

Overview: Mission/Vision Statement and Funding

Cabarrus Charter Academy (13B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Cabarrus Charter 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 Cabarrus Charter Academy local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Cabarrus Charter Academy Vision for local AIG program: Our Cabarrus Charter Academy vision is to provide unwavering dedication to student achievement and an unyielding commitment to foster educational excellence in a global society.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 199,348.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Cabarrus Charter Academy (13B) 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.

Cabarrus Charter Academy will use the Naglieri Nonverbal Ability Test (NNAT3) as a nonverbal ability test for our universal screener in all 2nd grade classrooms during the Spring of every year. Results of this screener will be sent home with families during the 4th quarter of school. Achievers in kindergarten, first and third grade who are reading two grade levels above according to mClass Lexile level and who have tested in the 95th percentile on NWEA will be deemed good candidates to screen. They will test in the spring. EOG, iReady and NWEA data will be reviewed at the beginning of each year in grades 4-8 to look at achievers who could use enrichment services either inside or outside the class in reading and math.

Achievers may also be nominated for AIG identification by classroom teachers, Accelerated Learning Coordinator, or parent. The nomination form will include achiever's demographic information, available performance data, achiever's portfolio showcasing high level critical thinking, and a questionnaire. K-8 teachers will receive AIG and Cambridge trainings throughout the year to ensure everyone understands the process for screening, portfolio gathering, and identification. Achievers in 8th and 9th grade who are already in the AIG program will be eligible to apply for the dual enrollment program at Cabarrus Charter Academy via Gaston College. Achievers not already identified will be eligible to apply for dual enrollment if they meet the AIG criteria. The dual enrollment plan would allow achievers to graduate with both a High School and an Associates Degree.

*** 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.

Achievers will be given multiple opportunities in kindergarten through 12th grade to demonstrate their gifted abilities using both quantitative and qualitative data. At Cabarrus Charter Academy, we will utilize qualitative data such as Accelerated Learning Coordinator observations, teacher observations, and work samples when determining if a child may need enrichment activities inside and outside the classroom. We will utilize quantitative data such as EOG scores, NWEA percentile, iReady percentile, and the Naglieri Nonverbal Ability Test. Teachers in second grade will provide examples and give exposure to the testing format prior to the universal screener. Practice opportunities will be included in the parent/guardian letter for students to gain familiarity with the format. We will use standards-based grades, teacher recommendations, and/or achiever's portfolios, including work samples (hard copy or digital), to show performance or potential to achieve. Achievers in grades 6-12 will have the opportunity to self-select core, advanced, or honors classes during the registration process. There will be a ten-day window at the beginning of each course to change their course designation. Achievers will be given multiple opportunities to demonstrate achievement gifts through standardized assessments such as the NC EOG/EOC, the Naglieri Nonverbal Ability Test, iReady percentile, and NWEA percentile. Students will be identified as AR (Academically Gifted – Reading only), AM (Academically Gifted – Math only), AG (Academically Gifted – Reading and Math), IG (Intellectually Gifted), or AIG (Academically and Intellectually Gifted) based on the criteria in the table below.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted

K-2	* Has a percentile of 90% or higher on the reading achievement test like NWEA or iReady	* Has a percentile of 90% or higher in math achievement test like NWEA or iReady.	* Has a percentile of 90% or higher in reading and math achievement test like NWEA or iReady	* After all achievement and informal opportunities have been exhausted, achievers who score above the 87 percentile or above on a nationally normed aptitude test, like the Naglieri, will identify as IG.	* Has a percentile of 90% or higher in reading and math on an achievement test like NWEA, or iReady, and a 90% or higher on a nationally normed aptitude test like the Naglieri
3-5	* Has a percentile of 90% or higher on the reading achievement test like the NC End of Grade, NWEA, or iReady	* Has a percentile of 90% or higher on the math achievement test like the NC End of Grade, NWEA, or iReady	* Has a percentile of 90% or higher on the reading and math achievement test like the NC End of Grade, NWEA, or iReady	* After all achievement and informal opportunities have been exhausted, achievers who score above the 87 percentile or above on a nationally normed aptitude test like the Naglieri will identify as IG.	* Has a percentile of 90% or higher in reading and math on an achievement test like the NC End of Grade, NWEA, or iReady, and a 90% or higher on a nationally normed aptitude test like the Naglieri

6-8	* Has a percentile of 90% or higher on the reading achievement test like the NC End of Grade, NWEA, or iReady	* Has a percentile of 90% or higher on the math achievement test like the NC End of Grade, NWEA, or iReady	* Has a percentile of 90% or higher on the reading and math achievement test like the NC End of Grade, NWEA, or iReady	* After all achievement and informal opportunities have been exhausted, achievers who score above the 87 percentile or above on a nationally normed aptitude test like the Naglieri will identify as IG.	* Has a percentile of 90% or higher in reading and math on an achievement test like the NC End of Grade, NWEA, or iReady and a 90% or higher on a nationally normed aptitude test like the Naglieri
9-12	* Has a percentile of 90% or higher on the reading achievement test like the NC End of Grade, NWEA, or iReady	* Has a percentile of 90% or higher on the math achievement test like the NC End of Grade, NWEA, or iReady	* Has a percentile of 90% or higher on the reading and math achievement test like the NC End of Grade, NWEA, or iReady	* After all achievement and informal opportunities have been exhausted, achievers who score above the 87 percentile or above on a nationally normed aptitude test like the Naglieri will identify as IG.	* Has a percentile of 90% or higher in reading and math on an achievement test like the NC End of Course, NWEA, or iReady and a 90% or higher on a nationally normed aptitude test like the Naglier

*** 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.

By using a non-verbal universal screening in second grade at Cabarrus Charter Academy, we are hoping to identify more of our underrepresented population. Achievers who score in the 80-90 percentile range on the aptitude test such as the Naglieri Nonverbal Ability Test will be monitored. The Accelerated Learning Coordinator will work with the Curriculum Resource Teachers and the Regular Education Teachers to ensure that they are challenging the achievers in the kindergarten to twelfth grade classrooms based on best practices and the vision of the school during their PLCs (professional learning community). We will monitor and analyze sub-group data to understand the LEA demographics. The sub group data will be looked at the beginning of the year to ensure that we are focusing on the groups that are underrepresented based on the demographics of the school. This will be discussed as a leadership team.

