Southern Wake Academy
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 24-SEP-19
LEA Superintendent’s Name: David Thomas
LEA AIG Contact Name: Michelle Baker
Submitted to NC Department of Public Instruction on: 16-OCT-19

Southern Wake Academy has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC’s AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

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

For 2019-2022, Southern Wake Academy local AIG plan is as follows:

Southern Wake Academy Vision for local AIG program: Southern Wake Academy AIG Vision Statement-
To provide a rigorous and differentiated learning program that enhances critical thinking, problem solving, and real life applications that will encourage students to become life long learners and productive citizens.

Southern Wake Academy AIG Mission Statement-
Southern Wake Academy recognizes the unique needs of gifted learners and strives to provide a rigorous academic environment that encourages the social, emotional, and academic growth for all gifted and talented students.

Southern Wake Academy School Mission Statement-
Southern Wake Academy will utilize an integrated, community-based curriculum to sustain a challenging and supportive learning environment for students of all ability levels, particularly those students whose success has been deemed "at-risk" in traditional school settings. SWA will provide an engaging environment where students develop an understanding of life-long learning and citizenship by participating in internships in a variety of community settings.

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

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<th>State Funding</th>
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Standard 1: Student Identification

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

Practice A
Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: Southern Wake Academy uses multiple processes in the referral and identification of AIG students. The following steps are used in the screening and identification process:

1.) Determine students previously identified from feeder elementary schools via Powerschools and student academic records. For those students previously identified, the steps are as follows:

   a) Communicate in written form to parents via email and letter.
   b) Parents sign consent for services form.
   c) Differentiated Education Plan (DEP) plan is developed for each identified student
   d) Parental signature on DEP
   e) Placement in accelerated reading and/or math courses
   f) Placement in AIG program with parent consent

2.) For unidentified students, the below steps are followed:
   a.) Referral to AIG program from AIG Coordinator, teacher, parent
   b.) Teacher completes teacher rating scales (Reading &/or Math)
       c.) Team uses grades, Standardized Assessments (Example: EOG scores, NC Check Ins), Teacher rating scales to determine student's strengths, abilities, and learner profile.
   d.) Team decides if student meets criteria for testing. If yes, student will be referred for testing. If not, student will be added to the watch & nurture list and closely monitored.
       e.) Notice and consent for testing form will be sent to parents via email and/or letter form
   f.) Student will be given the OLSAT 8
   g.) AIG coordinator will review testing results. Testing results will be sent to parents via email &/or letter, including the Pathways to Identification form explaining the Identification criteria
   h.) If criteria is met, AIG Coordinator will send consent form for services to parent
       i.) If criteria is not met, student will be placed on the watch & nurture list
       j.) Differentiated Education Plan (DEP) plan is developed for each identified student
   k) Parental signature on DEP
   l) Placement in accelerated reading and/or math courses
   m) Placement in AIG program with parent consent
Practice B
Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response:
For eligibility placement, Southern Wake Academy will use the following criteria:

1.) Students already identified in North Carolina-Continue identification and services.
2.) Unidentified students-
   a) Pathway 1 - Intellectually Gifted- 98%ile composite score on Nationally Normed Aptitude Test
   b) Pathway 2 - Intellectually and Academically Gifted- Student must have: 93%ile composite score on Nationally Normed Aptitude Test OR 93%ile on Aptitude subtest (V or Q), 90%ile on NC End-of-Grade test OR other nationally normed achievement test for Reading and Math, 90%ile cumulative grade average OR teacher recommendation with rating scales for Reading or Math
   c) Pathway 3 - Academically Gifted in Reading and/or Math- 90%ile composite score on Nationally Normed Aptitude Test OR 93%ile on End-of-Grade test OR other nationally normed achievement test for Reading or Math, 90%ile cumulative grade average OR teacher recommendation with rating scales for Reading or Math

   d) Nurture - Students who exhibit exceptional critical thinking skills, have performed 93% on End-of-Grade test in Reading or Math, have a 93% or above cumulative grade average, have teacher recommendation with rating scales for Reading and Math, but did not meet Aptitude Test requirements, will be placed on the SWA Nurture List. These students show potential for identification and will be provided opportunities to develop their potential.

3) Identified AIG students are never "de-gifted". The Southern Wake Academy AIG program is a fluid program. Identified students academic and emotional needs may fluctuate throughout their Middle School and High School academic years. Student needs will be closely monitored via classroom performance, data, work samples, attitude, student observations and interviews. Additional support will be provided from AIG Coordinator and staff, classroom teacher, school counselors, and administrators to gifted students as needed. Southern Wake Academy strives to meet each individual learner's needs to help him/her reach their potential.

