Overview: Mission/Vision Statement and Funding

Cardinal Charter (92W) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Cardinal Charter 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 Cardinal Charter local AIG plan is as follows:

* Mission and/or Vision Statement(s)

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

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

Cardinal Charter Academy's Mission: The mission of Cardinal Charter Academy is to build a student-centered learning environment that is project-based and technology-driven in which students can reach their academic potential. We value academic success through the use of data to meet individual diverse student needs. Cardinal Charter Academy will foster a culture of innovation and inquiry using technology as the medium.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding

* $ 49,294.06	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

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

a) LEA representative (Principal or Principal's designatee)
b) AIG coordinator
c) General Education teacher(s)
d) Exceptional Children's teacher(s)
e) Parent/Guardian/Community Member- Role as an advisory member; will not be part of academic data review.

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

K-2
CCA's mission is to identify and serve all students who are eligible for the AIG Program. In particular, the students in Kindergarten through Second Grade are being considered in the following ways:

- Professional Development
  - Pre-Screening Information for K-2 staff. PD will be provided focusing on recognizing the characteristics of gifted students in grades K-2.
- Screening
  - K-2 students will participate in state-identified common assessments. The assessment scores and student work samples from Math, ELA, cross-curricular project work, and writing will be considered in the screening process to identify students demonstrating Gifted student behaviors.
  - Teacher observation of student demonstrating Gifted student behaviors will also be considered.
- Referral
  - K-2 referrals can be initiated by parent/guardian and/or teacher.
  - Parent/guardian permission to begin the referral process and develop~~ing~~ learner profile will be requested in writing by the LEA.
  - Gifted Characteristics Checklist will be completed by both parent/guardian and teacher as part of the learner profile. The checklists will be added to the learner profile for further consideration or further testing such as the CoGAT to determine intellectual component.

3-8
CCA's mission is to identify and serve all students who are eligible for the AIG Program. In particular, the students in grades 3-8 are being given consideration in the following ways:

- Screening

- 3-8 students will be screened using the top 5% of EOG (or State identified common assessment) scores and the top 10% of State identified achievement assessment scores for referral to the SBCGE.
- Student work samples supporting classroom performance can be considered along with teacher observation of student demonstrating Gifted characteristics.

- Referral
  - Referrals can be initiated by parent/guardian and/or teacher.
  - Parent/guardian permission to begin the referral process and develop~~ing~~ learner profile will be requested in writing by the LEA.
  - Gifted Characteristics Checklist will be completed by both parent/guardian and teacher as part of the learner profile. The checklists will be added to the learner profile for further consideration or further testing such as the CoGAT to determine intellectual component.

Both teachers and parents/guardians may also nominate a student for further consideration, data collection, enrichment, and the creation of a learner profile K-8.

* **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.

CCA's mission is to identify and serve all students who are eligible for the AIG Program. In particular the students in Kindergarten through Second Grade are being considered in the following ways:

- K-2 staff will participate in professional development focused on recognizing the characteristics of Gifted Students in grades K-2.
- Both Teachers and Parent/Guardians may Nominate students.
- Both Teachers and Parent/Guardians will complete a Gifted Characteristics Checklist for consideration in the identification process.
- SBCGE will review Gifted Characteristics Checklists, student academic work samples, quantitative assessment data (which will include the current state-mandated program and/or other classroom assessment tools), as well as CoGAT results.

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

Grades 3-8 Identification

CCA's mission is to identify and serve all students who are eligible for the AIG Program. In particular the students in grades 3-8 are being given consideration in the following ways:

SBCGE will review:

- Student Aptitude Assessment Data
- Student Achievement Assessment Data
- Classroom Performance Evaluations
- Qualitative Observation Checklist (from teacher and/or parent/guardian)

Students will be identified as AIG, IG, AG, AR, AM based on the following criteria:

1. Academically and Intellectually Gifted (AIG)

a. Student Aptitude
    i. Student presenting with an aptitude test (such as the CogAT, etc.) scoring in the 95th percentile or higher in Math and/or Reading
b. Student Achievement
    i. Student presenting with an achievement test (such as the NWEA, etc.) scoring in the 95th percentile or higher in Math and/or Reading for their chronological age
c. Classroom Performance
    i. Student exhibiting potential need as evidenced by current year's grade for subject area, benchmark/common assessment data, work samples (2 work samples per area of suggested need (REQUIRED grade 3-5, OPTIONAL grade 6-8)
d. Qualitative Observation
    i. Completed observations/checklists that targets gifted behaviors seen during school (by staff member) and outside of school (parent/guardian)
e. Students fulfilling the previous criteria will be designated as Academically and Intellectually Gifted (AIG) in the area(s) that their comprehensive learner profile data supports.