*** Practice D**

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

All second grade achievers will be screened using a non-verbal nationally normed aptitude test like the Naglieri Nonverbal Ability Test in the spring. Achievers in grades kindergarten and first will be screened if they are working two grade levels above in reading according to mClass or NWEA lexile levels. Achievers who are referred or meet the criteria in grades 3-8 will be screened using a nationally normed aptitude test in the fall. The dates will be added to our school's testing calendar for each academic year. The administration team will meet with the Accelerated Learning Coordinator to ensure achievers who are referred and meet the criteria are tested. The Accelerated Learning Coordinator will attend leadership team meetings with the principal and administration team and share identification information. Professional development will be provided to all staff members on the screening process, referral and identification procedures at the beginning of the school year. The plan for Cabarrus Charter Academy will be monitored by the principal and the Accelerated Learning Coordinator. The Accelerated Learning Coordinator will put all testing scores, such as the nationally normed aptitude test with the rubric for identification for Cabarrus Charter Academy in the achiever's cumulative folder. Achievers will also have their identification marked in PowerSchool. Achievers who are referred and not identified and all of the second graders who are universally tested will have any testing scoresheets placed in their cumulative files.

*** Practice E**

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

At Cabarrus Charter Academy, we will send home a letter with each achiever that will detail the screening and identification process. This information will also be shared in the weekly Husky Pack, our school's electronic newsletter. Second grade teachers will also place the information in their weekly communication to parents prior to the testing date and again when the scoresheets are being sent home. Parent meetings for second grade achievers and other stakeholders that are interested will be held to explain the process to the parents and families of the achievers that will be taking the nationally normed aptitude test. Information about the screenings and the process will be on the school's website. A parent meeting will be conducted mid-year with second grade families to explain the screening and identification process. A parent meeting will be held at the end of our achiever's eighth grade year to explain the dual enrollment process and expectations as students enter High School. All written communication will be offered in languages that represent our enrollment population.

*** 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.

At Cabarrus Charter Academy, we will send home a parent letter detailing the screening process and procedure. At this time, families will have the option to opt out of testing. All nationally normed aptitude and achievement tests will be housed in the achievers' cumulative folder along with the rubric that explains the identification. Families will be provided copies of all documentation and will be notified with the documentation of their achiever's results. All identified achievers will have their identification put into PowerSchool, so that it is on file for the achiever as they move from grade to grade. This will also help with making sure achievers receive services when they move from 8th grade to high school or if they change schools. We will hold a meeting with our rising ninth graders to ensure families understand the dual enrollment commitment, benefits, and expectations.

*** Ideas for Strengthening the Standard**

Improve parent/guardian/school communication by sending home reminders via SchoolMint text system, and paper notices of reminders

Planned Sources of Evidence

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* nomination form for both parents and staff

* digital portfolios of achievers referred will be kept by the Accelerated Learning Coordinator

* purchase of NNAT3 test materials

* testing calendar for 2022-2023 school year will include NNAT3 test dates

* 2022-2023 calendar of events for parents and staff will include meeting dates for 2nd and 8th grades

* AIG website page will be created and updated

Documents

Type

Document Template

Document/Link

AIG Standard 1 Additional Resources

N/A

 [AIG Standard 1 Additional Resources](#)

Standard 2: Comprehensive Programming within a Total School Community

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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.

Our K-8 achievers will be placed into data driven cohorts. This will allow the teachers to deliver whole group content at a more appropriate pace and speed for the achievers. The Accelerated Learning Coordinator will push out project and problem-based learning materials into first and second grade classrooms at the beginning of the year and utilize results from the projects and beginning of year assessments to determine the potential of achievers and who is showing signs of giftedness and needs to be nurtured further. The Accelerated Learning Coordinator will use a combination of teacher recommendation, observation by the Accelerated Learning Coordinator, NC DPI assessments, NWEA percentiles, iReady percentiles, and mClass Lexile levels to determine the level of service needed. Hard copies of extension materials will be in the Accelerated Learning Coordinator's room or provided to teachers via email for younger grades. K-2 In our Kindergarten through second grade classrooms, teachers will use the Primary Education Thinking Skills (PETS) curriculum to begin working on critical thinking skills. 3-8 – Math Acceleration Beginning in 3rd grade, we will start to compact the math curriculum. This will allow for achievers to complete their grade level standards while also being accelerated by working on the next grade levels standards therefore being exposed to above grade level skills. • Third graders who are identified as needing acceleration in math will be placed into a compacted 3/4 math class. • Fourth graders who are identified as needing acceleration in math will be placed into a compacted 4/5 math class. • Fifth graders who are identified as needing acceleration in

math will be placed into a compacted 5/6 math class. • Sixth graders who are identified as needing acceleration in Math will be placed into a compacted 6/7 grade math class. • Seventh graders who are identified as needing acceleration in Math will be placed into a compacted 7/8 grade math class. • Eighth graders who are identified as needing acceleration in math will be placed into Math 1. 6-8 – Reading Acceleration Achievers in grades 6-8 who are identified as needing acceleration in reading will have the opportunity to sign up for advanced or honors English Language Arts. 9-12 Reading Acceleration • Achievers in ninth grade will have the opportunity to choose English I Honors • Achievers in tenth grade will have the opportunity to choose English II Honors • Achievers in eleventh grade will have the opportunity to choose English III Honors • Achievers in twelfth grade will be able to choose English IV Honors 9-12 Dual Enrollment At Cabarrus Charter Academy, high school achievers will be encouraged to join in our Dual Enrollment partnership with Gaston College. They will work on a track which will lead them to complete college level courses beginning as early as ninth grade, thereby gaining college credits while in high school. This path will begin at the end of their eighth-grade year with a parent meeting explaining the dual enrollment process, expectations, and commitment. Achievers will begin in ninth grade taking one college level class. If they choose to follow the entire dual enrollment track, achievers could graduate high school with an Associate’s Degree from Rowan County Community College. Differentiated Education Plans The Accelerated Learning Coordinator will provide all teachers, specialists, and guidance counselors with access to information via an addendum (Differentiated Education Plans DEPs) added to the achiever’s Personalized Learning Plan (PLP). The Accelerated Learning Coordinator will place materials into the Accelerated Learning Course in Schoology or SeeSaw so the achievers always have extension material to work on when their classwork is complete. The Accelerated Learning Coordinator will meet with the teachers to ensure that they know who is identified in their classroom and the services that they will be receiving. All DEPs will be placed in a central location such as the child’s cumulative folder, so that all stakeholders have access to their information. The Accelerated Learning Coordinator will give direct and indirect support for the regular classroom teachers and other school and instructional staff by creating and sharing lessons that can be used in the classroom with their achievers, attending Professional Learning Community meetings monthly to share resources and support their achievers who need acceleration and working with teachers who have the high achievement classes to accelerate the pace of the content that the achievers are learning. Projects will be used to extend the depth of thinking for these achievers.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information