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

District Response: SWA recognizes and encourages diverse populations to achieve and excel. We will continue to monitor subgroup data to target under-served populations. SWA teachers and staff
will use data, observations, and achievement scores to identify, monitor and mentor students in subgroups and refer for AIG evaluation as needed. It is the goal of SWA to nurture and identify all student potential and who are gifted.

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

**District Response:** SWA uses the online Otis-Lennon School Ability Test, Eighth Edition (OLSAT-8) for screening purposes. To be considered eligible for AIG identification, students must score above the 93rdile on the composite score or above the 90thile in Reading or Math.

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

**District Response:** Southern Wake Academy ensures that all personnel, families, and community members are aware of and understand the screening, referral, and identification processes for AIG students. Southern Wake Academy’s AIG plan will be posted on the SWA website under the AIG tab for families and the community to peruse. The SWA pathways to identification and the AIG parent handbook will be posted on the SWA website and AIG google classroom as well. Parent information sessions are conducted each year for prospective families and newly enrolled families.

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

**District Response:** Southern Wake Academy will maintain Individual student AIG files/records containing identification data, the DEP, copies of test results, and parent communication. Individual student AIG files/records will be housed in the AIG Coordinator’s office. Student AIG services will be documented on student PowerSchool profiles. AIG Coordinator &/or staff will meet with parents/families annually to review the individual student profile, DEP, work samples, and will sign the DEP annual review form. Student work samples are maintained in the files/records each year as documentation of performance and participation in AIG curriculum services.

**Ideas for Strengthen the Standard:** SWA will continue to focus on identifying under served populations. Data will be collected each year to review the identification process and compare sub groups served. Our goal is to identify all students who exhibit high academic achievement.

**Sources of Evidence:** Identification Pathways
Student Learning Profiles
Student AIG files
Formal & Informal Assessments
EOG/EOC data
Standard 2: Comprehensive Programming within a Total School Community

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

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

District Response: District Response-Southern Wake Academy identifies AIG students in the area of Math, Reading, and/or Intellectual ability. AIG academic services are delivered in the regular educational setting using the NC Standard Course of Study through differentiation. AIG staff will conduct lessons with small groups of identified students according to their academic needs. Southern Wake Academy offers advanced/accelerated courses for gifted and advanced students in Middle School and offers AP and Honors courses for gifted and advanced students in High School. AIG Coordinator and School Counselors will guide gifted students when making course selections. AIG staff and classroom teachers are responsible for providing rigorous, challenging, and differentiated curriculum to gifted and advanced learners. Student learning profiles and DEP's will be shared with classroom teachers. The AIG Coordinator, classroom teachers, and school counselors will meet monthly in Professional Learning Communities (PLC) to share student data, strengths, and weaknesses in order to meet the academic and emotional needs of our gifted and advanced learners.

Middle School-
- a.) Single Subject Acceleration (Math & English)
- b.) Advanced/accelerated English and Math courses available
- c.) Variety of Elective Courses offered to meet the academic and social needs of gifted & advanced learners during the academic year
- d.) Variety of summer programs offered to meet the academic and social needs of gifted & advanced learners during the summer on and off campus
- e.) Academic competitions
- f.) Distance learning/Online classes
- g.) Referral to Duke Tip via 6th & 7th Grade Talent Search
- h.) School based Advisory Program
- i.) Credit by Mastery

High School-
- a.) AP and Honors courses available
- b.) College & Career Promise
- c.) Distance Learning/Online Classes
- d.) Academic competitions
- e.) Variety of Elective Courses offered to meet the academic and social needs of gifted & advanced learners during the year
f.) Variety of summer programs offered to meet the academic and social needs of gifted & advanced learners during the summer on and off campus

g.) Credit by Mastery

h.) School based Advisory Program

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

**District Response:** Southern Wake Academy works diligently to meet the needs of all of their students through weekly & monthly meetings. Teams are comprised of classroom teachers, AIG Coordinator and staff, school counselor, social worker, administrators, special education teachers and case managers, curriculum & technology specialists. Professional Learning Communities (PLC's), Grade Level meetings, and Subject area meetings are held each month. Southern Wake Academy focuses on vertical alignment to enhance rigor for all students. A team of special educators, administrators, case managers, classroom teachers and parents discuss and determine the best educational practices for twice exceptional students. The Individual Education Plan (IEP) plays an integral part of the team's decisions for meeting the needs of the twice exceptional learner.

