anecdotal information appropriately documented and verified
 - Collection of Information:
 - Multiple screening criteria on referred students is collected from all appropriate sources. If the screening pool does not reflect the minority population of the school. Care is given to collect the names of the highest achieving minority students in the school for screening. The screening process and periodic audits. The English as a second Language program will assist with communicating the procedures in other language.

The AIG Testing Program:

- The North Carolina End of Grade (grades 3-8) testing results are used in the screening portion of the identification process and are considered a part of the student's total profile. In grades 9 - 12, End of Course testing may be used in the identification of students. Once students have been screened and determined to need further assessment, standardized testing, a part of the state testing, is used in the formal identification of students. AIG personnel (diagnosticians trained in the administration of various tests, complete this portion of the identification process for students referred to them.
- In grades 3, 5, and 7 every student is administered the CoGAT universal screener for identification purposes.
- Assessment instruments reflect sensitivity to economic conditions, learning differences, and diversity of students so that equal opportunity is provided to all students. When testing is complete, results are returned to the school for consideration by the AIG team. There are times when testing is required beyond that completed by the AIG team. For second language for ESL students, testing in their native language may be necessary, and ESL staff may assist with this testing. Students with disabilities may require testing to be completed with assistance. Still other students may be referred for testing because of inconsistencies in student test scores. If testing by

professionals other than an AIG team member is necessary, the AIG team should invite the other members into a team meeting to discuss the special testing needs of the student.

- AIG Team members will identify the indicators acquired for each student and compare these results with the 3 pathway options for AIG identification (see 1b)
- In addition to the pathway options students can be identified through anecdotal documentation as well (see 1b) such as:
 1. highest test scores/grades in class or ethnic group and has a history of outstanding academic performance
 2. Outstanding academic achievement in academic contests, competitions, or other activities
 3. Gifted characteristics and behaviors as indicated on an approved checklist
 4. top 5% of class

*** Practice D**

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

- 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

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
- Link the local plan to the TCEA website under AIG page
- 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
- Communicate with teachers administrators, guardians, and students through various means, ie., newsletters, Dojo, program update e-mails, etc.
- Share video on TCEA website under AIG to explain referral- , screening, and identification processes to stakeholders, guardians, schI personnel, and the community at large
- 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.

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
- 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 PowerSchool to document that they qualify for services.

TCEA AIG program implements and maintains documentation that fully explains the identification process and service options. The AIG staff reviews annually the following documentation with parents, guardians, school staff, and the community

- differentiated education plans

- AIG student portfolios
- progress reports
- quarterly performance reviews

Differentiated Education Plans:

The differentiated education plan (DEP) is developed to describe the service(s) in which the student will be involved, the learning environment where the service(s) will be offered, the content modifications that will occur for the student, and the array of special programs available to enhance the student's learning. The DEP is updated and reviewed with the parent annually or when Program changes are needed for the student. Curriculum developed according to the guidelines is used in the services provided. An individual Differentiate Education Plan (IDEP) may be designed if the DEP does not adequately reflect a student's program. a DEP or IDEP is developed for every student who is identified as needing differentiated services. The initial DEP/IDEP is reviewed with the parent/guardian at the time the student is identified as gifted and in need of differentiated instructional services. Thereafter, the parent is invited annually to review the DEP/IDEP. At the Annual Review, a list of curriculum activities for the year is explained and given to the parents. Parents may also review portfolio collections of the students' work, hear presentations for the students about their learning, receive information from regular classroom teachers and counselors, and learn about their extracurricular opportunities, the testing program, and post-secondary expectations.

AIG Student Portfolio:

All identified AIG students must submit exemplary work samples in their area(s) of identification. These work samples are maintained in student portfolios as documentation of performance and participation in AIG curriculum services.

*** Ideas for Strengthening the Standard**

- Written explanations of expectations for AIG Students
- Written explanations of expectations of the TCEA Staff in meeting the needs of students
- Qualification Details

- Parental understanding of how to support their AIG child towards self-efficacy.
- Students will be identified in PowerSchool to document that they qualify for services.

Planned Sources of Evidence

* website (Google Site with link on school's main page
* monthly newsletters
* Notes from monthly meetings
* Documentation Paperwork and Procedural Flow Charts
* Transfer form and process for identifying out of county students
* Pathway identification Matrix
* Needs determination team and roster
* Multimedia presentation to explain screening, referral, and identification process for all staff
* Differentiated Education Plan/Individualized Differentiated Education Plan
* AIG progress report

Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 3-8 School-gifted ID Process Flow Chart  3-8 IDEP  AIG Conference Request

-  [AIG High School Referral Form](#)
-  [AIG Monthly Meeting Notes](#)
-  [AIG Progress Report](#)
-  [AIG Referral Form](#)
-  [AIG Student Meeting Minutes](#)
-  [Basic Process of formal Assessment for AIG](#)
-  [3-12 DEP](#)
-  [Due Process Procedures](#)
-  [High School AIG ID Process Flow Chart](#)
-  [K-1 Enrichment Conference Request](#)
-  [K-2 Enrichment Plan](#)
-  [Needs Determination Team](#)
-  [Pathway Identification Matrix](#)
-  [Policy for AIG Transfers](#)

Standard 2: Comprehensive Programming within a Total School Community

The Capitol Encore Academy (26C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

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, and three times per year in an interdisciplinary Arts Integrated Project. 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. AIG students will receive enrichment opportunities that further extend the NC Standard Course of Study. Based on student identification and needs, AIG students may be served in the regular classroom, small group setting, or through independent study.

AIG student's unique needs will be addressed by the AIG Team through a variety of modes:

- SEL activities that address the unique social and emotional needs of the gifted student

- Enrichment opportunities during pull-out and small group activities lead by the AIG specialist
- Curriculum enrichment opportunities within the classroom small groups made with the AIG Team



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

*** Practice B**

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

The AIG program offered at The Capitol Encore Academy will offer comprehensive services that address the needs of those learners who are gifted across all grade levels. AIG services are aligned to each student's AIG identification by:

- Providing information relating to the academic, intellectual, social, and emotional needs of students in grades K - 12.
- Identify and provide the academic, intellectual, social, and emotional needs of AIG students in grades K - 12.
- Collaborate with guidance counselors to incorporate topics that address the social and emotional needs of students in lesson plans.
- K - 8 AIG students will have access to resource supports, content enrichment, advanced level computer based instruction, differentiated instruction, and independent study.
- High school students will have access to advanced level courses and online courses.

The AIG Implementation Team will invite staff from schools 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 school.

*** Practice C**

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

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:

- Arts
- Curriculum
- Multiple Learning Pathways
- Experiential Learning
- Enriched Assessments
- Collaboration
- Infrastructure
- 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. Teachers will be tasked with accelerating and enriching the curriculum to provide differentiation opportunities.

The AIG Coordinator will take part in Curriculum and Instruction meetings. The AIG Coordinator will work closely with curriculum specialists to inform school administrators of student needs, best practices, and annual updates.

*** Practice D**

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

Students 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 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.

Students that qualify for AIG services will have a DEP (Differentiated Education 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 ways they can meet their students' needs. Teachers will be provided with information about rules, regulations, and differentiated instruction ideas.

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, current research based supplemental resources, and Professional Development.

*** Practice F**

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

The AIG program coordinator will ensure that communication is maintained between teachers and other schools to ensure the effective continuation and provision of services for K- 12 students at key transition points. During transition points, records are reviewed as necessary to ensure that changes are made to best meet the needs of students. Each

year, the AIG coordinator will meet with school administration to review the list of all AIG students and subsequently share this information with classroom teachers. The AIG Coordinator will work in conjunction with curriculum specialists to provide assistance with lesson planning and ensure the implementation of AIG projects and services.