K-2	* Teachers will utilize PETS curriculum *DEP will dictate Gifted services	* Teachers will utilize PETS curriculum *DEP will dictate Gifted services	* Teachers will utilize PETS curriculum *DEP will dictate Gifted services	* *DEP will dictate additional Gifted Services
3-5	* Opportunities for compacted math curriculum for identified AM or AG scholars *DEP will dictate Gifted services	* Opportunities for compacted math curriculum *DEP will dictate Gifted services	* Opportunities for compacted math curriculum *DEP will dictate Gifted services	* *DEP will dictate additional Gifted Services
6-8	* Opportunities for compacted math curriculum in grades 6-7 for identified AM or AG scholars *Opportunities to enroll in Math 1 in eighth grade for identified AM or AG scholars *Opportunities to enroll in advanced or honors reading courses for AR or AG scholars	* Opportunities for compacted math curriculum in grades 6-7 *Opportunities to enroll in Math 1 in eighth grade *Opportunities to enroll in advanced or honors reading courses	* Opportunities for compacted math curriculum in grades 6-7 *Opportunities to enroll in Math 1 in eighth grade *Opportunities to enroll in advanced or honors reading courses	* *DEP will dictate additional Gifted Services
9-12	* Opportunities to enroll in honors reading courses for AR or AG scholars *Opportunities to participate in Dual Enrollment Program	* Opportunities to enroll in honors reading courses for AR or AG scholars *Opportunities to participate in Dual Enrollment Program	* Opportunities to enroll in honors reading courses for AR or AG scholars *Opportunities to participate in Dual Enrollment Program	* *DEP will dictate additional Gifted Services

*** 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.

At Cabarrus Charter Academy, we have a morning meeting scheduled into our day K-5. Our 6-8 achievers will have one day per week when their success block will focus on Social and Emotional Lessons (SEL). At Cabarrus Charter Academy we have created a partnership with an outside licensed agency that comes into the school throughout the week to provide counseling. Driven by the NC state requirement for Social and Emotional Learning plan, our teachers use this time to work on Social and Emotional Lessons or skills via books, stories, and emotional identification exercises. The achievers in 6-12 will have a member of the leadership team meet with them after selecting their courses to ensure they are on the correct path towards high school graduation. Achievers at Cabarrus Charter Academy will have the opportunity to choose from core classes, Advanced Placement classes, Honors classes, and Cambridge Classes. High School achievers who meet the AIG criteria for Cabarrus Charter Academy as well as the criteria for Gaston College will be permitted to select the dual enrollment path. The Leadership team members will check in on middle school achievers to ensure they are on the correct class track at the end of the first semester. The high school guidance counselor will meet with 9-12 achievers to ensure they are on a path of success.

The Accelerated Learning Coordinator will meet with the following staff to support the needs of gifted learners:

- Classroom teachers monthly during PLC meetings to help extend and enrich the activities in the classroom
- The leadership team and administration to address K-12 achiever needs
- The counseling team to ensure that the social/emotional needs of the achievers are being met
- Curriculum Resource Teachers to ensure the programs are connected and resources are available to the regular classroom teachers
- Exceptional Children Teachers to ensure that any specific needs of twice exceptional achievers are being met

*** Practice C**

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

Cabarrus Charter Academy teachers provide all achievers with instruction based on their identified needs based on data in determining flexible grouping. Achiever data from the end of the year will be used to create data driven classrooms for the beginning of the year. Achievers joining us from another school will be placed in classrooms based on either a) data sent in records from previous school or b) assessments given by the CCA staff so they are placed in

the correct class based on their data. Achievers are able to be moved into different classes at each quarter based on their most current data. For movement purposes we will use any combination of the following:

*NC DPI Assessments

*mClass

*EOG data

*Unit pre and post assessments

*Goal setting and progress monitoring assessments

*NC check-ins and pretest assessments

During our Master Schedule Analysis process, we will prioritize and allocate resources for the AIG program. Beginning in 9th grade, our achievers will have the opportunity to sign up for college classes via Gaston College. This will allow our AIG achievers, should they continue on the path, to graduate with several college credits or a full Associate's degree.

*** Practice D**

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

At Cabarrus Charter Academy, we will create data driven cohorts K-8. This will allow our teachers to create more targeted lessons that will ensure achievers are getting the lessons they need to succeed. Data will be collected from several sources including, but not limited to: mClass, NWEA, iReady, EOG, or pre- and post- unit assessments. Classes can be restructured at the end of the quarter based on how achievers are progressing.

*** 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.

At Cabarrus Charter Academy, professional development for teachers will occur multiple times throughout the school year. During our Returning Teacher Orientation (RTO), teachers will learn what AIG is and why it is important to differentiate for those achievers. They will also be introduced to the AIG program at the school and will be directed as to where they can find resources. During the school year, the Accelerated Learning Coordinator will give professional development (PD) on choice boards, literature circles, project based learning, blended learning, etc.