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

**District Response:** Student placement in regular education classrooms are purposeful. For returning students, classroom teachers provide classroom placement recommendations at the end of each school year. Teachers, school counselors, AIG Coordinator, and administrators use formal and informal data such as End-of-Grade test scores, NC Check Ins, and academic grades to determine class placement.

1) Students who score a level 4 or 5 on the NC English and Math end of grade test (EOG) are placed
   in accelerated English and Math classes.

2) Per House Bill 986-Students who score a level 5 on the NC state end of grade math test (EOG) are placed in the next advanced Math class.

3) End of Grade testing data, historical grades, informal/formal assessments per group will be analyzed to note specific trends, needs, and successes each semester.

**Practice D**
Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.
**District Response:** District Response-The AIG Coordinator and the Curriculum Instructional Coach will provide staff information and training regarding current research based best practices in meeting the academic and emotional needs of gifted and advanced learners.

a.) Staff will receive a copy of the current AIG plan
b.) Current AIG plan will be posted in the Lion Hub (in house employee information site)
c.) AIG information presentation will be available for staff to use at Open House or Parent Information Sessions such as Portfolio Conferences via the Lion Hub (in house employee information site)
d.) Staff will receive the current AIG Handbook at the start of school each year as well as have access to it via the Lion Hub (in house employee information site)
e.) Staff meets monthly in PLC's (professional learning communities), as a grade level, and as a subject level. This allows classroom teachers, the AIG coordinator, special education teachers, administrators, school counselors, social worker, technology coach, and curriculum coach to share information regarding the needs of gifted and advanced learners
f.) AIG Coordinator meets monthly with administrators to discuss AIG state regulations, the AIG program and services, and how to best meet the needs of our gifted and advanced learners.

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

**District Response:** The AIG Coordinator is responsible for notifying classroom teachers of identified students at the start of each year. Southern Wake Academy enrolls students in grades sixth through twelve therefore, transition meetings between these grades take place on site.

**Practice F**
Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

**District Response:** The school counselors and social worker at Southern Wake Academy work with the AIG Coordinator to determine the social and emotional needs of our gifted students. Counselors provide whole group and individual guidance that focuses on college and career exploration, diversity, inclusion, study skills, stress reduction techniques, setting appropriate expectations and motivation. A focus is also on environmental and physical well being. Students meet weekly with their advisory teacher and class to focus on academics as well as social and emotional needs. Students also meet individually with their advisor and families once a quarter to share their academic profile and discuss needs or concerns.

**Practice G**
Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.
**District Response:** Southern Wake Academy is working to create specific procedures for acceleration, compacted content, and credit by demonstrated mastery.

Acceleration-Student academic records, End of grade tests/End of course exams, student learning profiles are assessed. AIG Coordinator and Administration work collaboratively in order to make the best decisions for student placement. Per House Bill 986, students who score a level 5 on the NC state end of grade math test (EOG) students are placed in the next advanced Math classes. SWA accelerates students by subject area and grade level.

Dual Enrollment-Junior and Senior students can choose to participate in Career and College Promise program and dual enroll in area colleges. The Southern Wake Academy high school counselor will share this option with high school students and families via parent newsletter, facebook page, beginning of year parent information session, and student scheduling sessions. Freshman and Sophomore students can enroll in CTE classes at area colleges or online.

Credit by Demonstrated Mastery-Students in grades 9-12 can opt to show content mastery through academic testing, student academic portfolio, and student work samples without the traditional seated classroom session. Students earning credit by demonstrated mastery will complete an examination and present an academic portfolio to exhibit content mastery and successful understanding of the course material.

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

**District Response:** Southern Wake Academy strives to identify academic potential in all students by providing enrichment activities for non-identified students, using multiple criteria for identification and placement, and by identifying students for our potential/nurture program. The AIG program provides services and classroom support to identify the potential in advanced learners.

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

**District Response:** SWA offers a variety of extra-curricular programs for AIG students and the entire student body. SWA has a weekly parent newsletter, a google classroom site, a facebook account, and a school website that is used for parent and community information and communication regarding these programs. The extra-curricular programs being offered each year vary, depending on student interest,
Southern Wake Academy Club Mission Statement-To create opportunities for ALL students to be able to explore and pursue activities and new interests that they may not have had an opportunity to partake in elsewhere. To offer programs that provide the opportunity to create a voluntary and positive connection with our school. To create and promote club programs that teach universal lessons, build confidence, relationships and character in a safe, monitored environment.