2. Academically Gifted—Math (AM), Reading (AR), or both (AG)
    a. Student Aptitude (Optional, not required)
        i. Student presenting with an aptitude test (such as the CogAT, etc.) scoring in the 91st – 94th percentile or higher in Math and/or Reading
    b. Student Achievement
        i. Student presenting with an achievement test (such as the NWEA, etc.) scoring in the 95th percentile or higher in Math and/or Reading
        ii. Student scores in the 95th percentile or higher on the previous/current year's EOG/EOC
    c. Classroom Performance
        i. Student exhibiting potential need as evidenced by current year's grade for subject area, benchmark/common assessment data, work samples (2 work samples per area of suggested need (REQUIRED grade 3-5, OPTIONAL grade 6-8)
    d. Qualitative Observation
        i. Completed observations/checklists that targets gifted behaviors seen during school (by staff member) and outside of school (parent/guardian)
    e. Students fulfilling the previous criteria will be designated as Academically Gifted (AG) in the area(s) that their comprehensive learner profile data supports.
3. Intellectually Gifted (IG)
    a. Student Aptitude
        i. Student presenting with an aptitude test (such as the CogAt, etc.) scoring in the 97th percentile or higher in Math and/or Reading
    b. Full Composite score (VQN) will be used to designate Intellectually Gifted (IG) for both Reading and Math if CogAT score submitted
    c. Partial Composite score (VN) will be used to designate IG in the area of Reading or Partial Composite score (QN) will be used to designate IG in the area of Math if CogAT score submitted
    d. Classroom Performance
        i. Student exhibiting potential need as evidenced by current year's grade for subject area, benchmark/common assessment data, work samples (2 work samples per area of suggested need (REQUIRED grade 3-5, OPTIONAL grade 6-8)
    e. Qualitative Observation

i. Completed observations/checklists that targets gifted behaviors seen during school (by staff member) and outside of school (parent/guardian)

f. Students fulfilling the previous criteria will be designated as Intellectually Gifted (IG) in the area(s) that their comprehensive learner profile data supports.

4. Alternate Pathway with Portfolio submission for Academically Gifted (AG)
   a. Comprehensive learner profile will be submitted along with a portfolio containing all of the following for the SBCGE to evaluate:
      i. Four (4) work samples per area of designation (math or reading)
      ii. Evidence of Higher Order Thinking (HOT) in the "analyze", "evaluate", "create" range of New Bloom's Taxonomy requested
      iii. Three (3) additional samples per area of designation (math or reading)
      iv. Evidence of high achievement (90% or higher)

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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	*	*	*	*	*
3-5	*	*	*	*	*
6-8	*	*	*	*	*
9-12	*	*	*	*	*

* **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.

Due to the NC Charter School Lottery System, our school demographics have the capability of changing on a yearly basis. We will continue to monitor and analyze sub-group data and target underserved populations for nomination and referral.

Students are expected to participate in state-mandated testing (iReady, mCLASS, etc.), NWEA, and EOG/EOC testing.

- Performance on these assessments will be used as initial screening agents for K – 8th grade students, which include those sub-groups that are traditionally under-
- represented (culturally/ethnically diverse, economically disadvantaged, English ~~language~~ learners, highly gifted, and twice-exceptional).
- Additional depth may be necessary for screening and/or nomination of students who are English ~~language~~ learners, transient, economically disadvantaged, or have an identified disability.
- Our goal is to identify and serve all eligible students.
- The LEA will create a data baseline during this first year and will use that for comparison purposes moving forward. This process was formerly delayed from the original AIG plan as a result of the ongoing COVID-19 pandemic.
- Additional professional development will be provided to expand staff understanding of what giftedness can “look” like and tackle common misconceptions.