*** Practice F**

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

The Accelerated Learning Coordinator will provide notification of achievers services to instructional staff at the beginning of the year. Students' DEPs will be placed in their cumulative folder at the end of each year. As achievers move on from grade to grade, communication about the achievers and their academic and social needs will be communicated by the teacher and the Accelerated Learning Coordinator, so that the new teacher will be prepared at the beginning of the year. This will be done K-8. When achievers move on to high school, the Accelerated Learning Coordinator and Curriculum Resource Teacher will hold a dual enrollment presentation to which we will invite a Gaston College representative. We will invite and communicate with the high school counselor to ensure the achievers academic and social/emotional needs and that they have the opportunity to sign up for classes via Gaston College. The school guidance counselors will be given a list of achievers who are identified as AIG. The Accelerated Learning Coordinator, regular education teacher and counselor will discuss any social/emotional needs that the achievers may have. These needs will be determined by parent information gathered at the Differentiated Education Plan meeting, teacher observations and Accelerated Learning Coordinator observations. The school guidance counselor and Accelerated Learning Coordinator will meet and will work together to meet the needs of the achievers based on observations from the specialist, counselor and classroom teachers.

*** 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.

The Accelerated Learning Coordinator will work with the Curriculum Resource Teacher, and the regular education teacher to compact the math curriculum for achievers who show that they are ready to move quickly through math or reading standards and need enrichment. This will be determined through formal and informal assessments such as pre-assessments, EOG data, NWEA and iReady scores. Acceleration will be done within the classroom setting with the regular education teacher. Beginning in 3rd grade, we will start to compact the math curriculum. This will allow for achievers to complete their grade level standards while also being accelerated by working on the next grade levels standards therefore being exposed to above grade level skills. Third graders who are identified as needing acceleration in math will be placed into a compacted 3/4 math class. Fourth graders who are identified as needing acceleration in math will be placed into a compacted 4/5 math class. Fifth graders who are identified as needing acceleration in math will be placed into a compacted 5/6 math class. Sixth graders who are identified as needing acceleration in Math will be placed into a compacted 6/7 grade math class. Seventh graders who are identified as needing acceleration in Math will be placed into a compacted 7/8 grade math class. Eighth graders who are identified as needing acceleration in math will be placed into Math I. Eighth graders will also have the opportunity to choose English I, Earth and Environmental Science, and World History as a part of their accelerated path. Achievers in grades 6-8 who are identified as needing acceleration in reading will be placed into classes that will focus on novel studies as well as writing. Students in grades 9-12 will have the opportunity to take classes via Gaston College in place of their high school classes and will receive credit at both schools.

*** 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 Accelerated Learning Coordinator will utilize talent development strategies to cultivate the potential of achievers across the K-8 curriculum. The Accelerated Learning Coordinator will work with kindergarten and first grade teachers during PLCs throughout the year to give them ideas as to how to meet the needs of all of their achievers. We will use NCDPI data, mClass data, NWEA data, iReady data, teacher observation and the observations of the Accelerated Learning Coordinator to determine achievers who will be served in kindergarten and first grade. Our school will do a universal screening in grade two in the spring using a nationally normed aptitude test such as the Naglieri Nonverbal Ability Test in order to ensure we do not miss any of our English Language Learner achievers due to a language barrier. EOG data will be shared with the Accelerated Learning Coordinator from the Testing Coordinator at the end of

the year and after summer retakes to look for achievers who scored a 90% or higher in math or reading to be given the opportunity to complete enrichment activities. The achievers who qualify will take a nationally normed aptitude test such as the Naglieri Nonverbal Ability Test. The Accelerated Learning Coordinator will partner with the EC teachers to discuss the needs of the twice gifted achievers that we may have in our school. The Accelerated Learning Coordinator will collaborate with the regular classroom teacher to compact the curriculum and meet the needs of achievers.

*** Practice I**

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

At Cabarrus Charter Academy, we will have extra-curricular activities available to the achievers. Some examples of the extra-curricular activities that may be given as a choice to achievers are Robotics, Literature Through Film, art club, mathletics, and Writer's Society. Clubs such as Honor Society, National Junior Honor Society, and Beta club will also be available for achievers who meet the qualifications. These clubs will reflect the results of a student interest survey.

*** Ideas for Strengthening the Standard**

Utilizing another curriculum such as Jacob's Ladder for 3-5 development

Planned Sources of Evidence

* Course cards for class selection

* - Gaston College enrollment roster

* Differentiated Education Plan

* Master Schedule with sections for core, honors, Cambridge, and advanced placement classes

* Classes in PowerSchool

* RTO agenda

Documents

Type	Document Template	Document/Link
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AIG Standard 2 Additional Resources	N/A	
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Standard 3: Differentiated Curriculum and Instruction

Cabarrus Charter Academy (13B) 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.

Our K-12 Cabarrus Charter Academy is committed to mastery grading of SCOS standards. Our K-8 achievers are placed into data driven cohorts and rearranged based on need and data at the beginning of each quarter. In collaboration with the regular education teachers, math will be compacted using classroom pretests, NWEA, and iReady assessments as a guide in grades 3- 8. Compacted math will be based on the NC Standard Course of Study beginning in 3rd grade and continue through 8th grade. The Accelerated Learning Coordinator will come in during PLCs to help the regular education teachers with grouping achievers and sharing materials and strategies to accelerate the curriculum to meet the needs of the achievers. The Accelerated Learning Coordinator will provide enrichment activities for the K-2 regular education teachers to provide to their accelerated achievers. Gaston College classes will be available to achievers beginning in 9th grade. In 2021-2022 Cabarrus Charter Academy debuted our coding program as a K-5 Encore. We plan to continue this Encore and introduce our achievers to new technology and software. We would like to continue this program to our 6-8 achievers within the span of our 3-year plan.

*** 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 at Cabarrus Charter Academy have been trained in Reader's Workshop, Writer's Workshop, Guided Reading, Small Groups, Math Workshop, Inquiry based social studies and science, Tabor Rotation, and Kagan

Structures. Instructional practices we will have Professional Development on within the span of our 3-year cycle include ongoing refreshers of those listed above, Problem and Project Based Learning, Blended Classrooms, and Flipped Classrooms. The Accelerated Learning Coordinator will attend grade level PLCs to provide support to regular classroom teachers in employing effective instructional practices.

*** Practice C**

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

Accelerated Learning Coordinator in K-8 will use processes such as Problem/Process/Project based learning activities, blended classrooms, and curriculum such as Wonders, Ready Math, iReady, Letterland, and Lucy Calkins.