*** 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.

Students in the AIG program will receive accelerated opportunities in the following manner:

- Subject acceleration (the movement of the student to one grade level higher in an identified subject) can occur if a student meets the following criteria:
 1. A six-week evaluative process (with the current teacher) that includes the use of curriculum compacting, differentiation strategies, enrichment, and/or extension of the standard course of study.
 - These strategies are appropriate at any grade level.
 - 1. Completion of the CoGAT at a 95% or better in that subject
 - 2. Two years of standardized test scores (iReady for K-2, EOG for grades 3-8, EOC for grades 9 - 12) at a 98% or better in that subject
 - 3. Aptitude Indicator: Full Scale IQ = 125 + (may be referred to a licensed psychologist) or CoGAT scores
 - 4. Teacher/AIG Team Recommendation
 - 5. Parent, student, and community recommendations
 - 6. Principal Recommendation and Endorsed Placement
-
- Whole grade acceleration (the movement of the student to one grade level higher in all subjects) can occur if a student meets the following criteria:

1. A six-week evaluative process (with the current teacher) that includes the use of curriculum compacting, differentiation strategies, enrichment, and/or extension of the standard course of study.

- These strategies are appropriate at any grade level.

1. Completion of the CoGAT at a 95% or better in all tested subjects

2. Two years of standardized test scores (iReady for K-2, EOG for grades 3-8, EOC for grades 9 - 12) at a 98% or better in all tested subjects

3. Aptitude Indicator: Full Scale IQ = 130 + (may be referred to a licensed psychologist) or CoGAT scores

4. Teacher/AIG Team Recommendation

5. Parent or Community member recommendation

6. Principal Recommendation and Endorsed Placement

* Practice H

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

The AIG program at The Capitol Encore Academy will promote equity and excellence for students at all grade levels by providing intentional programming for students in all grade levels from all cultural and socio-economic backgrounds. The AIG program develops and supports programming that is responsive to all students who are in need of advanced learning opportunities. Collaboration with the arts departments, community organizations, and curriculum specialists are used to broaden access to advanced learning opportunities. The Capitol Encore Academy will utilize their talent development program to ensure that equitable opportunities are provided at all grade levels. A yearly analysis of policies and practices will be conducted to maintain student access to advanced learning opportunities.

The AIG identification process at TCEA involves multiple indicators for giftedness. The AIG coordinator will work closely with K-2 teachers to identify those students who would benefit from the AIG Nurturing Program. The AIG program will provide equitable testing options for ELL students. Collaboration with the EC department will ensure the needs of twice-exceptional students and ELL students are met.

TCEA provides multiple pathways for identification at all grade levels to ensure all students receive access to advanced learning opportunities. All third, fifth, and seventh grade students will receive testing through CoGAT to ensure students are monitored for aptitude testing. Students in grades 3 - 8 will have their EOG scores monitored for eligibility as well as course grades monitored yearly for eligibility in the AIG program. Students in grades 9 - 12 will have their EOC scores and course grades monitored yearly for eligibility in the AIG program. In addition, the AIG Team will use anecdotal, extracurricular, and the referral process from parents, community members, students, and teachers to increase the pool of eligible students enrolled in the AIG program.

*** Practice I**

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

The Capitol Encore Academy will encourage our academically and intellectually gifted K - 6 students to participate in our after school EKC (Encore Kids College) and 7 - 12 students to participate in our POWER (Plan, Organize, Work, Eat, and Remediate/Relax) clubs 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. These extracurricular activities will provide further opportunities for the needs and interests of AIG students to be met through extra-curricular programs.

*** Ideas for Strengthening the Standard**

- Implement the Battle of the Books Team
- Explore creating a Science Olympiad Team/ Robotics Team
- Home enrichment resources
- Student Council
- Academic Clubs and Organizations
- Community Service Projects

- Increase the volunteer/internship opportunities available for our students

Planned 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
- * Continuum matrix of AIG Services
- * Parent Consent for Evaluation for AIG Consideration
- * Parent Referral for AIG Consideration

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	<ul style="list-style-type: none">  AIG Club Enrollment Documentation  Elementary Student Club Interest Survey.  High School Student Club Interest Survey.  Parent Consent for Evaluation  Parent Referral Form  TCEA Continuum of AIG Identification

Standard 3: Differentiated Curriculum and Instruction

The Capitol Encore Academy (26C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

The Capitol Encore Academy is a 1:1 school. Teachers are afforded the opportunity to engage students in personalized instruction through the integration of technology. AIG program curriculum is aligned with the NC Standard Course of Study. Enrichment, extensions, and acceleration are an integral part of the TCEA curriculum. Studies confirm the greater effects of enrichment in tandem with grouping gifted learners, as a best practice in providing rigorous, meaningful, and interesting challenges to these unique learners. The TCEA AIG program provides challenging and interesting challenges to these unique learners through in-depth curriculum as well as 21st Century enrichment, extension, and acceleration to meet AIG student's academic and social emotional needs in an ever-changing global society.

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. The Capitol Encore Academy will:

- Provide differentiated/Tiered curriculum to better address gifted students' varied academic needs
- Analyze data to determine student needs

- Require all members of the AIG team to complete the local AIG courses
- Provide cluster opportunities for students in grades 3-8, and honors/PLTW/AP courses in grades 9 - 12
- Purchase resources to equip and support AIG teachers and students for 21st century enrichment, acceleration, and extension
- Provide professional development related to differentiated instruction
- Provide assistance with the planning and implementation of differentiated instruction that meets the needs of AIG students

*** 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.

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.

Grades K-2:

- Teachers will incorporate tier 2 interventions for all high performing students through cluster groups and small groups/stations. Teachers will receive guidance from the AIG licensed teacher for Tier 2 interventions for students identified through varied methods (see 1b) such as cluster groupings with other academically capable students and push in/pull out options with the AIG licensed teacher.
- Students identified as needing differentiated instruction will receive direct services up to 1 hour per each day up to 3 days a week. Direct services provide identified students with an opportunity to participate in extension units within the NC standard course of study.

Grades 3-5:

- Identified AIG students in reading and/or math are provided appropriate clustered time for instruction with other academically capable students. The AIG teacher may pull out or push in to work with the teacher for differentiation/planning of instructional units and by consulting with the teacher to prepare differentiated units. Classroom teachers will receive guidance from the AIG licensed teacher.
- AIG students will receive direct services with the AIG licensed teacher up to 1 hour per each day up to 3 days a week. Direct services provide AIG identified students with an opportunity to participate in AIG units of study, which extend the NC standard course of study.

Grades 6-8:

- Identified AIG students are provided opportunities for clustered instruction in math and reading with other academically capable students. The cluster classes are enhanced with more rigorous reading and math activities that extend beyond the NC Standard Course of Study. Cluster classes are taught by the classroom teacher, with guidance from the licensed AIG teacher. The AIG licensed teacher supports the regular classroom teacher by providing various AIG instructional materials, books, and activities. Math 1 and ELA 1 classes provide challenging instruction for those students motivated and academically prepared to take the classes in middle school. These classes follow the Standard Course of Study and the Math 1 and English 1 End-of-Course test is administered to students. Math 1 and English 1 students receive high school credit.
- AIG students will receive direct services with the AIG licensed teacher for up to one class period (60-minutes in a traditional setting, 90-minutes in a blocked setting) up to 3 days a week in the areas of reading, math, critical and creative thinking, and writing.

Grades 9 - 12:

- Identified students participate in enrichment sessions designed and conducted by the AIG licensed teacher to enhance their high school academic experience. These sessions include, but are not limited to: guest lecturers, college tours/admission talks, college planning programs, and presentations in the academic and arts areas. Student interaction is encouraged and feedback is expected following each session.
- Academic counseling and advisement of the AIG students is coordinated with the AIG licensed teacher to include course selection, registration, SAT/ACT, college and career advisement, and scholarship. Opportunities to tour

colleges and universities and discussions with admissions officials are provided.