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

The LEA has created measures to implement appropriate screening and identification for gifted students.

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

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

The LEA will create and utilize an "AIG Parent/Guardian Guide" that will include the following information:

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

The LEA will also create and maintain an electronic-based resource that shares general information and announcements that pertain to the school's AIG program and other related/relevant information for the community-at-large.

- This may be shared through a parent/guardian newsletter and/or parent/guardian information meetings ("Cardinal Convos") throughout the school year.

Professional development will also be utilized for all teachers and other stakeholders outlining the current screening, nomination, referral, and identification procedures yearly.

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

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

1. Comprehensive learner profile
2. Qualitative data/observations
3. Quantitative data—aptitude & achievement assessment scores
4. Permission to Evaluate
5. Initial Differentiated Education Plan (DEP)
6. Yearly Progress Monitoring of DEP

- Student identification process results will be reviewed with parent/guardians after initial identification.
- The LEA's AIG program coordinator and a SBCGE member will review all student documentation yearly and will maintain all active student records.
- A copy of student progress monitoring will be sent home to parent/guardians at least once per academic year and they may request to meet with a representative of the SBCGE to discuss student progress, questions, and/or issues at any point.

*** Ideas for Strengthening the Standard**

- Increase consistency of communication with school community and community-at-large regarding nomination and referral process
- Consistently review standardized and growth-based data (when new is available) to screen new and current students for nomination.
- Provide consistent, yearly professional development to teachers and staff regarding gifted behaviors, differentiation, and misconceptions of giftedness

Planned Sources of Evidence

* AIG Parent/Guardian Guide
* AIG - related webpage for Cardinal Charter Academy
* Individual student fliles

Documents

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

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.

Overview

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

1. Grade K – 2nd –SSA (Math), flexible grouping in both Math & Reading, differentiated small group activities in both Math & Reading
2. Grade 3rd – 5th --SSA (Math), Enrichment pull-out group (Math and/or Reading), cluster grouping, flexible grouping, differentiated small group extension (Math, Reading, Science)
3. Grade 6th - 8th --SSA (Math), flexible grouping, advanced level class (ELA), differentiated small group extension (Math, Reading, Science)

K-2

CCA is committed to nurturing the growth of all Learners. CCA also recognizes students in Kindergarten through Second Grade are still developing as Learners. CCA will continue to service the whole child and develop their individual development which can be accomplished in the following ways:

- Advanced math placement with same age peers.
- ELA instruction will be addressed through individualized mini lessons and enrichment curriculum provided to advance the learning needs of the student.
- The classroom teacher will utilize in-class differentiated flexible groups, informed via formative and interest assessment data, where gifted learners will be exposed to advanced content and enrichment activities
- This curricula will be informed and/or provided by a member of the SBCGE.
- Cardinal Time meets daily. Students who are currently identified or being supported for nomination will participate in Cardinal Time curriculum for Social Emotional Learning, leadership opportunities, as well as academic opportunities for enrichment.
- In addition, a teacher from each grade level, will serve as the AIG Lead Teacher. They will have specialized professional development and training to ensure fidelity with enriched curricula.
- These Cardinal Time sessions will be conducted by an AIG Lead Teacher.
- The AIG Lead Teacher for each grade level will serve as a resource for other team members to use as needed for flexible small groups within the classroom.
- Services will be differentiated according to student identification area by:

- Creating small groups based on identification area within the AIG Cardinal Time group. The students will already be in an AIG small group for Cardinal Time and within this group, the AIG Lead Teacher will utilize smaller groupings according to identification area
- Differentiated instruction, informed via research-based resources, will be delivered to these small groups.