*** Practice D**

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

Cabarrus Charter Academy has added a coding program into our weekly Encore rotation for K-5 achievers. The Accelerated Learning Coordinator will be providing professional development on blended classrooms, project-based learning, problem-based learning, novel studies, genius hour, and research development. Teachers in general education classes as well as Encore classes are required to specify on their lesson plans how they are differentiating lessons for their higher achieving students.

*** Practice E**

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

Teachers will pre-assess their achievers' abilities and knowledge in order to plan their instruction, make achievers groups, compact the curriculum, and plan for re-teaching. Upon conclusion of the unit of instruction, the teacher will assess whether or not the achievers have met their learning goals. Formative Assessments may include quizzes, running records, exit tickets, and anecdotal notes on achievers' performance. These are opportunities to give regular feedback to the achievers about their progress, so that they can change their efforts in order to meet the standard being taught. All project/process/problem-based learning has a rubric in which achievers are given the expectations before completing the project. In addition, several times a year, K-3 grade achievers will take the mClass benchmark assessment. This test provides teachers and parents/guardians with a wealth of information regarding their fluency, reading, and writing comprehension. This test is valuable for gifted learners because it gives the instructional reading

ability and Lexile level of the achievers, as the achievers read the text and comprehension increases in difficulty. Grades 3-8 participate in NC Check-Ins several times throughout the year.

*** Practice F**

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

Many topics addressing the emotional needs of AIG achievers are accessed through the use of evidence-based curriculum such as Attitude is Altitude (AIA) curriculum for our K-5 achievers.

*** 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.

K-8 classes will be data-driven cohorts. We will cluster achievers based on their NWEA, mClass, iReady, and EOG data so that teachers can more accurately focus instruction. Based on formative assessments like mClass, Dibels, and NWEA Lexile scores, K-3 achievers participate in leveled reading groups and math groups and receive instruction appropriate for their needs. In some instances, K-3 achievers participate in reading groups with texts that are one or two grades above their assigned grade. All achievers get targeted instruction based on their assessment data. These classes can change each quarter based on new data and achievers' needs. The Accelerated Learning Coordinator also works with achievers identified as having gifted tendencies in grades K-3. The Accelerated Learning Coordinator will share resources with the classroom teachers to provide meaningful projects, lesson extensions, or genius hour set ups to help continue to push the fast finishers or quick learners. The Accelerated Learning Coordinator will attend PLC meetings for K-5 teachers at least monthly to help teachers differentiate their curriculum and instruction.

*** 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 Accelerated Learning Coordinator will work with the CRT to ensure differentiation occurs K8 and the expectations of all instructional staff is clear. The Accelerated Learning Coordinator will meet during grade level PLC meetings throughout the school year to collaborate with the regular education teachers and to help accelerate and compact the curriculum. During this time the Accelerated Learning Coordinator will also aid teachers in creating rubrics, choice boards, literature contracts, and problem/project-based learning. When meeting with teachers to assist reflection the Accelerated Learning Coordinator will use the questions below or a similar question to assist with reflecting on differentiation for the gifted learner: • How are gifted achievers able to accelerate when needed? • Do gifted achievers

have regular opportunities to expand upon their areas of interest and strengths? • Are gifted achievers encouraged to extend learning beyond the basic level of understanding? • Do gifted achievers have an opportunity to NOT succeed with ease in order to develop their talent and potential? The Accelerated Learning Coordinator will have regular communication with the EC teachers, so that the needs of twice exceptional achievers are not overlooked.

*** 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.

At the beginning of the year, teachers will be trained on Cabarrus Charter Academy's criteria for the identification of achievers. Classrooms will be data driven in K-8 to ensure instruction will be given at the achievers' level. Classes can be switched at the start of each quarter to ensure achievers are getting the instruction they need. Gifted Progress Reports will be sent home with each achiever during the report card window to provide communication of the achiever's progress. Summer Camp will be offered for grades 1-12 based on need and credit recovery. Beginning in 9th grade, achievers who are eligible will be able to take college classes through Gaston College, or Rowan Cabarrus Community College. Our DEPs are shared with achievers, parents/guardians, and teachers annually

*** Ideas for Strengthening the Standard**

Compacted Reading 3-8

Summer Camp for incoming Kinder students

Planned Sources of Evidence

* Coding on the Master Schedule as an elementary encore

* Professional Development sign ins

* Yearly testing schedule

* Class rosters

* Differentiated Education Plan

* Gifted Progress Reports

* Sign up genius / emails to parents/guardians regarding Summer Camp

Documents

Type	Document Template	Document/Link
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AIG Standard 3 Additional Resources	N/A	
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Standard 4: Personnel and Professional Development

Cabarrus Charter Academy (13B) 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.

Cabarrus Charter Academy's program for Advanced Learners is coordinated by a licensed teacher with years of experience working in a variety of educational settings with high ability achievers in both elementary and middle school. The Accelerated Learning Coordinator's duties include: • Managing and completing the screening, referral, and identification process for K-12 achievers • Maintaining documentation of achievers' identification evidence and services provided • Providing leadership for the needs of AIG learners • Implement the program services with the K-12 achievers at Cabarrus Charter Academy • Participate in professional development opportunities, including regional and other statewide meetings to support gifted programs • Creating, planning, executing, and evaluating the local AIG plan • Provides professional development and resources regarding gifted and advanced achievers to our instructional staff via PLCs and Schoology • Develop partnerships with families to support the AIG program • Develops and implements Compacted Math classes across grades 3 through 8 to advance achievers who are accelerated in math • Works with the Upper School CRT to make sure the students in AIG are properly transitioned to Dual Enrollment students if the college requirements are met

*** Practice B**

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

The Accelerated Learning Coordinator at Cabarrus Charter Academy is in the process of receiving her AIG licensure add on. The Accelerated Learning Coordinator assists in identification, assessment process, and placement of each

achiever. The Accelerated Learning Coordinator's role is divided between coaching teachers in best practices for AIG instruction, providing professional development addressing AIG practices to teachers, helping to differentiate lessons and assignments, implementing compacted math courses for grades 3 through 8, helping enroll students in honors, Advanced Placement, or Cambridge level electives or ELA classes, teaching achievers in small pull-out groups or push in situations, holding parent/guardian meetings, and administrative responsibilities for the program. All of this work indirectly or directly addresses the needs of advanced learners. The Accelerated Learning Coordinator will remain current on the best practices for gifted learners by utilizing NCCAT online modules, Professional Development, or research-based articles or books.