- Newsletters are available on the school website from the AIG Team detailing important test dates, college preparation advisement, student achievement/accolades, and other valuable information.
- Advanced curriculum opportunities - the AIG program expects identified AIG students to participate in the college pathway curriculum, taking as many challenging courses as possible. These include:
 1. Honors classes
 2. Advanced Placement Courses
 3. AP Teleconferencing Courses
 4. College Connections Courses
 5. NCVPS/Online Courses
 6. Project Lead the Way Courses

General AIG Instructional Practices and Advisement: Any curricula that is developed by The Capitol Encore Academy AIG program builds upon and extends the North Carolina Standard Course of Study. The curriculum provides challenging learning experiences that match the service options and the students' learning needs. Any curriculum that is developed must:

- provide instruction reflective of the highest levels of selected educational taxonomies (I.E. revised blooms, marzano's, etc.)
- Incorporate critical thinking skills, problem-solving and flexible thinking activities into the instruction and products (i.e. STEM activities, interdisciplinary units, socratic seminars, etc.)
- Incorporate appropriate content modifications into the curriculum as described in the Differentiated Education Plans
- Integrate digital learning tools

- AIG curriculum is evaluated annually by AIG certified staff for necessary updates and changes to better meet the needs of gifted students and to ensure that the curriculum reflects current best practices in gifted education

Instructional Practices and Strategies include:

- multiple intelligences
- curriculum compacting
- tiering
- shared inquiry
- socratic seminar
- real-world/problem-based learning
- creative problem solving
- critical and deductive thinking
- creative thinking
- higher-order questioning
- technology-based learning
- 21st century skills

Advisement Procedures: In order to ensure that AIG students are working to their fullest potential, it is important for the AIG team to carefully monitor student progress. All AIG teachers check students' academic performance at the completion of each grading period. Students who are not maintaining requirements receive academic advisement. It is necessary to evaluate how the student is performing within the AIG program, and if those services are meeting the needs of the student. The students' progress reports, report cards, standardized testing results, and portfolio of collected AIG products document the students' progress.

After completing the progress indicators, the AIG Team decides if the student has satisfactorily completed AIG and regular education assignments, has participated in class, and continues to demonstrate a need for challenging, differentiated studies. Students who are not showing adequate progress receive academic advisement for a minimum of 2 grading periods. The AIG licensed teacher serves as the advisor, working with the student and parents to formulate and implement that advisement plan.

Students not showing improvement will be referred to the AIG Team who then reviews this information and makes a determination for appropriate services. In addition to active status, the student may continue on advisement or be placed on monitored status. Placement on monitored status does not mean the student is no longer gifted. However, by definition, a gifted student is to perform or demonstrate the ability to perform at substantially higher levels of achievement and requires differentiated services. When the student does not achieve and/or does not participate in a challenging academic course of study, the student's needs can be met in the regular classroom and monitored status is indicated. An individualized differentiated education plan (IDEP) is developed for all students on monitored status.

*** Practice C**

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

Data on curriculum and instructional practices with gifted learners favors accelerative, research-based curriculum in the core subject areas. Research-based curricula should be organized around higher-order processes, conceptual reasoning that explores problems and issues, critical and creative thinking skills, analogous/metamorphic relationships, and inquiry/discovery.

The Capitol Encore Academy will continually add and revise curriculum to support the North Carolina Standard Course of Study, purchasing materials that extend and enrich the AIG curriculum within the Standard Course of Study.

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, curiosity, and leadership.

In order for AIG students to compete globally in the academic arena, they need access and the ability to comprehensively utilize 21st century curriculum content. The skills focused on with 21st century curriculum includes collaboration, problem-solving, innovation, leadership, and critical thinking.

TCEA will do this through:

- collaboration with district and instructional leaders for training and implementation of 21st century curriculum and skills
- Promoting advanced level content and real world experiences within the AIG curriculum
- Provide training for the AIG staff for training and implementation of 21st century standards
- Review and purchase materials that promote 21st century learning and skills
- Integrate technology into the AIG units

Some ways that TCEA will incorporate 21st learning include:

- Book clubs/ lunch bunch groups that focus on collaboration and communication skills -Provide students with apprenticeships with approved community stakeholders
- 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
- 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

▪ 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

*** Practice E**

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

Ongoing assessment of student readiness, achievement and growth are essential components of a differentiated curriculum. AIG Teachers use a variety of assessments in order to address the various needs and interests that exist among gifted students.

- Utilize formative and summative assessments and district-adopted tools such as iReady and teacher common assessments through SchoolNet to evaluate the effectiveness of implemented curricula and its impact on student achievement and growth
- Align differentiated curriculum units for the AIG classroom and address assessment results
- Work together with classroom teachers to analyze re-and on-going assessment techniques and results
- Collaborate on differentiated instruction that responds to gifted learners' varying background knowledge, needs, and interests
- Monthly PLC's for creating intervention/cluster enrichment activities with MTSS and Instructional Coaches
- Monthly Arts Integration meetings where staff members can collaborate to create lessons that engage and support learners at their current level

Cluster classrooms/honors/AP/PLTW teachers work collaboratively with AIG licensed teachers to ensure best practices are implemented for gifted learners.

AIG students are placed in math and reading cluster learning groups with like-ability learners, with curriculum and learning needs closely monitored through teacher-AIG licensed teacher collaboration. Other subject areas may also be clustered.

*** Practice F**

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

Gifted students have unique social and emotional needs that require support; otherwise the student's learning capacity, interest, motivation and growth are inhibited. This support is seen as critical to the academic growth of advanced students. Social and emotional needs of AIG students will be met through:

- increased affective support for AIG students
- nurture potential of K-2 students
- provide enrichment opportunities for students not yet identified as gifted
- train and provide professional development in the affective domains for teachers, counselors and other professionals who work with AIG identified students
- Purchase and/or write curriculum that supports the affective domain (i.e. bibliotherapy)
- Cluster AIG students to provide like-ability support

*** Practice G**

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

TCEA will cultivate and develop our K-2 students' potential with early intervention and talent development opportunities through formal and informal achievement assessments.

Young children grow and develop at different rates cognitively, physically, and socially. This means students enter school at different readiness levels. The early years of school are often difficult to determine gifted students, but it is possible to identify those who consistently reach academic benchmarks sooner than their peers. TCEA's K-2 program recognizes and nurtures young children who demonstrate the potential for exceptional academic performance in kindergarten, first, and second grade

K-2 Goals: recognize and nurture academic gifts of K-2 students from all cultural groups and across all academic strata for young students that have the potential to perform at substantial high levels of accomplishment when compared with others of their age, experience, or environment. To provide challenging instructional activities through higher order thinking skills for students who demonstrate gifted potential.

Activities:

- collaboration between the classroom teacher and AIG licensed teacher to provide extension and acceleration opportunities
- Creative problem-solving exercises
- Critical/creative thinking skill-building activities
- Deductive logic and analytical thinking activities
- Evaluative and reasoning challenges
- Visual-Spatial exercises

Methods: The AIG licensed teacher works closely with K-2 classroom teachers with formal and informal achievement assessments and classroom instructional activities to become familiar with the students. In conjunction with the classroom teacher, the AIG licensed teacher selects consistently higher-performing students to work in small groups for enrichment activities for one grading period. Taking care to incorporate a variety of minority, ESL, economically disadvantaged, and culturally diverse activities in the small groupings, the classroom teacher and AIG licensed teacher collaboratively create differentiated learning materials for the cluster grouping of higher performing students.

*** Practice H**

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

The Capitol Encore Academy encourages collaboration between classroom teachers, AIG team, AIG licensed teacher, and other professional staff to develop and implement differentiated curriculum and instruction to meet the academic and intellectual needs of gifted learners across all grade levels.

The AIG team meets monthly with the MTSS, EC, and Instructional Leadership teams to discuss, plan, and share curriculum ideas and strategies to be implemented in the school environment for Tier 1, 2, and 3 interventions.