Grades 3 – 5

- In General:
  - Advanced Math and ELA groups taught by AIG Lead Teacher
  - Enrichment pull-out group (Math and/or Reading)
  - Cluster grouping
  - Flexible grouping
  - Differentiated small group extensions (Math, Reading, Science)
- Specifically:
  - AIG Lead Teacher for Math in Grades 3-5 will teach identified students in an advanced math course that will blend standards
  - AIG Lead Teacher for ELA in Grade 3 will provide resources and materials for ELA enrichment small groups within the classroom.
  - AIG Lead Teacher for ELA in Grades 4-5 will teach identified students in an advanced ELA course that will blend standards, with the possibility of delivering compacted curriculum in 5th grade based on availability of resources and personnel.
  - Identified students in 3-5 will be in a separate Cardinal Time group for the school year. Services will alternate between reading and math. These groups will be flexible based on identification area and student needs.
  - An AIG Lead Teacher will be delivering services for the Cardinal Time Groups
- Services will be differentiated according to student identification area by:
  - Creating small groups based on identification area within the AIG Cardinal Time group. The students will already be in an AIG small group for Cardinal Time and within this group, the AIG Lead Teacher will utilize smaller groupings according to identification area
  - Differentiated instruction, informed via research-based resources, will be delivered to these small groups by the AIG Lead Teacher or a member of the SBCGE.

Grades 6 – 8

- In General:
  - SSA (Math and ELA)
  - Flexible grouping
  - Advanced level classes (ELA and Math)
  - Differentiated small group extension (Math, Reading, Science)
- Specifically:
  - Advanced Math Pathway open to all students, but AIG students have priority in placement (more details in 2C)
  - Advanced ELA Pathway open to all students, but AIG students have priority in placement (more details in 2C)
  - AIG Lead Teacher for Math and ELA will deliver content and/or teach advanced classes for 6-8 Math and ELA.
  - Identified students in 6-8 will be in separate Cardinal Time groups for the school year. Services will alternate between reading and math. These groups will be flexible based on identification area and student needs.
  - An AIG Lead Teacher will teach the enrichment Cardinal Time groups or provide curricula for the Cardinal Time instructor
- Services will be differentiated according to student identification area by:

- Creating small groups based on identification area within the AIG Cardinal Time group. The students will already be in an AIG small group for Cardinal Time and within this group, the AIG Lead Teacher will utilize smaller groupings according to identification area
- Differentiated instruction, informed via research-based resources, will be delivered to these small groups by the AIG Lead Teacher or a member of the SBCGE.
- Students in grades 6-8 will also participate in a weekly Social/Emotional Learning group to address SEL as it pertains to area of giftedness

- Gifted learners may also participate in activities that will help encourage the development of critical thinking, collaboration, leadership, problem-solving, and social communication.
  - STEM/STEAM - based activities
  - Socratic Seminars
  - Academic competitions
  - Student-led projects & conferences

**These are all several ways that these students can develop in a holistic manner within the total school environment.

Additional Info:

- Staff will be given access to student DEPs so that they may differentiate classroom instruction.
- Specified staff will help provide direct and indirect support for regular education teachers to better meet the needs of gifted learners through consultation, coaching, staff-wide professional development, and resource development and support.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	*	*	*	*
3-5	*	*	*	*
6-8	*	*	*	*
9-12	*	*	*	*

* **Practice B**

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

The LEA addresses the social and emotional needs of AIG students through the use of the following:

- "Morning Meeting" (elementary)
- Developmental Designs/Advisory (middle school).
- Cluster grouping (K – 5th) and Advanced level courses (6th - 8th)
  - gifted learners are able to be around like-minded individuals who will be more supportive in group work and share their intellectual processing capabilities.
- The school counselor can specifically meet with gifted students at least two times each school year to "check-in" with how they are doing and/or lead small group conversations for children on various topics that affect the gifted child.

- A member of the SBCGE can meet with grade level and department staff to discuss current issues that may affect the gifted child.
- All students will have access to a common social/emotional curriculum.