Southern Wake Academy Vision Statement-Southern Wake Academy will offer a wide variety of clubs that foster and nurture our student body interests while promoting achievement, student engagement, and the attitude and habits that lead to work/college aspirations and success. We will continuously assess our activities to fit the wants and needs of a growing student population and an ever-changing global society.

Programs/Clubs being offered currently are;
Beta
Jr Beta
National Honor Society
Middle School Student Council
High School Student Government
Robotics Club
Boys Leadership Club
Girls Leadership Club
Music Club
Middle School Cheer Club
FCCLA-Family, Career, and Community Leaders of America
The Quill- A competitive writing club
Poetry Out Loud-A competitive poetry club
Mathletes-A competitive Math Club
Science Olympiad-A competitive Science Club
Drama Club-Students learn and develop their techniques and appreciation for the theater.
Paws and Claws for a Cause Club- Organize fundraisers and events for animal shelters in the area
Gaming Unplugged-Focuses on learning non-electronic games such as Chess, Mancala, Life, Monopoly, etc and to build communication, cooperation, and sportsmanship skills.
Fearless -Establishes relationships and community between the female students of Southern Wake Academy.
Project 7 (Project 7 (P7) Club-Is student-led and student-driven. It is an opportunity for students to participate in a spiritually-inspired, relationship-oriented, community service project.
SWAK Club (Socializing with Awesome Kids Club)- focuses on enhancing and improving the communication and socializing skills of the students with and without special needs.
Yarn Club-Students learn how to knit and crochet.

Southern Wake Academy Competitive School Sports Include: Boys & Girls Soccer, Boys & Girls Basketball, Baseball, Softball, Cross Country, Cheerleading, Volleyball
**Ideas for Strengthen the Standard:** SWA will continue to develop social and emotional lessons and activities to use with our Gifted students. We now have 2 school counselors and one social worker added to our staff that can help strengthen this area and meet the needs of our AIG students.

**Sources of Evidence:** Sports schedules  
Club schedules  
Counselor & Social Worker lessons & activities  
Course Selection Guide  
Student Academic Schedules
Standard 3: Differentiated Curriculum and Instruction

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

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

**District Response:** Southern Wake Academy currently identifies students gifted in Intellectual Ability, Reading, and/or Math. Differentiated instruction is provided by classroom teachers and the AIG Coordinator. Gifted students' academic needs are met through enrichment, extension, and acceleration. The AIG Coordinator and classroom teachers work closely to develop an academic plan with goals for identified and potentially gifted students in order to meet their academic needs. Students in middle school (grades 6-8) are grouped in plus Math and English classes in order to provide a rigorous and challenging curriculum. High school students are placed in honors and advanced placement classes. Both middle school and high school students have access to advanced online learning as needed. The AIG coordinator, classroom teachers, and school counselors guide students to the best course selection in order to provide a challenging learning environment for 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.

**District Response:** Southern Wake Academy encourages teachers to use best instructional practices to guide students to their maximum learning potential.
   1) Ongoing progress monitoring
   2) Student placement in rigorous and challenging courses
   3) Differentiation, curriculum compacting, acceleration, flexible grouping
   4) Inquiry and problem based learning models
   5) Student portfolios and portfolio conferences
   6) Small group instruction
   7) Tiered assignments
   8) Cooperative learning
   9) Independent learning contracts
   10) Active engagement
   11) Cluster grouping
   12) Multiple texts and supplementary materials
   13) Student led learning and research
   14) Technology 1-1 Chromebooks
   15) High school students as mentors and tutors to middle school students
16) Critical thinking activities
17) Literacy across the curriculum
18) Vertical alignment
19) Academic competitions
20) 21st century learner opportunities

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

**District Response:** The AIG Coordinator makes available resources for classroom teachers to use in their classrooms to assist in meeting the academic and emotional needs of gifted students. It is the goal of SWA to increase the use of technology in the classroom with student 1-1 chromebooks. Students have access to leveled academic online Reading and Math programs as well as leveled novels and reading materials.

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

**District Response:** Southern Wake Academy provides opportunities for students to be critical thinkers and creative. Students are given opportunities to learn and display leadership skills and collaborate on activities in order to be future ready and productive citizens in our world.

1) Student portfolios and conferences
2) Volunteer hours within the community (15 per year for students grades 6-8), (30 per year for students grades 9-12)
3) Job Shadows (4 per quarter for high school students, 1 per year for 8th grade students)
4) Senior Internship-265 hours
5) Inquiry, Debate, and Speech classes offered
6) Participation in academic competitions
7) High school students mentoring middle school students
8) Academic clubs

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

**District Response:** Teachers and the AIG coordinator use on-going formative and summative assessments as well as observations, work samples, and academic records to assist with differentiating curriculum and meeting the needs of gifted students. Teachers use benchmark tests in middle school to assess student growth and needs. Teachers are encouraged to use pre-
assessments to determine student strengths and understanding of content, to see if additional enrichment activities are needed.