K-12 AIG team meets together during Professional Development days to collaborate and discuss best practices in gifted education, focusing on differentiated curriculum and instruction.

Teachers teaching the AIG cluster classes on elementary and middle school levels and high school honors/PLTW/AP courses in Math and English must complete the local professional development requirement.

AIG licensed teachers and classroom teachers in elementary, middle, and high school collaborate with intergrade level teams to develop and implement rigorous and differentiated curriculum.

*** Practice I**

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

The AIG programs at all k-12 levels have clearly articulated plans of differentiated instruction that match the needs of all identified students. The curriculum strategies and student services are reviewed annually to ensure effective programming, a continuum of services, and appropriate school transitions. The differentiated education plans and individualized differentiated education plans, when needed, serve as documentation of compliance in service delivery.

Grades K-2: employs researched-based curriculum, as well as teacher-made curriculum, that reflects best practices for nurturing young students with potential. A myriad of materials are used during instruction from both the classroom teacher and the AIG licensed teacher.

Grades 3-5: Research-based curriculum, as well as teacher-made curriculum, that reflects best practices for enhancing learning for gifted learners. Academic guidelines are established by the AIG Team on the DEP for the classroom and cluster teachers.

Grades 6-8: Research-based curriculum, as well as teacher-made curriculum, that reflects best practices for enhancing learning for gifted learners. Academic guidelines are established by the AIG Team on the DEP for the classroom and cluster teachers.

Grades 9 - 12: Consists of honors, AP, and PLTW courses, in addition to enrichment activities, college planning/campus tours and academic advisement conferences.

Differentiated Curricula/Instructional Practices: Any curriculum provided by TCEA academic leadership team builds upon and extends the North Carolina Standard Course of Study. The curriculum provides challenging learning experiences that march the service options and the students' learning needs.

- Any curriculum that is developed must:
 - Be based upon a grade level objective taken from the Standard Course of Study
 - Provide instruction reflective of the highest levels of selected educational taxonomies (Revised Blooms, Maranos, etc.)
 - Incorporate critical thinking skills, problem solving and flexible thinking activities into the instruction
 - Utilize research-based educational models and strategies
 - Incorporate appropriate content modifications as described on the Differentiated Education Plans
 - Provide grading rubrics for assignments

AIG curriculum is evaluated annually by AIG certified staff for necessary updates and changes to better meet the needs of gifted students and to ensure that the curriculum reflects current best practices in gifted education.

Differentiated Education Plan: The DEP is developed to describe the service(s) in which the student will be involved, the learning environment where the service(s) will be offered, the content modifications that will occur for the student, and the array of special programs available to enhance the students' learning. The DEP is updated and reviewed with the parent annually or when program changes are needed for the student. An individual differentiated education plan (IDEP) may be designed if the DEP does not adequately reflect the student's program. At the DEP Annual Review, a list of curriculum activities for the year is explained and given to the parents/guardians. Parents/guardians may also review portfolio collections of the students' work, hear presentations from the students about their learning, receive information from regular classroom teachers and counselors, and learn about extra-curricular opportunities, the testing program, and post-secondary expectations.

During the parent/teacher conferences held at the end of each trimester, educators will meet with parents to discuss the goals created for each AIG student in their 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 an 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.
- High School: These events will be held at the end of each trimester during the High School Showcase Nights

*** Ideas for Strengthening the Standard**

- Provide cluster opportunities for students in grades 3 - 8 with like-ability students
- 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.

- Require students to take local professional development courses
- share curriculum ideas and strategies with stakeholders

Planned Sources of Evidence

* differentiated education plan
* documentation of institutional materials/supplies purchased
* AIG staff development schedule
* AIG portfolios
* EOG/EOC data
* Document training and professional development sessions
* Document professional development in the affective domain
* Curriculum calendar
* Honors, AP, PLTW syllabi
* 9-12 enrichment schedule
* Continuum of AIG Enrichment Opportunities
* AIG Tiered Intervention Matrix
* 9 - 12 AIG Schedule Planning Document

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

 [2-12 DEP](#)

 [4-6 AIG Enrichment Resources](#)

 [7-8 AIG Enrichment Resources](#)

 [9-12 AIG Enrichment Resources](#)

 [9-12 Schedule Planning](#)

 [2022-2023 AIG Staff PD Schedule](#)

 [2022-2023 Staff SEL PD Schedule](#)

 [AIG EOG/EOG Data Tracking](#)

 [AIG Purchases Documentation](#)

 [AIG Student Portfolio Requirements](#)

 [K-3 AIG Enrichment Resources](#)

 [AIG Professional Development Documentation](#)

 [TCEA AIG Tiered Intervention Matrix](#)

 [TCEA Continuum of AIG Enrichment Matrix](#)

Standard 4: Personnel and Professional Development

The Capitol Encore Academy (26C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

The Capitol Encore Academy AIG coordinator is required to have the following:

- North Carolina teacher's license
- Minimum of three years successful classroom teaching experience
- Master's degree in education or subject area
- North Carolina licensure in gifted education (or able to acquire)

The AIG coordinator at TCEA is responsible for the following:

- Ensure system-wide implementation of the local plan and accountability of the AIG program
- Chairs the AIG committees composed of principals, AIG Team, parents, and community members
- Communicates with schools, outside agencies, and others regarding AIG program policies, procedures, and concerns

- Serves as liaison between AIG program and the community/stakeholders
- Represents the AIG program at local, regional, state and/or national meetings and LEA functions to include online meetings
- Attends state/national gifted conferences to stay abreast of best practices in gifted education
- Initiates and oversees the development of the AIG curriculum
- Maintains electronic and hard copy data on identified AIG students to include accurate Child Count data
- Oversees the development of all AIG protocol, guidelines, and procedures
- oversees all AIG personnel
- Conducts or oversees professional development for AIG staff and other personnel involved in the education of gifted students (i.e. local coursework requirements, AIG professional development, professional development days, etc.)
- Prepares AIG allotments for review and approval
- Oversees the purchasing of all AIG equipment curriculum materials, office supplies, etc.
- Ensures that the AIG populations receive differentiated and appropriate services K-12

*** Practice B**

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

The AIG Team is tasked with designing and selecting appropriate research-based materials and modifications for gifted students, working in collaboration with other support staff and classroom teachers to plan, develop, and implement programming and activity for students. These persons will also engage in professional growth opportunities by reading professional literature to stay abreast of the latest research-based strategies, collaborating with other AIG specialists, and attending professional development workshops. Members of the AIG team are also tasked with the responsibility

of preparing lesson plans for each group of push-in/pull-out students and providing specialized instruction to identified students in addition to examining student data, and providing resources to classroom teachers.

Expectations for AIG-licensed specialists are as follows:

- To collaborate with the AIG Coordinator to ensure the implementation of the AIG Plan
- To serve as a resource for staff
- To plan and model research-based instructional strategies for teachers
- To actively participate in professional development opportunities, including statewide initiatives to support gifted programs and advanced learners
- To maintain accurate records of all students receiving AIG services
- To meet requirements for employment and continue training in gifted education to obtain AIG certification/licensure
- Provide push-in/pull-out instruction for AIG students

*** Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

The Capitol Encore Academy recognizes that effective specialized professional development is an area of need, and will create mandatory school-wide offerings centered around discipline and grade-specific best practices to meet the unique needs of gifted students. The TCEA AIG Team plan to implement the following professional development for TCEA classroom teachers, instructional specialists, student services personnel, and school administrators, in addition to AIG Best Practice and The AIG Child PD:

- AIG Identification Training: Staff 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)
- The AIG Team will collaborate with school administration to connect the needs of AIG students with the goals of the school improvement plan and ensure professional development is in alignment with these goals.

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

The Capitol Encore Academy curriculum and instruction team, in conjunction with the AIG team, will use online, in person, and hybrid professional development courses. The focus of these professional development courses will focus on understanding gifted learners, differentiating for gifted learners, and understanding the unique social and emotional needs of gifted learners.