*** 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.

Cabarrus Charter Academy's AIG overview training is provided for all teachers during our week of Returning Teacher Orientation. Training will include the state definition for AIG students, why it is essential to extend teaching for our AIG achievers, the difference between learning and doing, proper implementation of the observational tools used for identification, and a list of resources to get started. At this time, no classroom teachers have an AIG license. Cabarrus Charter Academy's classes are data driven and the staff is trained in differentiation strategies through their work with the CRTs, the Accelerated Learning Coordinator, and PDs provided to the staff by administration. Professional development geared towards grade level needs may include social/emotional resources, standards-based grading, compacting the curriculum, choice boards, and blended learning. PLCs will also be used by teachers and leadership team members to discuss the instructional practices and learning opportunities for our AIG achievers. The team will work together to identify best path, practices, and resources for our students.

*** 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.

Cabarrus Charter Academy has a varying number of classrooms at each grade level that changes each year based on enrollment. Our classrooms are data driven and advanced learners are clustered into a classroom or cohort that can be accelerated. The cohorts are able to change at the beginning of each quarter as teachers see a need, in addition to the flexible groupings during our success time. Most differentiation in the regular classroom comes through small groups and the use of blended learning. Most lead teachers are highly qualified in the state of North Carolina and receive professional development each year. Achievers in eighth grade who meet the requirements will be invited to participate

in high school coursework therefore earning high school credit in middle school. Achievers entering ninth or tenth grade who meet the AIG and college requirements will be able to participate in Dual Enrollment with Gaston College.

*** Practice E**

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

The professional development plan is aligned with our school-wide goals and initiatives. Ongoing data chats, small group instruction, blended learning and standard tracking that are the goals embedded in our AIG program. We will be focusing on the social/emotional needs of our students overall via the use of Social Emotional Learning curriculum.

*** Practice F**

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

Our New Teacher Induction and Returning Teacher Orientation, teacher professional development days, and off-campus professional development grant or school funded opportunities are largely determined via our student data and our schoolwide strategic plan. The Accelerated Learning Coordinator will collaborate with the counselors to discuss the social and emotional needs of AIG achievers and to create professional development for the teachers who work with these students. The Accelerated Learning Coordinator will collaborate with the EC teacher to ensure that the twice-exceptional students' needs are met. The Accelerated Learning Coordinator will be attending PLCs throughout the year to help teachers in creating a curriculum and pace that meets the needs of the identified and high-flying achievers in their class. We will also use the NCDPI booster shots to create mini professional development sessions. Some of the blended learning playlists that teachers have used this year to grow their achievers will be shared as examples of how to extend content learning. The Accelerated Learning Coordinator will meet with the administration and leadership team weekly to discuss data and professional development needs. The Accelerated Learning Coordinator has completed the NCDPI Rethink Blended Learning course and has the NCDPI Rethink Facilitator badge and will be creating a Rethink Blended Learning course in EVAAS for staff to complete.

*** 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.

Our New Teacher Induction and Returning Teacher Orientation, teacher professional development days, and off-campus professional development grant or school funded opportunities are largely determined via our student data and

our schoolwide strategic plan. The Accelerated Learning Coordinator will collaborate with the counselors to discuss the social and emotional needs of AIG achievers and to create professional development for the teachers who work with these students. The Accelerated Learning Coordinator will collaborate with the EC teacher to ensure that the twice-exceptional students' needs are met. The Accelerated Learning Coordinator will be attending PLCs throughout the year to help teachers in creating a curriculum and pace that meets the needs of the identified and high-flying achievers in their class. We will also use the NCDPI booster shots to create mini professional development sessions. Some of the blended learning playlists that teachers have used this year to grow their achievers will be shared as examples of how to extend content learning. The Accelerated Learning Coordinator will meet with the administration and leadership team weekly to discuss data and professional development needs. The Accelerated Learning Coordinator has completed the NCDPI Rethink Blended Learning course and has the NCDPI Rethink Facilitator badge and will be creating a Rethink Blended Learning course in EVAAS for staff to complete.

*** Ideas for Strengthening the Standard**

Several teachers in grade level bands K-2, 3-5, 6-8, and 9-12 licensed with an AIG add on