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

**District Response:** SWA recognizes that AIG students have specific social and emotional needs. SWA employs a Middle School Counselor, a High School Counselor, and a Social Worker to help address these specific needs. Classroom lessons and activities as well as individual sessions with the SWA Counselors and Social Worker are used to support AIG students and their families. The AIG Coordinator provides reputable online links to support parents in understanding the social and emotional needs of their AIG students. The AIG Coordinator also notifies parents and students of enrichment and/or extra-curricular activities within our community via AIG google classroom site and AIG tab on school website.

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

**District Response:** Does not apply. SWA student body consists of students in grades 6-12.

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

**District Response:** Southern Wake Academy is focusing on providing staff development for staff on differentiation and meeting the needs of gifted learners. We realize that AIG services need to be provided all day, every day and we need to collaborate in order to provide the best possible learning experiences for our gifted learners. Staff meet monthly as Professional Learning Communities (PLC) as grade level teams and subject area teams in order to review data, share curriculum, and evaluate the AIG program in order to effectively meet the need of our AIG students.

**Practice I**
Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.
**District Response:** A Differentiated Education Plan is written for each AIG student at the beginning of each school year. The services described in each DEP is specific to the student and provides the best practices used to meet the students individual needs. Parents, students, and teachers meet annually to discuss and write the DEP. Students will share a goal that will be added to the DEP, and will be guided by the teachers and AIG staff to work towards achieving that goal.

**Ideas for Strengthen the Standard:** As our school continues to grow, our need for additional AIG certified staff and programs will grow. We will need to expand our resources both in materials available and programs offered in order to meet the needs of our gifted students.

**Sources of Evidence:** PLC meeting agendas and minutes
Teacher Lesson Plans
Student DEP's
Program Survey data
Standard 4: Personnel and Professional Development

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

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

District Response: SWA currently has an AIG licensed coordinator that plans, guides, develops, implements, revises and monitors the local AIG program and plan. Some of the AIG coordinator roles and responsibilities include but are not limited to:

* Oversee the screening, referral, and identification processes
* Maintain documentation of student identification evidence and services provided in individual student files located in AIG coordinator's office in a locked filing cabinet
* Provide leadership, at all levels, for the needs of AIG students
* Monitor implementation of program services and staff via surveys, interviews, observations
* Participate in professional development opportunities including statewide meetings with Department of Public Instruction (DPI) and NC Central Regional AIG meetings. Attend NC Association for Gifted and Talented yearly conference, Attend National Association for Gifted Children convention when feasible.
* Develop, monitor and evaluate the local AIG plan, assemble an AIG advisory team to assist with AIG plan development, evaluation, and revision
* Participate in monthly Professional Learning Communities by grade level and by department/subject area to ensure the needs of our gifted learners are being met consistently
* Provide professional development and resources to staff regarding differentiation and instruction for gifted learners, social & emotional development for gifted learners,
* Develop partnerships with and communicate with families and the community via SWA school website under the AIG tab, AIG google classroom, and parent information sessions and conferences, AIG parent handbook
* Assist staff with information regarding AIG licensure

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

District Response: At this time, Southern Wake Academy employs one AIG staff member- AIG
Coordinator. As mentioned above, the AIG Coordinator is responsible for all aspects of the program. SWA employs opportunities for teachers and the AIG Coordinator to meet to discuss AIG student’s academic, social, and emotional needs. Staff meet monthly as a Professional Learning Community (PLC). Staff meets once a month as a grade level PLC and also once a month as a department/subject area PLC. AIG Coordinator attends meetings with the Department of Public Instruction on the state and regional level. AIG Coordinator attends the yearly NC Association for Gifted and Talented convention in order to stay abreast of the current practices to help strengthen services and program for our gifted learners.

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

District Response:
All staff must obtain the knowledge and skills to differentiate and meet the needs of gifted and advanced learners in their classrooms. Teachers are required to attend school wide staff development and maintain a record of attendance. The AIG Coordinator and the Curriculum Instruction Coach will provide relevant professional development opportunities for staff located on the Lion Hub (in house employee site) for all employees.