* **Practice C**

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

The mission of Cardinal Charter Academy is to build a student-centered learning environment that is project-based and technology-driven in which students are prepared for the 21st Century. The AIG Program aligns with this mission in the following ways:

- Consistently focusing on 21st Century preparedness through the use of problem-based and project-based curricula provided and informed by the AIG team.
- Using technology as a means for developing these skills and enriching the PBL/PrBL projects.
- Utilizing a Service Learning Program developed by the school counselor and delivered by classroom teachers where all students in K-8 participate in giving back to the school and local community.
    - AIG Identified students will have a leadership role in this program through their Cardinal Time groups.
- Advanced Math and ELA Pathways are utilized so that like-minded students create a support system throughout multiple years at CCA that fosters academic and social/emotional growth.
- The common, school-wide writing program can be used across all subjects.
    - AIG students participate in extension common, school-wide writing activities with a stronger focus in Math and Science as compared to peers.
    - There will also be opportunities for AIG students to mentor younger peers to help develop their writing skills using the common, school-wide writing program.

AIG services are connected with other instructional areas through the interweaving of extension and enrichment of the NCSCOC. This can be achieved through the regular education teacher differentiating topics, content, and activities during each unit of instruction. It can also be supported through after school activities that support and enrich grade level curriculum.

* **Practice D**

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

The LEA uses both quantitative data (NWEA, EOG/EOC), formative classroom assessment data, student interest data, and classroom observations to support various grouping strategies.

Grades K – 5

AIG students will be clustered in the general education classroom with at least 4 students per cluster.

- This will allow gifted students the ability to work with like-minded individuals on differentiated curriculum activities and/or centers.
- Every identified student functions at different levels in their area(s) of giftedness depending on the higher- level thinking skills (HOTS) that are being supported.
- Students will be moved flexibly according to classroom assessment data, observed area of need, and identified area of giftedness.
- This will allow student growth in both the content area identified and the level of HOTS being integrated.

Grades 4-5

- Advanced Math and ELA courses that utilize blended curriculum with the possibility for compacted curriculum based on personnel and resources.

- K-5 also participates in daily Cardinal Time groups that are flexible based on various formative assessment data (common assessments provided by CSUSA state team, classroom assessments, school-wide quantitative assessment tools).

Grades 6-8

Flexible and fixed grouping strategies are present in Math and ELA for grades 6-8.

- Fixed grouping for 6-8:
  - The only fixed groupings are the AIG Cardinal Time Groups, although the content will alternate between Math and ELA.
  - Students who are identified as only AR or AM will be flexibly moved according to the subject of the cycle-- all others will stay throughout the year.
  - This group is only available for identified students.
- Flexible grouping strategies for 6-8 include:
  - Utilizing formative assessment and interest data to drive small groups within the general classroom.
  - Classroom teacher will create and utilize intentional questioning tiered for level of rigor based on Webb's DOK.
  - They will use the formative results to inform classroom instruction and flexible small groups.
  - There are 2 Advanced 6-8 Math Pathways that advanced students can follow. AIG identified students have priority in placement.
  - The Math pathways are as follows:
    - Pathway 1: Math 6+ (6th Grade), Math 7+ (7th Grade), Math 1 (8th Grade)
    - Pathway 2: SSA Math 6 or Compacted 5/6 (5th Grade), Math 7+ (6th Grade), HS Math 1 (7th Grade), HS Math 2 (8th Grade)
  - There are 2 Advanced 6-8 ELA Pathways that advanced students can follow. AIG identified students have priority in placement.
  - The ELA pathways are as follows:
    - Advanced Pathway 1: ELA 6+ (6th Grade), ELA 7+ (7th Grade), ELA 8+ (8th Grade)
    - Advanced Pathway 2: ELA 7+ (6th Grade), ELA 8+ (7th Grade), HS English 1 (8th Grade)
  - CCA also offers flexible groupings during our daily Cardinal Time block.
    - These groups are informed using various formative assessment data (common assessments provided by CSUSA state team, classroom assessments, school-wide quantitative assessment tools, etc).

* **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.

The LEA will provide staff with a BOY professional development presentation regarding common vocabulary used, local AIG plan components that impact regular and exceptional children teachers, procedures for nominating and referring students for AIG, and types of services that can be provided for elementary and middle grades students.

Ongoing professional development for gifted education will be provided throughout the school year. More details in Standard 4.

Staff will be notified regarding placement of student DEPs from specified staff members. A copy of a student's DEP will reside within the Cumulative Record folder and appropriate teachers will
receive notification of a student's identified area(s) of giftedness.
Specified AIG Staff will attend grade level meetings (K – 5th) and department meetings (6th - 8th) at least monthly to discuss instructional services being provided, support in-class differentiation, provide resources, and support data usage in relation to flexible grouping.