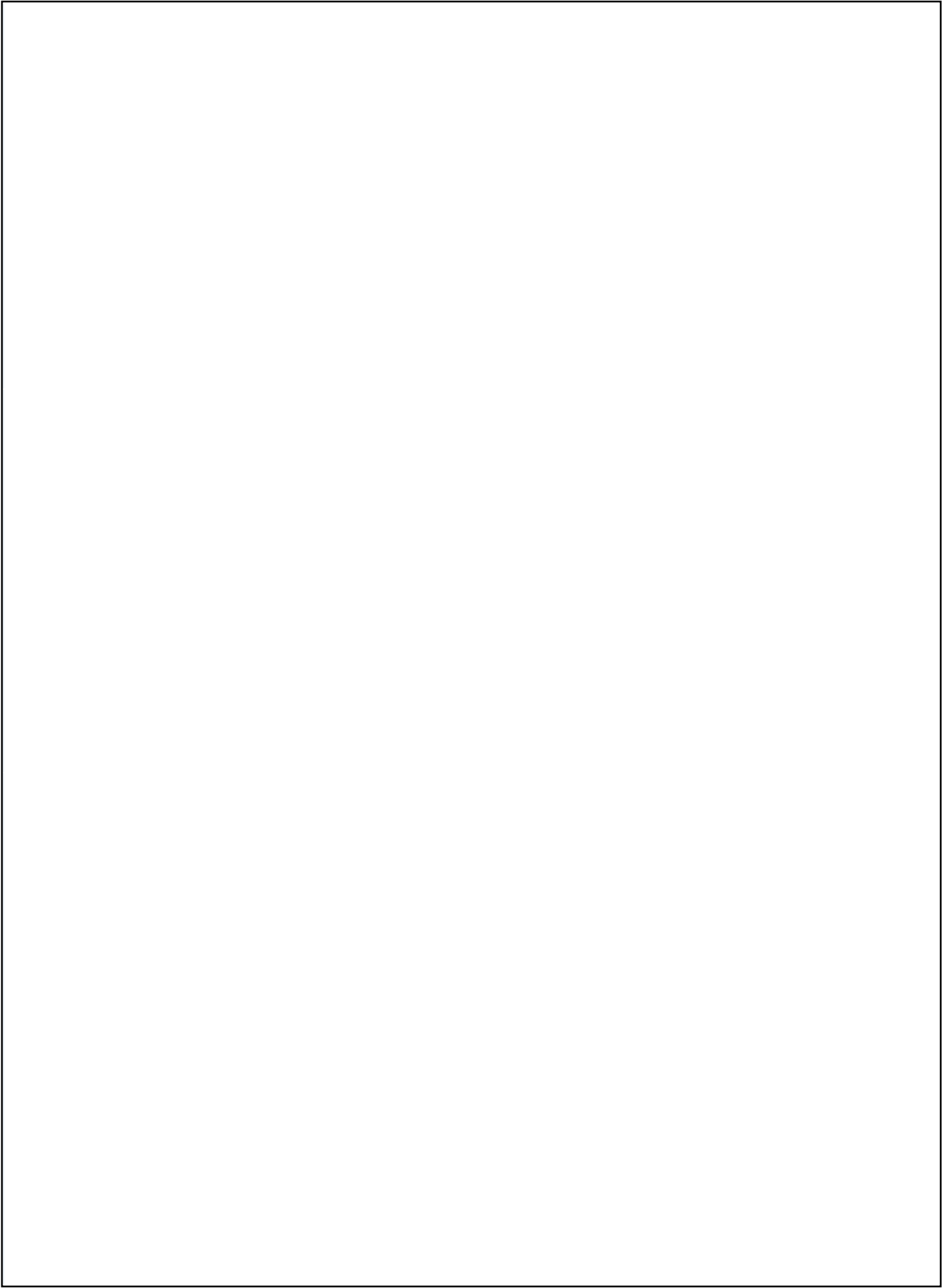
Taking staff members from different grade levels to AIG focused professional development or conferences

Teachers successfully completing ReThink Blended Learning Course loaded into EVAAS

Planned Sources of Evidence

* Accelerated Learning Coordinator AIG add on
* RTO agenda
* Copy of ReThink Facilitator class completion
* ReThink Blended Learning Course loaded into EVAAS

Documents		
Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	



Standard 5: Partnerships

Cabarrus Charter Academy (13B) 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.

Cabarrus Charter Academy will develop partnerships with parents/guardians/families in the following ways to develop strong partnerships. We will have a planned-out calendar of events out at Open House so that families of our achievers are aware of events and dates at the beginning of the year. Family events could include examples such as Commitment Day, College Fair Night, Curriculum Nights, Art Showcase, Literacy Night, and Fall Festival. The Accelerated Learning Coordinator will host a parent/guardian night for all second grade families in the spring to discuss the AIG testing practice and how results will be shared with families. The Accelerated Learning Coordinator will host a parent/guardian night for interested eighth grade families in the spring to discuss the Dual Enrollment process.

*** 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.

At Cabarrus Charter Academy we will continue to update our website, including information on identification, services, and assessment. We will send home a letter with each achiever that will detail the screening and identification process and allow families an opportunity to opt out of this testing. This information will also be shared in the weekly Husky

Pack, our school's electronic newsletter. Second grade teachers will also place the information regarding screening and identification in their weekly communication to parents/guardians prior to the testing date and again when the score sheets are being sent home. Parent/guardian meetings for second grade achievers and other interested stakeholders will be held to explain the process to the parents/guardians and families of the achievers that will be taking the nationally normed aptitude test. Information about the screenings and the process will be on the school's website. A parent/guardian meeting will be conducted mid-year with second grade families to explain the screening and identification process. A parent/guardian meeting will be held at the end of our achiever's eighth grade year to explain the dual enrollment process and expectations as achievers enter High School.

*** 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.

At Cabarrus Charter Academy, the initial program was designed in response to the academic data and achiever performance and preference. Going forward, the policies and action plans will be evaluated, adapted, or amended through collaboration between the Accelerated Learning Coordinator, faculty, achievers, and parents/guardians. The AIG committee plans to meet at least 3 times a year to review the current policy and programming.

*** 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.

Cabarrus Charter parents/guardians and families are informed regularly by maintaining a page on our website with information on screening, identification, and current AIG programming and including a google translate button on the page so that information can be read in the selected language. This information will also be shared in the weekly Husky Pack, our school's electronic newsletter which also contains a button for the contents to be translated. Second grade teachers will also place the information in their weekly communication to parents/guardians prior to the testing

date and again when the score sheets are being sent home, these letters can be translated into the native language of the family based on need. Special events or awards will be announced in the morning announcements schoolwide.

*** Ideas for Strengthening the Standard**

Creating partnerships with local businesses to create internship opportunities for our students

Planned Sources of Evidence

* Gaston College Enrollment roster

* Yearly Calendar of Events with parent/guardian meeting dates listed

* AIG website page

Documents		
Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

Standard 6: Program Accountability

Cabarrus Charter Academy (13B) 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.

In creating the plan, we used student data and best practices. We have contacted parents/guardians, staff, and teachers about forming an AIG committee to make adjustments and amendments moving forward. Upon board approval, our plan will be submitted to the state board of education for review and approval.

*** 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 Accelerated Learning Coordinator plans to meet with the Instructional Leadership Team weekly. The Accelerated Learning Coordinator will discuss the implementation and review our performance data. We will revise and add to our processes as needed. Performance data will be tracked and kept on an electronic folder for reference.

*** 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.

We will use the state allocated 4% of the ADM for our budget. Our school operating account includes a salary for an Accelerated Learning Coordinator. Additional fund allocations will be utilized for purchasing licensing for nonverbal,

nationally normed aptitude tests like the Naglieri Nonverbal Ability Test, staff professional development, and differentiated materials.