AIG Professional Development opportunities for staff will be provided using the AIG modules via the Department of Public Instruction "AIG Booster Shots". Staff will watch the instructional videos (booster shots) provided, meet with a AIG Coordinator &/or Curriculum Instructional coach, observe AIG Coordinator &/or Curriculum Instructional Coach, create a lesson, teach the lesson, and reflect. CEU's will be awarded when process is complete.

Series 1: Best Gifted Instructional Practices
Booster Shot 1-Differentiation-The Basics
Booster Shot 2-Questioning
Booster Shot 3-Tiered Assignments
Booster Shot 4-Curriculum Compacting
Booster Shot 5-Independent Studies, Small Group Projects
Booster Shot 6-Seminars
Booster Shot 7-Concept-based Teaching
Booster Shot 8-Concept Attainment

Series 2: Social and Emotional Needs
Booster Shot 1-Overview of Characteristics
Booster Shot 2-Overexcitabilities
Booster Shot 3-Asynchronous Development
Booster Shot 4-Perfectionism and Underachievement

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

**District Response:** Student placement in regular education classrooms are purposeful. For returning students, classroom teachers provide classroom placement recommendations at the end of each school year. Teachers use formal and informal data such as End-of-Grade test scores, NC Check Ins, and academic records to determine class placement. AIG services are provided by the Licensed AIG Coordinator. Differentiation, acceleration, and cluster grouping are used to ensure best practices and placement for gifted students. Each year, data will be collected to track academic growth for AIG students using NC check ins, NC End of grade tests, End of Course exams and academic records. AIG Students will participate in an AIG program survey to evaluate the strengths and weaknesses of program each year in order to better meet the needs of our students and to tailor our program in order for students to reach their highest academic potential.

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

**District Response:** AIG Coordinator collaborates with the SWA Principal's Advisory Team, Special Education Team, and Support Personnel to align professional development opportunities with AIG program goals. Professional learning opportunities include:

1) Monthly Professional Learning Communities (PLC) meetings by grade level
2) Monthly Professional Learning Communities (PLC) by subject level
3) Training and use of Chromebooks 1-1 in English and Math courses
4) Positive Behavior Support System
5) Advisory Program, Portfolios, Student Led Conferences
6) Professional Development focused on differentiation and best teaching practices
7) Collaborate with other Charter schools that offer successful AIG programs

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

**District Response:** The AIG Coordinator and the Instructional Resource Coach collaborates with staff and provides Professional Development and support at monthly Professional Learning Communities (PLC) meetings. The AIG Coordinator and the Instructional Resource Coach provide modeling and co-teaching opportunities for classroom teachers in order to help differentiate and meet the needs of our gifted students. AIG Coordinator houses instructional resources for staff use. AIG Coordinator updates staff of new theories, resources, and practices through PLC’s, email, and online links.
Ideas for Strengthen the Standard: SWA currently employs one AIG certified staff member that is responsible for the development of the entire program. As our school continues to grow, we recognize the need to employ additional AIG certified staff in order to meet the needs of our growing AIG population.

Sources of Evidence: Professional Development Recording Sheet  
Teacher CEU profile  
Evidence of use of tools provided by professional development in teacher lesson plans  
Teacher Reflection Log  
Teacher Observations  
Team Teaching opportunities between classroom teacher and AIG Coordinator
Standard 5: Partnerships

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

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

**District Response:** Southern Wake Academy is committed to establishing strong partnerships with parents and families in an effort to support the needs of our AIG students. Parent conferences are held with families and students regarding initial placement and DEP development and reviews. Portfolio conferences are held quarterly with students and families. AIG program information is located on the school website. AIG updates are shared with families via phone calls, emails, and parent newsletters.

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

**District Response:** The local AIG plan will be posted under the AIG tab on the school website for parents to access easily as well as the policies and procedures of the total school AIG program. Automated calls, parent newsletters, the school website, and the school facebook page will be used to inform families of upcoming meetings and events. AIG information sessions will be held each year for incoming students and families. The AIG parent handbook including the identification process, will be available to students, families, stakeholders, and the community via the school website under the AIG tab.

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

**District Response:** The Southern Wake Academy AIG advisory group is purposely comprised of the diverse populations in our AIG program and total school population. Teachers, parents, board members, administration, counselors, social worker, and AIG coordinator currently comprise the AIG advisory team. The advisory team will conduct surveys and evaluate the data in order to provide the best AIG program that meets the diverse needs of our students. The advisory team continues to
develop a plan to promote and expand our AIG program and AIG certified staff.