*** 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.

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 are currently working on AIG Licensure. It is recommended that cluster classes are assigned to teachers who have earned their AIG licensure whenever possible. If there are no AIG licensed teachers available, principals are encouraged to place

cluster classes with teachers who demonstrate evidence that they grow their advanced learners as indicated by EVAAS or with teachers who have completed professional development related to teaching gifted learners.

Personnel are encouraged to earn their add-on licensure either by completing a four course sequence from an institute of higher education or passing the Gifted Education Praxis. 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.

The Capitol Encore Academy works diligently to ensure that school administrators and teachers are provided training to enhance the education of gifted learners and meet their academic needs. Teachers who are interested in working with AIG students are strongly encouraged to seek certification.

*** Practice E**

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

The Capitol Encore Academy (TCEA) recognizes the need to recruit and retain AIG-licensed professionals, including those of diverse backgrounds. In an attempt to both gain and retain these professionals, TCEA is interested in creating incentives through both monetary and professional opportunities.

- The Capitol Encore Academy will offer tuition assistance to cover the cost of tuition and books for teachers to attend a college of their choice to pursue a course of study that will lead to AIG Add-On licensure to extend their understanding of gifted learners.
- The Capitol Encore Academy will offer reimbursement for teachers passing the PRAXIS for gifted education.
- TCEA will provide opportunities for members of the AIG Team to attend professional development to enhance and support best practices in gifted education.
- The Capitol Encore Academy will pay registration, boarding, and transportation costs for AIG teachers and coordinators to attend professional development to extend their understanding of gifted learners.

- TCEA will use hiring devices, such as INDEED to find licensed teachers who are interested in obtaining, or already have, their AIG add-on licensure, focusing on teachers from diverse backgrounds.

*** Practice F**

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

Professional Development relating to focused discipline-based differentiation, equity, changing mindsets, AIG policies and AIG best-practices is provided by the AIG team throughout the school year.

Surveys will be used to find specific beliefs and perceived needs of our teachers in relation to understanding equity and excellence and how those needs are being met by the AIG program. As the Curriculum and Instruction team plans professional development related to the instructional frameworks, AIG needs including equity and excellence, changing mindsets, policies, and practices is consciously addressed and included. The PD will focus on the idea of growth mindset in the MTSS program (to include the AIG students) and reinforces the reasons that equity and excellence in gifted education is needed to meet the needs of all students and underlines the importance of proactively planning appropriate lessons to meet the needs of all students. The AIG team will include Professional learning opportunities that analyzes the school's demographics and subgroups and review the equitable representation of these subgroups in the AIG program.

*** 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.

Curriculum specialists and the AIG Team work together to integrate and align professional development best practices to meet the needs of all TCEA students. Administrators, counselors, and support staff will participate in professional development that addresses gifted learners. Training will be provided based on their roles and responsibilities. Licensed AIG teachers will be offered ongoing professional development opportunities to ensure the teacher remains current in the practices of meeting the needs of AIG students. The AIG Team will participate in monthly PLC meetings to support their professional growth and the academic growth of AIG students.

PD related to gifted programming is offered at system-wide professional development days. It is also offered on an as-requested basis to schools, principals and other stakeholders. All professional development is aligned to the goals of the local AIG program and is focused on ensuring stakeholders are aware of educational best practices in gifted education.

Attendee surveys will be utilized to ensure opportunities to refine applications and appropriateness of the professional learning following each professional development. In addition, professional development is designed in digital, in-person, and hybrid options to provide opportunities for teachers with different planning or schedules to attend the training by the AIG team.

*** Ideas for Strengthening the Standard**

- AIG Coordinator will attend collaborative meetings with fellow AIG team members to plan and develop support materials that will be made available for teachers to use to help meet the needs of AIG students.
- Gain commitment from the superintendent to fund AIG licensure for teachers who express interest.
- STEAM activities will be incorporated into AIG curriculum.

Planned Sources of Evidence

* Teacher feedback and surveys
*
*

Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	 2022-2023 AIG Staff Development Schedule

 [2022-2023 Staff SEL PD Schedule](#)

 [Gifted Program Feedback Survey.](#)

 [AIG PD Sign in Sheet](#)

Standard 5: Partnerships

The Capitol Encore Academy (26C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

The Capitol Encore Academy recognizes the importance of maintaining two-way partnerships with parents/guardians. The Capitol Encore Academy develops intentional, two-way partnerships with parents and guardians to support the academic, intellectual, and social and emotional needs of AIG students by:

- Communicating available opportunities in the community through use of the school website, social media, Class Dojo, and flyers.
- Preparing and providing documentation such as the AIG Plan on the website and through Class Dojo
- Host parent informational meetings where special topics will be shared and parent/guardian voices can be heard
- Host meetings for students and parents at transition
- Ensuring that AIG teachers and coordinators are available during parent conferences to answer questions and provide support

- Making routine phone calls to check in on AIG students and their families
- Inviting parents/guardians to serve on AIG focus groups such as the AIG Steering Committee and Parent Advisory Group

*** Practice B**

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

The Capitol Encore Academy’s AIG program develops partnerships with community stakeholders to enhance and support the local AIG programs and services in the following ways:

Collaborate with local colleges and universities to establish and maintain programs for AIG students (Fayetteville State University education department; Methodist University STEM camp; Campbell University science department; Fayetteville Technical Community College course offerings; Work cooperatively with local organizations, local businesses and government agencies to extend the educational opportunities beyond the classroom; guest speakers (judges, civic leaders, artists in residence, news agencies); Fascinate U Museum Math and Science night; North Carolina Science Festival

*** Practice C**

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

Focus groups are one way in which the community members, AIG parents/guardians, AIG teachers, and other instructional and support staff are involved in the development, implementation, monitoring and revision of the local AIG program and plan.

- AIG Steering Committee: Comprised of parents, administrators, teachers, and community members. Guides the rewriting of the Local AIG Plan

- Parent Advisory Group - includes at least one parent/guardian from each grade group (K-2, 3-5, 6-8, 9-12). Proof reads the local AIG plan, respond to surveys, and provide feedback on local initiatives
- Oversight Review Committee - consists of AIG leads and specialists from each grade group (K-2, 3-5, 6-8, 9-12). Serves as a checks and balances mechanism, reviewing all cases submitted.
- Needs Determination Team - Made up of the AIG teacher for each grade group (K-2, 3-5, 6-8, 9-12), faculty, and staff. Discusses and evaluates students' placement needs. The team may also determine that an IEP, and/or a grade or subject acceleration accommodation is required. In these cases, parents, administrators, and others may be involved. The Needs Determination Team is required to document and retain accurate minutes of each meeting.

*** Practice D**

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

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

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

Students, parents/guardians and the community are informed about The Capitol Encore Academy's AIG plan, local services, policies, and access information through the following methods:

- The Differentiated Education Plan (DEP) Describes the service(s) in which the student will be involved, the learning environment where the service(s) will be offered, the content modifications that will occur for the student, and the array of special programs available to enhance the student's learning. The initial DEP is reviewed with the parent at the time the student is identified as gifted and in need of differentiated instructional services.
- Parents/guardians are invited to an annual review with the AIG team to review and update the DEP - one copy of the DEP is maintained in the AIG placement record and one copy is given to the parent.