*** Practice F**

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

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

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

These meetings will include:

1. EOY --
    a. Discussing student progress on currently identified students to create an EOY summary of services
    b. Potential nominations for the following school year
    c. Suggestions for needed support/resources
    d. 8th grade identified students will have final progress recorded on their DEPs to be placed appropriate cumulative record files to be sent for High School transition.
2. BOY --
    a. Discussing grade level students who are currently identified and their area(s) of identification/need
    b. Potential nominations for the current school year
    c. Requests for coaching, differentiated activity/lesson support, modeling “questioning” based on levels of HOTS
    d. Discuss service models (current & changes)

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

*** 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 LEA currently allows for Single Subject Acceleration (SSA) in grades K – 8th. This acceleration opportunity is offered to students who show great need for access to content above the current enrolled grade level per a student’s DEP.

- Advanced level content with extension into a next year’s content is currently available for students who show above average need for access to content above the current enrolled grade level per a student’s DEP.
    - This could materialize as differentiated centers (K –2nd), “extension” of current NCSCOS, pull-out class (3rd - 5th), or being enrolled in an “advanced” section of English Language Arts and/or Mathematics (6th - 8th).
- The LEA is currently continuing to develop policies/procedures for compacting Mathematics curriculum for grades 6th - 8th.
    - Due to the school’s Charter School status and student enrollment based on a lottery system, the availability of a teacher-led compacted course (6th - 8th) depends on the number of students who need compacting and the availability of staffing.
    - A dual enrollment option through North Carolina Virtual Public Schools or similar style electronic resource, may be provided if volume of student need does not allow for staffing of a course.
    - Whole grade acceleration will be considered when a student has shown extreme need for curriculum access that cannot be attained through the majority of the student’s current enrolled grade per a student’s DEP.
    - Due to our school being only K – 8th and without an associated High School, our Charter school does not offer Credit by Demonstrated Mastery.

- CCA is offering a High School English 1 class for 8th graders on the highest achieving ELA Pathway.
- Parents/guardians can access information on all AIG services via our website under “AIG” tab. This website includes:
    - AIG Identification Process
    - Gifted Characteristics Checklist
    - Informational PowerPoint on Giftedness
    - Descriptions of Advanced ELA and Math Pathways
    - On- going development of a toolbox of resources for gifted children according to subject-area and grade level.
- Parents/guardians will also be given AIG information through meetings designed to share information and provide an open platform for questions, AIG website, and AIG newsletters once their student is identified.

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

Plan for promoting equity and excellence:

- Quarterly, PLCs will analyze under-represented population student data and offer adv grouping placement in CT when those students show readiness via formative assessments and teacher observations.
- Classroom teacher will nurture and encourage students in underrepresented populations to participate in advanced classroom flexible groups.

* **Practice I**

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

- The LEA encourages all students to participate in extra-curricular activities.
- The school offers after school enrichment classes that vary based on staff availability to offer.
- Other activities/clubs are offered for students to participate in such as Odyssey of the Mind, Science Olympiad, Battle of the Books, Poetry Slam, Book Buddies, etc.
    - These groups and activities foster both academic and intellectual interest of gifted students by allowing choice to integrate into student capability.
- The LEA also has school-wide service-learning opportunities for K – 8th grade students to participate in at least one time each school year.
    - Every grade level participates in an “on campus” service learning activity in the Fall (to be chosen by each teacher/grade level), and a community-based service learning activity in the Spring.
    - This is also chosen by each teacher/grade level. Extra-curricular activities and projects are showcased through staff meetings, parent newsletters, and display throughout the school.