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

**District Response:** Southern Wake Academy posts parent and community resources on our school website for AIG students and families. We participate in DUKE TIP and refer students annually. Southern Wake Academy offers a summer enrichment camp for students and is open to the community as well. Materials will be translated for families as needed. Southern Wake Academy requires all of their students to participate within the community on a volunteer basis. Students in middle school (grades 6-8) must accumulate fifteen volunteer hours within our community. Students in high school (grades 9-12) must volunteer thirty hours within our community. Community service is documented by each student. A personal reflection is required each quarter from the students regarding their volunteer experience. High school Seniors are required to complete a 265 hour internship prior to graduation as part of our community service model.

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

**District Response:** Southern Wake Academy partners with the local colleges to provide rigorous curriculum for advanced students through the Career and College Promise program of NC. Southern Wake Academy will use community businesses and partnerships to help strengthen our AIG program and provide additional resources and learning experiences for our gifted students.

**Ideas for Strengthen the Standard:** Strengthen relationship with entire School Board and educate them on the importance of the AIG program and meeting the needs of our gifted learners. Increase staff representation at monthly School Board meetings.

**Sources of Evidence:** School Board meetings and attendance records.  
SWA Website  
SWA AIG Google Classroom
Standard 6: Program Accountability

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

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

District Response: Southern Wake Academy develops and implements a board approved AIG program. The first plan written is submitted to the Department of Public Instruction for the 2019-2022 cycle. The board approved the AIG plan for the 2019-2022 cycle on September 24, 2019.

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

District Response: The AIG program at Southern Wake Academy will be monitored to ensure fidelity and accordance with current legislation and state policies. As the AIG program grows, SWA recognizes the need for program evaluation and will survey students and staff in order to gather data to determine program strengths and weaknesses. The AIG Coordinator will attend the Fall and Spring AIG Department for Public Instruction Coordinator’s Institute to stay abreast of current state policies and procedures.

Practice C
Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

District Response: The board of directors, administration, financial director, and the AIG Coordinator will collaborate to create a workable budget for the AIG program and to ensure the AIG funds are used appropriately for the AIG program. AIG funds will be used for:

1) Professional Development
2) AIG licensed teacher salaries and benefits
3) AIG and/or Advanced Placement teacher training
4) Advanced Placement resources
5) AIG state and national convention fees
6) Curriculum resources and materials
7) Technology
**Practice D**
Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

**District Response:** Southern Wake Academy maintains, analyzes, and shares student achievement, growth, and drop-out data with teachers, staff, the board, and stakeholders. It is our goal to be purposeful and intentional in analyzing AIG sub groups on performance testing, college readiness, college acceptance, AP and Honor class enrollments, Career and College Promise enrollments, student growth patterns, and student drop out rates. School counselors will guide students who are possibly at risk academically, socially, emotionally in order to reach students potential. School counselors will meet with at risk students and their families to create a plan for academic success. ACT scores will be analyzed. ACT Prep classes will be offered in order to assist students in reaching their highest potential and increase scores to help with college entrance requirements.

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

**District Response:** District Response- Southern Wake Academy will monitor the representation, performance, and retention of under-represented populations in the AIG program.

1) SWA will continue to employ an ethnically diverse staff.
2) SWA will educate staff on gifted characteristics and encourage staff to refer students to the AIG program that exhibit gifted potential
3) AIG Coordinator will work with Special Education director and staff to identify twice exceptional students
4) Implement and maintain our Nurture program to provide enrichment activities for potential gifted students
5) Offer rigorous and challenging courses through acceleration, compacting, plus classes in Math and English, Online learning, Career and College Promise, AP/Honors
6) Offer a variety of clubs and academic competitions to all students

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

**District Response:** Southern Wake Academy employs one AIG certified staff member. It is the hope as the school and the AIG program grows, additional AIG certified staff members will be hired. Teachers who teach AP/Honors classes will attend AP Institutes and will satisfy all course requirements.
**Practice G**
Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

**District Response:** Each year, students, parents, staff, and administrators will be completing a survey about the AIG program. Strengths and weaknesses will be analyzed in order to provide the best possible program for AIG students at Southern Wake Academy. Survey results will be noted and used to revise the plan during the plan revision phase. Survey results will be shared with all stakeholders yearly at a board meeting, staff meeting, and parent meeting.

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

**District Response:** Southern Wake Academy will use multiple sources of data to review and revise the AIG plan.

1) Student, parent, teacher, and administration survey results
2) End of grade tests and End of course results
3) Individual Academic student records
4) AIG advisory board feedback
5) College Admission data
6) Drop out rate
7) Enrollment in AP/Honor classes
8) Enrollment in Plus Math & English classes (middle school)
9) ACT/SAT results

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

**District Response:** Data collected from the evaluation of the AIG program will be shared with stakeholders, staff and SWA families yearly. Data will be published on the school website under the AIG Tab, shared at staff meetings, board meetings, and AIG advisory meetings.