*** 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.

Cabarrus Charter Academy's EOG, NC DPI assessments, mCLASS data, and grades from Gaston College and Rowan Cabarrus Community College classes are shared with the leadership team to set school wide goals. It is reviewed at the beginning of the year and shared with faculty as a group and in grade-level teams. The test data for performance and growth is also compiled at the end of the year, analyzed by the administration team, and used to create classrooms and inform program revisions. CCA's leadership team will also review the data from the Honors, Cambridge, and Advanced level courses. We will use the performance data from these classes to make changes to the program.

*** 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.

Cabarrus Charter Academy will be screening the entire second grade to ensure we are not missing any achiever that needs to be on an accelerated path. We will use EOG and mCLASS breakdowns by subgroups to ensure that any achiever that scores a level 5 or in the 90% on NWEA will be screened using the Naglieri Nonverbal Ability Test.

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Percent Ethnicity Identified as AIG

Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %

Female	---	---	---	---	---	---	---
Male	---	---	---	---	---	---	---
Total	---	---	---	---	---	---	---

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

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

At Cabarrus Charter Academy, our School Operations Administrator keeps our personnel files current and complete. Cabarrus Charter Academy targets 100% highly qualified for all lead teachers and support teachers including those that serve AIG students. Additionally, Cabarrus Charter Academy encourages teachers to enroll in professional development and leadership team alerts staff of professional development that may be beneficial to the school vision. The Accelerated Learning Coordinator will work with the SOA (schools operations administrator) to document the employees earning an AIG add-on license or participating in professional development geared towards gifted learners.

*** 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 parent/guardian surveys have questions about the AIG program and its implementation and are reviewed by the AIG committee. The AIG committee is made up with parents/guardians, teachers, and program staff. Open dialogue is maintained between the program staff, teachers, families, and community members. Students are asked to give their feedback throughout the year. The Accelerated Learning Coordinator will gather information from collaborative teams such as the PLC to gather informal feedback for constant reflection that are directly or indirectly involved with AIG.

*** 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.

Assessment data such as EOG scores, NWEA data, mCLASS scores, survey data (teacher, parent and student), progress reports, teacher observation, classroom performance are reviewed regularly by the Accelerated Learning Coordinator and Curriculum Resource Teacher and are used to evaluate the effectiveness of the program. The Accelerated Learning coordinator will attend grade level PLC meetings and be a part of data meetings in which the progress of the achievers is discussed. The Accelerated Learning Coordinator will meet with the AIG committee to discuss the effectiveness of the program to determine if changes are needed to the local AIG plan mid-cycle, using Interim reports and legislative and/or policy updates from NCDPI.

*** Practice I**

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

Program data, including evaluation data, and overview is shared by the administrator with the board annually. The goals are shared and go out to the school community in the Husky Pack, our school's electronic newsletter. Board meetings are open to the public and minutes are available to the public. Student performance data is public via school report card.

*** 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.

Cabarrus Charter Academy safeguards the rights of AIG students and their parents/guardians through established policies, procedures, and practices below.

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

Process

Procedure

<p>Informed consent for identification</p>	<p>* At Cabarrus Charter Academy parents/guardians and families will be notified of the Universal Screening through the emailed school newsletter and a letter will be sent home with the child. Prior to the screening date we will hold a parent meeting to discuss the screening and identification process and answer any questions. If the parent does not want the child to be tested they will return the letter signed.</p>
<p>Informed consent for placement</p>	<p>* The Accelerated Learning Coordinator will discuss consent for services at the results meeting when the DEP is developed. The Accelerated Learning Coordinator will also discuss the DEP and the services the student will be receiving annually at their meeting.</p>
<p>Transfer procedures</p>	<p>* Achievers joining us from another school will be placed in classrooms based on either a) data sent in records from previous school or b) assessments given by the CCA staff so they are placed in the correct class based on their data. Cabarrus Charter Academy will honor the interstate compact on educational opportunities for military children. https://www.dodea.edu/partnership/interstatecompact.cfm</p>
<p>Reassessment procedures</p>	<p>* In the event an achiever does not meet the criteria to test in the nomination year, they will be kept on a watch list. These students will have their electronic portfolio and test percentiles monitored by the Accelerated Learning Coordinator.</p>
<p>Procedures to resolve disagreement</p>	

In the event of a disagreement of AIG identification and/or services between parents/guardians and district, parents/guardians have access to a step Resolution of Disagreements procedure. When parents/guardians fail to agree with the decision of the AIG committee regarding placement or services, the following procedures may be used for dispute resolution. The procedures are: Step 1: Parent or guardian submits a written request for a conference with the Accelerated Learning Coordinator. The Accelerated Learning Coordinator and regular education teacher will meet with the parent or guardian to discuss the data and the AIG identification criteria. The Accelerated Learning Coordinator will communicate, in writing, the outcome of the review. If no resolution occurs at this level, the parent or guardian may proceed to step 2. Step 2 – Parent or guardian may appeal in writing to the Principal at Cabarrus Charter Academy. The administrator and Accelerated Learning Coordinator will review the findings and meet with the parent or guardian. The administrator will communicate in writing, the final outcome. If no resolution occurs at the school level, the parent or guardian may proceed to step 3. Step 3- Parent or Guardian may appeal in writing to the State Director of the Carolinas. The state director will review the AIG committee's findings, as well as, the administrator's outcome and will meet with the parent or guardian. The AIG coordinator/specialist and principal will also attend this meeting. If no resolution occurs at this level, the parent or guardian may proceed to step 4. Step 4-Parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150b. § 115C-150.8. Review of Disagreements. In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

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CCA staff screening used for student placement when transfers arrive

Planned Sources of Evidence

* electronic portfolios

* meeting records

* copies of scoresheets sent home

Documents

Type

Document Template

Document/Link

AIG Standard 6 Additional Resources

N/A

Local Board of Education Approval



Cabarrus Charter Academy (13B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

05/25/2022 

Original Application Submission Date: 09/06/2022

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>Local Board of Education Approval Signatures</u>

AIG Related Documents

Cabarrus Charter Academy (13B) 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	Local Board of Education Approval Signatures
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	AIG Standard 1 Additional Resources
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Cabarrus Charter Academy (13B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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