*** Ideas for Strengthening the Standard**

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

Planned Sources of Evidence

* AIG staff professional development regarding basic "101 style" topics on a yearly basis to serve as a refresher for experienced staff and initial information for new staff
* Use of "Morning Meeting" (K - 5) and Developmental Designs curriculum (6 -8) to support students social and emotional development.
* -

Documents

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

Standard 3: Differentiated Curriculum and Instruction

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

* **Practice A**

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

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

CCA differentiates standards in the following ways:

- Extend the standard through increase in rigor using Webb's DOK, PrbL, PBL, service learning opportunities, and other resources.
- AIG staff will suggest standard extension activities for classroom teachers to use in small groups. Over time we will create a toolbox of lessons, resources, activities for each standard in Math and ELA.
- Use intentional tiered questioning strategies to formatively assess depth of understanding (was objective met?) and use the results to inform groups, partners, and instruction.
- Use unit-long essential questions to backwards plan specific lesson objectives that directly align with the NCSCOS.
- Utilize the NCDPI Unpacking Documents in PLCs to help form enrichment activities

Flexible small groups will be used regularly in the classroom and during Cardinal Time.

- Differentiated content, process, and product strategies are used within these small groups to meet the needs of all learners and ensure enrichment of the standard.
- AIG team will be using NCDPI resources to inform enrichment activities per standard, along with other resources (see practice C).

* **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.

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

1. K – 2nd -- Staff will use differentiated centers (where appropriate), flexible grouping of students by both need and interest, periodic SBCGE staff collaboration for push-in support.
2. 3rd - 5th --Cluster grouping to allow for differentiated centers (where appropriate), flexible grouping of students by both need and interest for activities, extension and enrichment pull-out by a SBCGE member, periodic staff collaboration/co-teaching (when available).

3. 6th - 8th -- Advanced level and SSA course work (Mathematics and English Language Arts), flexible grouping of students by both need and interest for activities in the regular education classroom, small group extension/enrichment class

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

Differentiation Strategies:

- Formative and interest assessments to inform flexible small groups for standard-based targeted extension/enrichment
- Webb's DOK to increase rigor in standard-specific activities/projects.
- Creation of PrbL and PBL mini-units and activities to be utilized in the advanced pathways classes and small groups.
- Common, School-wide Writing Program— higher rigor prompts and rubrics for advanced learners
- Literature Circles— differentiate via text complexity in grades K-8.

* **Practice C**

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

The LEA subscribes to the use of a Guaranteed and Viable Curriculum (GVC) which has been sourced from Marzano. In an effort to allow all students (including all sub groups) access to appropriate curriculum that meets their needs, students will be provided with knowledgeable staff that will help support student growth within the area(s) of identified giftedness.

Specific Resources:

- NCDPI Gifted Resources website
- iReady Enrichment activities in the teacher workbook
- Odyssey of the Mind
- Global Oneness Project
- Common Lit Thematic Units
- Duke TIIP Resources
- Discovery Education
- National Association for Gifted Children website resources
- Future Cities Competition
- Area for growth; discovering additional resources for math and additional Gifted curriculum units.

* **Practice D**

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

The LEA will help foster the development of future-ready skills through Problem-Based Learning (PrBL) scenarios, Project-Based Learning (PBL), and service-based learning. Students learn how to use critical thinking, the importance of collaboration, communication, curiosity, and leadership skills while applying to real-world scenarios and community service projects.

Future-ready skills building will be accomplished because:

- Students will be involved in investigating, creating, building, and sharing self-guided research projects to solve modern problems in today's society via extensions of the NCSCOS in the classroom and Cardinal Time groups

- AIG students will participate in a service-learning group where they will be responsible for planning and executing service projects for their local community where they will practice skills in empathy, collaboration, planning, and strategy for a common goal.
- AIG students will be required to participate in a weekly Cardinal Time group where they will focus solely on social/emotional skills.

* **Practice E**

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

The LEA uses both formative and summative assessments to support appropriate differentiation within the classroom as well appropriate placement within flexible groups. Classroom discussion, common assessments, state-mandated programs, NWEA, and EOG/EOC data help staff support both proficiency and growth within the school community. Other indicators that can support appropriate differentiation and inform flexible grouping is the use and analysis of pre-assessments for different content areas.

Data analysis process includes:

- AIG team and CRTs collaborate after quantitative assessments are given to determine a student's eligibility for the program
- AIG team will also meet quarterly with CRT's in PLC meetings to analyze their student data for progress and potential in Gifted learners.
- Teachers and AIG staff members will be analyzing data on a regular basis to inform flexible small groups in order to give ALL students access to the advanced pathways and content.