- An Individualized Differentiated Education Plan (IDEP) may be designed if the DEP does not adequately reflect the student's program.
- If a student requires academic advisement due to low performance, the parent and student are again invited to attend an individual conference to discuss and develop a plan of action. Parents are continually notified of advisement procedures and program changes
- Local AIG plan is on the school website under AIG tab
- Yearly DEP meetings
- Yearly portfolio review with parents and students
- Monthly SIT meetings with open invitations to parents/guardians, students, and community members
- Monthly Board meetings with open invitations to parents/guardians, students, and community members
- The Capitol Encore Academy School WebSite with AIG tab
- Student/parent advisement procedures are shared with the parents in hardcopy at the yearly meetings, upon the need for advisement, and on the TCEA AIG website
- AIG Monthly newsletters sent on Dojo for students and parents/guardians as well as on the TCEA AIG website
- Brochures designed to inform parents and the community about the service options and summer enrichment programs in hard copy, through Class Dojo, and on the TCEA AIG Website
- Information disseminated in multiple languages
- Informational letters, emails, phone calls, through TCEA school Class Dojo message board, and on the TCEA AIG Website
- Reciprocal relationship with Methodist University, Fayetteville State University, Fayetteville Technical Community College, and UNC-Pembroke to include student academic programs, use of resources, staff development, and use of facilities

- TCEA school personnel are kept informed through monthly presentations during School Improvement Days, embedded professional development sessions, twice a month curriculum and instruction newsletters, AIG handbook, and the TCEA AIG website
- Students, parents, community members, and all school personnel are provided access to AIG brochures, newsletters, and information sites through hardcopy, Class Dojo, and the TCEA AG website
- Stakeholders are made aware of summer enrichment programs that are available at TCEA or other sites to AIG students

*** Ideas for Strengthening the Standard**

Securing more local partnerships to support the AIG learners

Planned Sources of Evidence

* AIG Brochure
* TCEA AIG website
* Summer Enrichment Plan Brochures
* Documentation of Advisement
* DEP
* IDEP
* Information letters
* Program Newsletters
* Needs Determination Team Minute Form
* Steering Committee minutes and rosters

* Parent Feedback form

* Translator check box on AIG documentation

* Documentation of an established pool of partnershi

Documents

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	 <u>ICEA AIG Brochure</u>  <u>AIG IDEP grades 3-8</u>  <u>AIG Newsletter</u>  <u>3-12 DEP</u>  <u>Summer Enrichment Opportunities Flyer</u>  <u>K-7 1:1 Advisement Documentation</u>  <u>AIG Welcome Letter</u>  <u>3-8 IDEP</u>

Standard 6: Program Accountability

The Capitol Encore Academy (26C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

The Capitol Encore Academy maintains an AIG plan that is in compliance with North Carolina legislation and SBE policy. The Capitol Encore Academy will utilize several teams and focus groups representative of a variety of stakeholders to lead the development of the local AIG plan. The Capitol Encore Academy will continue to ensure compliance by:

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

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. The AIG plan will be made available on the school's website.

The AIG plan is reviewed annually and revised every three years to maintain compliance with state legislation and SBE policy, as well as make allowances for continued growth and improvement. The AIG plan includes all required components as mandated. All screening, placement, and identification processes are in compliance with NC legislation and standards.

*** Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

The AIG Plan is monitored continuously through the use of yearly stakeholder surveys, the collection and analysis of formal and informal data, and meetings with staff, school administrators, and families. The AIG Coordinator and AIG teachers will meet monthly to assess program improvement, implementation, and build capacity. TCEA AIG Implementation Team plans to annually present at a TCEA Board Meeting updating the board on activities and numbers of students in the 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.

The LEA does not have a specific fund allocated for AIG. All monies come from the General Fund and necessary expenditures will be tracked when used for AIG students and AIG Plan implementation. Available funds will be utilized for AIG professional development, 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

*** 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.

The AIG team will pull 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 having 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**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

The Capitol Encore Academy will maintain and analyze multiple data sources focused on the referral, identification and retention of AIG students by using the following methods:

- survey responses
- parent forums
- student achievement data
- advisory committee input
- demographic data analysis
- course enrollment data
- input from AIG/cluster teachers

The Capitol Encore Academy has identified multiple pathways of identification to better identify students and ensure student demographics do not reduce their access to AIG services. The AIG team will regularly collaborate with classroom teachers to analyze student data and ascertain the identification of students who would benefit from AIG services.

 [Click here to remove the table and use only the narrative field.](#)

*** Practice F**

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

The Capitol Encore Academy will house AIG licensed staff licenses in the principal's office for quick identification in staff member's cumulative records. This information will be monitored by the AIG coordinator. AIG students are placed with AIG certified teachers whenever possible to ensure effective learning environments and academic growth are achieved

*** Practice G**

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

The Capitol Encore Academy elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders through various modes:

- Input from the Focus Groups (AIG Steering Committee, Parent Advisory Group, Oversight Review Committee, and Needs Determination Team)
- Monthly professional development meetings
- Parent Surveys
- Stakeholder Surveys
- Student Interest Surveys

*** Practice H**

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

The Capitol Encore Academy AIG program employs comprehensive evaluative procedures of the local AIG program at various intervals in order to review and/or modify program identification, curriculum, service delivery models, and other program components using multiple sources. These sources are used throughout the year and every three years during the revision process of the AIG.

The AIG department gathers and evaluates multiple sources of data for the purpose of decision-making and planning, including:

- survey responses
- parent forums
- student achievement data
- advisory committee input
- demographic data analysis
- course enrollment data
- input from AIG/cluster teachers
- Input from the AIG steering committee

*** Practice I**

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

The Capitol Encore Academy (TCEA) recognizes that collecting and evaluating data is an important component of strengthening the AIG program. The AIG leadership team shares data from the AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders in the following ways:

- Summary of survey responses and parent forums are displayed on the TCEA AIG Website and shared with school personnel through SIT and Board meetings

- AIG Information Fact Sheet containing demographic data analysis and course enrolled data is displayed on the TCEA AIG Website and through Class Dojo and shared with school personnel through SIT and Board meetings
- Student Achievement Data displayed on the TCEA AIG Website and shared with school personnel through SIT and Board meetings
- Summaries of advisory committee and AIG/cluster teacher input shared on TCEA AIG website and shared with school personnel through SIT and Board meetings

*** Practice J**

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

The Capitol Encore's AIG program mirrors the state policies and procedures governing the administration of gifted programs and services. The TCEA local plan, approved by the local Board and reviewed by the North Carolina Department of Instruction, remains in compliance in all program components. Screening, testing, and identification procedures are reviewed annually to ensure equity, consistency, and best practices.

Committees serve as a mechanism to protect the rights of all children who might qualify for screening, testing, and/or placement in the AIG program. School-based AIG case decisions are decided and monitored by a Needs Determination Team. Team minutes are required for each Team meeting as a means of documenting discussions and decisions. An oversight Review Committee meets weekly to review all casework for final decisions including transfers. Students identified as gifted from another LEA must meet local criteria for placement. Identification documentation is requested from the previous LEA and reviewed by the Oversight Committee to determine if placement or testing is warranted.

A consent for evaluation is signed by parents/guardians prior to testing. After a placement decision is made, the parent/guardian signs an agreement for services and the Differentiated Education Plan (DEP). The DEP, reviewed annually and signed by parents, safeguards the implementation of services, at each grade level. Program and service provisions are outlined in the TCEA AIG Plan and approved by the school board. Appropriate and sufficient service delivery to both identified and K-2 students which is monitored, adjusted accordingly, and reviewed for modifications on an annual basis, or as needed. Students requiring an individualized DEP or grade/subject

acceleration received modified or adjusted services accordingly. Special needs gifted students, including those who are highly gifted, twice exceptional, disabled, or socio/economically disadvantaged, receive services based on their appropriate needs. Other important AIG practices such as contact time for services, clustering guidelines, direct and consultative services, diagnostic assessment tools, curriculum extensions, enrichment opportunities, and social/emotional support are articulated in the TCEA Local AIG plan and/or AIG handbook to provide oversight to the program and service delivery.