**Practice J**
Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.
**District Response:** Southern Wake Academy has developed policies and procedures regarding student identification and placement, assessment procedures, and grievance policy and procedures. The procedures and policies as well as forms will be posted on the school website under the AIG tab. Parents will receive an AIG parent handbook that includes the AIG program policies and procedures. Paper forms are available through the AIG Coordinator. All confidential student files are located in a locked filing cabinet in the AIG Coordinator’s office. Additional parent and family concerns, questions, and comments will be directed to the AIG Coordinator or administration.

**Grievance Policy:**

The Academically and Intellectually (AIG) Program at Southern Wake Academy protects the rights of all AIG students through specific policies, procedures, and practices. In accordance with North Carolina State Law, Southern Wake Academy follows the below procedures for resolving disagreements between parents/legal guardians regarding identification and placement of students in the AIG Program.

**Step 1:** The parent/legal guardian may request a conference with the AIG Coordinator. The request must be in writing. The AIG Coordinator will hold the conference within ten (10) days of initial contact. At this conference, the student's learner profile will be examined and discussed. Information used may include, End Of Grade test scores, current academic standing, teacher rating scales, and OLSAT 8 scores. Classroom teachers may be invited to this conference. Minutes of the conference will be recorded and signatures are obtained from all people present. AIG Coordinator has up to ten (10) school days to notify the parents of the placement decision.

**Step 2:** The parent/legal guardian may appeal the decision made by AIG Coordinator in Step 1, to the Southern Wake Academy Middle School and/or High School Principal. The appeal must be done in writing and within ten (10) days of AIG Coordinator's final decision. The Principal shall schedule a conference with the parent/legal guardians within ten (10 days) of receipt of an appeal. The Principal will review the parent concern as well as the learner's academic profile. The Principal may request additional data from AIG Coordinator and classroom teachers. Minutes of the conference will be recorded and signatures are obtained from all people present. The Principal will respond to parents/legal guardians with his/her decision with ten (10) days of the appeal conference.

**Step 3:** The parent/legal guardian may appeal the decision made by the building Principal to the Director of Southern Wake Academy. The request needs to be made in writing no more than ten (10) days after the decision made by the building Principal. The Director will review the parent concern and will schedule a conference within ten (10) days of the appeal. The Director may request additional information from building Principal, AIG Coordinator, and classroom teachers. Minutes will be recorded and signatures are obtained from all people present. The Director will respond to the concern in writing within ten (10) days of the appeal with his/her decision.

**Step 4:** The parent/legal guardian may appeal the decision made by the Director to the Local Board of Education. The request must be made prior to the next scheduled board meeting in order for the appeal to be placed on the agenda. The board will review the concern. The board may request additional information from the Director, Principal, AIG Coordinator, and classroom teachers. The
board shall make a final decision in writing within thirty (30) days of receipt of the written appeal.

Step 5-State Level Grievance Procedure-Once all efforts have been exhausted within Southern Wake Academy for a resolution, the parent/legal guardian 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 State will review the steps taken and determine whether the school system improperly failed to determine eligibility for services within its gifted education program and whether the local system implemented and provided those services specified within the differentiated gifted education plan. Following the hearing, the Administrative Law Judge will make the final decision. The decision of the Administrative Law Judge becomes final, is binding on the parties, and is not subject to further review under Article 4, Chapter 150B of the General Statutes.

**Ideas for Strengthen the Standard:** Revise survey questions in order to gain more insight on program strength and weaknesses. Adding specific questions will lead to more insight on the program's effectiveness.

**Sources of Evidence:** AIG Plan
Grievance Policy
SWA Website-AIG tab
SWA AIG google Classroom
swa AIG parent handbook
**Glossary (optional):**

**Appendix (optional):**
- AIG Gifted Behavior Scale ELA.docx *(Appendix)*
- AIG IDENT-TESTING PARENT CONSENT FORM.docx *(Appendix)*
- AIG Gifted Behavior Scale Math.docx *(Appendix - Standard 1)*
- AIG Teacher Referral Form-SWA.docx *(Appendix - Standard 1)*
- Copy of AIG_Identification_Pathways_2016.pdf *(Appendix - Standard 1)*
- aig parent consent for service.docx *(Appendix - Standard 1)*