The Capitol Encore Academy (TCEA) recognizes that disagreements between parents/guardians and the local school administrative unit might arise when a child is not identified as academically or intellectually gifted or concerning the appropriateness of services offered to the academically or intellectually gifted student. TCEA procedures for settling such agreements will follow these steps:

- Due Process Procedures Regarding AIG Eligibility Determination and Services Decision
- The rights of parents/guardians are informed consent, right to refusal, and due process procedures concerning
- Failure to identify a student as eligible for services when they have met the identification criteria, AND/OR
- Failure to provide the services specified within the DEP/IDEP

Step 1: Appeal to the School AIG Team

- The parent/guardian may request a conference with the academically or intellectually gifted (AIG) Team at the child's school. This request must be made in writing and should include reasons for appeal. If this request concerns test results, then this request must be received by the AIG Team within thirty business days of notification of test results or within thirty business days of the beginning of the school year. The AIG Team should be given ample opportunity (10 business days) to convene all members together for a conference.
- At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student characteristics and achievement by the AIG Team.
- At this conference, all information will be shared with parent/guardian, minutes will be recorded, and signatures obtained from those present.

- Following the conference, the AIG team will respond to the concerns in writing within 10 business days of the conference.
- If the disagreement is not resolved at this level, proceed to Step 2.

Step 2: Appeal to the Principal

- The parent/guardian may appeal the decision of the School level AIG Team to the Principal of TCEA. The parent must in writing explain concerns and specific points of disagreement with the decision of the AIG Team and submit this written appeal within 10 business days of the decision from the school level.
- The conference shall be scheduled within 10 business days of receipt of this request.
- The Principal will review the concern and additional information may be requested from the child's teacher, the AIG Team, the parent/guardian prior to the conference.
- Minutes will be recorded and signatures will be obtained from those present at the conference.
- The Principal shall respond to the concern in writing within 10 business days of the conference.
- If the disagreement is not resolved at this level, proceed to Step 3.

Step 3: Appeal to the Superintendent of TCEA

- The parent/guardian may appeal the decision of the Director of Academically or Intellectually Gifted Services to the Superintendent of TCEA in writing within 10 business days of the decision. The written request must include concerns and specific points of disagreement.
- The Superintendent will review the written appeal. He may request further information from the child's teacher, the AIG Team, the parents, the principal, and/or the Director of Academically or Intellectually Gifted Services.
- The Superintendent shall respond in writing within 10 business days of receiving the appeal.
- Minutes will be recorded and signatures will be obtained from those present at the conference.
- If the disagreement is not resolved at this level, proceed to Step 4.

Step 4: Appeal to the School Board

- The parent/guardian may appeal the decision of the Chief Academic Officer to the school board in writing within 10 business days of the decision. The written request must include concerns and specific points of disagreement.
- The School Board will review the written appeal. He/she may request further information from the child's teacher, the AIG Team, the parents, the principal, and/or the Chief Academic Officer.
- Minutes will be recorded and signatures will be obtained from those present at the conference.
- The School Board shall respond in writing within 10 business days of receiving the appeal.
- If the disagreement is not resolved at this level, proceed to Step 5.

Step 5: State Level Grievance Procedure

- If the parent/guardian disagrees with the decision of the Superintendent, they may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act, of North Carolina.
- The issues for review shall be limited to:
 1. Whether the local system improperly failed to identify the student as eligible for services within its gifted education program.
 2. Whether the local system implemented and provided those services specified within the differentiated gifted education plan.
- Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and to the State Superintendent of Public Instruction. Attorney's fees are not available to parents in the event they prevail in a due process hearing.



[Click here to remove the table and use only the narrative field.](#)

*** Ideas for Strengthening the Standard**

Methods for disseminating data to the public

Planned Sources of Evidence

- * Oversight Review Committee log
- * Monthly meeting agendas
- * Approved AIG budget
- * Screening and identification demographic profile logs
- * list of resources available
- * Documentation of advisement plan of action
- * Cluster class directions
- * AIG Surveys
- * AIG Informational Fact Sheet
- * DEP
- * Transfer Forms
- * Consent for Evaluation
- * Procedures to Resolve Disagreement

Documents

Type **Document Template** **Document/Link**

AIG Standard 6 Additional Resources

N/A

 [AIG Student Identification Log](#)

 [4-6 AIG Enrichment Resources](#)

 [7-8 AIG Enrichment Resources](#)

 [9-12 AIG Enrichment Resources](#)

 [Teacher Recommendation Form](#)

 [AIG/MTSS Team Monitoring report](#)

 [AIG Committee Form](#)

 [Notice of AIG Identification](#)

 [Notice of Not Identified](#)

 [AIG 3-12 Self Nomination Form](#)

 [Decline of AIG Services](#)

 [Parent Checklist for Recommendation](#)

Local Board of Education Approval

The Capitol Encore Academy (26C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

01/24/2022 

Original Application Submission Date: 04/27/2022

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 of Local AIG Plan</u>

AIG Related Documents

The Capitol Encore Academy (26C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents

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

Optional Documents

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	<ul style="list-style-type: none">  3-8 School gifted ID Process Flow Chart  3-8 IDEP  AIG Conference Request  AIG High School Referral Form  AIG Monthly Meeting Notes  AIG Progress Report  AIG Referral Form  AIG Student Meeting Minutes

<ul style="list-style-type: none">  <u>Basic Process of formal Assessment for AIG</u>  <u>3-12 DEP</u>  <u>Due Process Procedures</u>  <u>High School AIG ID Process Flow Chart</u>  <u>K-1 Enrichment Conference Request</u>  <u>K-2 Enrichment Plan</u>  <u>Needs Determination Team</u>  <u>Pathway Identification Matrix</u>  <u>Policy for AIG Transfers</u> 		
	<ul style="list-style-type: none">  <u>AIG Club Enrollment Documentation</u>  <u>Elementary Student Club Interest Survey.</u>  <u>High School Student Club Interest Survey.</u>  <u>Parent Consent for Evaluation</u>  <u>Parent Referral Form</u>  <u>TCEA Continuum of AIG Identification</u> 	<p>N/A</p>
	<p>AIG Standard 2 Additional Resources</p>	<p>N/A</p>
	<p>AIG Standard 3 Additional Resources</p>	<p>N/A</p>

 [4-6 AIG Enrichment Resources](#)

 [7-8 AIG Enrichment Resources](#)

 [9-12 AIG Enrichment Resources](#)

 [9-12 Schedule Planning](#)

 [2022-2023 AIG Staff PD Schedule](#)

 [2022-2023 Staff SEL PD Schedule](#)

 [AIG EOG/EOG Data Tracking](#)

 [AIG Purchases Documentation](#)

 [AIG Student Portfolio Requirements](#)

 [K-3 AIG Enrichment Resources](#)

 [AIG Professional Development Documentation](#)

 [TCEA AIG Tiered Intervention Matrix](#)

 [TCEA Continuum of AIG Enrichment Matrix](#)

 [2022-2023 AIG Staff Development Schedule](#)

AIG Standard 4 Additional Resources

N/A

	<ul style="list-style-type: none">  <u>2022-2023 Staff SEL PD Schedule</u>  <u>Gifted Program Feedback Survey</u>  <u>AIG PD Sign in Sheet</u> 	
AIG Standard 5 Additional Resources	N/A	<ul style="list-style-type: none">  <u>TCEA AIG Brochure</u>  <u>AIG IDEP grades 3-8</u>  <u>AIG Newsletter</u>  <u>3-12 DEP</u>  <u>Summer Enrichment Opportunities Flyer</u>  <u>K-7 1:1 Advisement Documentation</u>  <u>AIG Welcome Letter</u>  <u>3-8 IDEP</u>
AIG Standard 6 Additional Resources	N/A	<ul style="list-style-type: none">  <u>AIG Student Identification Log</u>  <u>4-6 AIG Enrichment Resources</u>  <u>7-8 AIG Enrichment Resources</u>  <u>9-12 AIG Enrichment Resources</u>  <u>Teacher Recommendation</u>

Form

 [AIG/MTSS Team Monitoring report](#)

 [AIG Committee Form](#)

 [Notice of AIG Identification](#)

 [Notice of Not Identified](#)

 [AIG 3-12 Self Nomination Form](#)

 [Decline of AIG Services](#)

 [Parent Checklist for Recommendation](#)

Glossary

The Capitol Encore Academy (26C) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
AP	Advanced Placement Courses - The advanced placement program consists of college level courses and examinations for high school students. AP Course descriptions are carefully followed and are usually taught by teachers who have received specific training. Courses and examinations are available in several dozen areas of the curriculum. Anyone may prepare individually, perhaps with a tutor, and then take the AP examination. Courses usually require a full year to complete. There are over 1,300 Unites
AIG	Academically and/or Intellectually Gifted
Cluster Grouping	Group at least four to eight AIG and/or high ability students in the same grade level in one class with a teacher who has shown success with gifted learners, is trained to work with them and will devote proportional class time to differentiating for them.
Computer-Based Instruction	Computer-based instruction can be used both to enrich the curriculum and remediate specific skill deficits. This is particularly appropriate for students having specific skill gaps (gifted underachievers, learning disabled gifted students, or those from culturally diverse backgrounds). Care must be taken that software is selected for enrichment that challenges thinking, problem-solving, and decision-making. Many appropriate programs and services are also available through the Internet.
Contracts	Learning contracts are agreements made between teacher and student that allow students to work independently on either accelerated or enriched materials related to a unit of study. To be effective, it is important that contract goals be realistic and that teacher and student meet on a regular basis to review their progress.

Curriculum Compacting	Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of demonstrated mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills (Reis and Renzulli, 1985). Curriculum compacting can be implemented at any grade level and with minimum additional funding, however, teachers do require training and support during implemen
DEP - Differentiated Education Plan	The DEP is a plan that states the program service option appropriate for a student at specific grade levels (K-12) and is completed for each identified gifted student annually.
Differentiation	Instruction that uses a variety of different and intentionally selected programs, methods, and strategies to meet the individual needs of students.
DPI- or NCDPI	the acronym for North Carolina's Department of Public Instruction
ELL	English Language Learner
Flexible Grouping	Students are matched to skills by virtue of readiness, not with the assumption that all need the same learning tasks, computation drill, writing assignment, etc. Movement among groups is common and based on readiness, interests, and learning profiles.
Flexible Pacing Options (Acceleration) -	Flexible pacing is "any provision that places students at an appropriate instructional level, creating the best possible match between a student's achievement and instruction and allows them to move forward in the curriculum as they achieve mastery of content and skills" (Daniel and Cox, 1988). Flexible pacing includes such options as early entrance, continuous progress, course acceleration, grade acceleration, concurrent or dual enrollment, Credit by Demonstrated Mastery, and compacted course
Honors Courses	Honors courses are advanced courses that cover traditional content, but also focus on issues, problems and themes related to topics. They are designed to help students develop a knowledge base in a specific discipline and learn to apply that knowledge at an advance level.
Independent Learning Contracts	student learning contracts designed with the teacher about what and how much will be learned and when product will be due, as well as behavior and work expectations; often connected with an individual or independent project

Individual Differentiated Education Plan (IDEP)	An IDEP is completed for students who are identified as gifted, but need additional differentiation instruction other than that listed on the DEP. The plan defines and describes the appropriate program service options
Independent Study	This may be used as a way to either accelerate or extend learning. Students displaying content mastery and having a special interest may contract with the teacher for an independent study project. This works best for students who are self-directed, have strong interests and who have a clear idea of what they would like to investigate. The teacher serves as a resource person and meets periodically with the student to assess progress.
Learning Centers	These are usually designed as tabletop workstations for individual or group work. Students may self-select centers or be assigned to centers on a rotation basis. Although this is usually thought of as an elementary activity, it has been used effectively with middle school students. Learning centers may be located in regular classrooms, media centers, or resource rooms.
LEA- Local Education Agency	When used in the plan this acronym refers to The Capitol Encore Academy
NCSCOS	North Carolina Standard Course of Study, which is also referred to as the Common Core, curriculum, and standards
NCVPS	North Carolina Virtual Public School offers online coursework for credit to middle and high school students. All work is done online. The courses are taught by North Carolina certified teachers.
Problem- Based Learning -PBL	A student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences. Learning is driven by challenging, open-ended problems. Students may work in small collaborative groups. Teachers take on the role as "facilitators" of learning.
Subject Acceleration (Single)	A student bypasses the usual progression of skills and content mastery in one subject where significant advancement or proficiency has been documented. NHCS created the Subject Acceleration Checklist to help guide the process. The learner will progress at the regular instructional pace through the remaining subject areas.

Tiered Assignments	The teacher uses different levels of activities within a class to accommodate the needs and prior knowledge level of the student. Students may explore basically the same content but at different levels of complexity.
Whole Grade Acceleration	Students move ahead one or more years, skipping grade levels in the normal sequence of promotion. This has traditionally been used successfully with extremely able students as method of acceleration
Achievement Tests	Tests esigned to measure what students have already learned, mostly in specific content areas. Examles of achievement tests include but are not limited to: End of Grade test (EOG), End of Course test (EOC), and the Cognitive Abilities Test (CogAT)
Aptitude	An inclination to excel in performance of a certain skill
Aptitude Test	A test designed to determine a person's ability with reasoning skills
Article 9B	Academically or Intellectually Gifted Students [N.C. G.S - 115C-150.5-8]. Article 9B is the current legislation mandating identification and services for gifted education for grades K-12. Article 9B provides a state definition for AIG students and requires LEA to develop three year AIG local plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education (SBE) and the Department of Public Instruction (DPI) for review.
Content Modifications	These strategies represent various strategies to differentiate content. These strategies can be combined and/or merged with other teaching strategies in order to address the learning needs of the students. These strategies are delivered differently within each learning environment and at different grade levels.
Formal Evaluation	A formal evaluation means that the student has moved from the screening process into a formal evaluation process that results in one of two outcomes: (1) the child qualifies for services or (2) the child does not qualify for services at this time
Identification	Identification is the formal process of identifying a child as being eligible or not eligible to receive services through a DEP or IDEP.

Portfolios	Portfolios are a collection of student work completed over time that can help determine achievement and progress. Many elements found in a portfolio cannot be captured by a standardized test. A portfolio is an alternative measurement to traditional measures of giftedness.
PD	Professional Development. Training for educators to promote growth and continuous improvement to help build capacity to support AIG students in a variety of ways.
Referral Process	The referral process is the recommendation of a student for the screening process. Anyone can nominate a student for screening.
Right of Consent	The right of consent occurs when a parent/guardian has been fully informed regarding the action of the school system for which parent/guardian consent is being requested. Informed consent is expressed as written permission when a parent/guardian signs a form declaring that they consent to a process that involves their child. In the case of AIG services, this process is either consent to further testing and/or for consent to AIG services.
Right of Refusal	The right of refusal occurs when a parent/guardian has been fully informed regarding the action of the school system for which the parent/guardian consent is being requested. Informed consent is expressed as written denial when a parent/guardian signs a form declaring that they do NOT consent to a process that involves their child. In the case of AIG services, this process is either refusal for further testing and/or refusal for AIG services.
Right to Due Process	The right to due process includes informed consent for placement, informed consent for services, and a clear process to resolve disagreements for families that is aligned with Article 9B and district policies.
Technology-Based Instruction	Technology-based instruction can be used both to enrich the curriculum and remediate specific skill deficits. Activities that challenge thinking, problem solving, and decision-making using 21st century skills are encouraged
Thematic Units	Thematic units deal with broad-based theme such as conflict, power, patterns, etc.
Twice-Exceptional	A term used to describe a student who is both gifted and learning disabled.

Underachievement	A term used to describe the discrepancy between a student's performance and his or her potential or ability to perform at a much higher level
Universal Screener	An identification process where all students in a targeted grade are administered an assessment of some kind. Teachers use the results to individualize instruction for students in the classroom. The AIG department uses pre-determined cut-scores to recommend the next steps in the screening process for each student.

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