* **Practice F**

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

The LEA integrates Responsive Classroom (K – 5th) and Developmental Design (6th - 8th) to help build a connection between a student's academic and socio-emotional needs. The student support coordinator and school counselor are also available to support grade levels with specific topic-based activities, student meetings, and individual student support.

SEL is addressed in the classroom curriculum via:

- Daily morning meeting in K-8 classrooms
- Teachers will utilize PrBL and PBL in their regular classroom curriculum.
    - AIG staff will help develop these units/projects with classroom teachers.
- Small groups in Cardinal Time
    - AIG students will be placed in a specific Cardinal Time Group to address SEL goals weekly.
- School counselor will periodically advise and support teachers in creating SEL content for their classrooms.
    - School counselor will have a small group open to AIG-Identified students for periodic check-ins.

* **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.

The LEA supports the talent development of younger student through the use of differentiated centers and SSA for mathematics. Professional development opportunities for K – 3 staff will also be integrated that specifically targets gifted behaviors for this age group and how to foster creativity, curiosity, and critical thinking.

Additional K-3 strategies:

- Individualized mini lessons and enrichment curriculum within the classroom
- One Grade Level Teacher for Math in grades K-3 will provide advanced differentiated content
- One Grade Level Teacher for ELA in grades K-3 will provide advanced differentiated content for grade level use in the classroom
- Various Formative assessment data and teacher observation will be used to create flexible small groups for Cardinal Time

* **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 LEA encourages collaboration among regular education, AIG personnel, and exceptional children staff to help develop and implement curriculum that meets the needs of all students.

Over time, a body of differentiated units per grade level or department will be created and modified to help support all staff's efforts to extend, enrich, and increase student critical thinking.

During PLCs, staff will periodically integrate a reflective process (with support from a SBCGE member) to self-check on progress with differentiation within their classes/content areas. This will allow time and viable openings for more resources, coaching, and support.

Professional development will be available to all staff on differentiated instruction to support meeting the needs of advanced and/or gifted 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/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

- The LEA has developed a DEP document that will record a student's identification as well as their service plan.
- Initial DEP Development including Parent/Guardian Involvement:
  - Currently, AIG staff members have built DEP plans based on parent/teacher observations, quantitative data points, and identification area
  - Meetings for initial development will be set up with parents/guardians and teacher to review the draft created by AIG staff.
  - Annual Reviews with teacher/parent/guardian/AIG staff.
- Progress monitoring will be recorded at least one time per school year.
- Student DEPs will be reviewed annually by a representative of the SBCGE and overall progress sent home for parents/families to review.

*** Ideas for Strengthening the Standard**

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

Planned Sources of Evidence

* Common Assessments, NWEA, EOG/EOC data

* Guaranteed Viable Curriculum (GVC)
* PrBL units, PBL activities, service-based learning
* Student DEPs

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

Standard 4: Personnel and Professional Development

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

* **Practice A**

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

The LEA employs at least one AIG – licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local plan. All other AIG Team Members will be working towards their certification as well (Via PRAXIS).

The AIG Coordinator's roles and responsibilities include:

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

* **Practice B**

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

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

District Response 4B: The LEA encourages AIG supporting personnel to obtain add-on licensure for AIG (K –12) in an effort to continue providing the highest level of support for both students and other staff.

AIG personnel supporting elementary students will directly provide services at least 25 minutes per week per area of identification to students through:

- "Pushing in" to a classroom to support the classroom teacher and students with differentiation and extension activities.
- "Pulling out" students to work on extension activities or provide enrichment.

AIG personnel supporting middle grades students will directly support through:

- "Pushing in" to core content areas (ELA, Math, Science, and/or Social Studies) for specific activities
- "Pulling out" for an extension/enrichment class.

AIG personnel (K – 8th) will also provide indirect support by providing resources to teachers, staff, and families.

The LEA will continue to monitor, evaluate, and revise job descriptions and duties to ensure the most effective utilization of resources and provisions for services to students.

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

The LEA supports continuing education for all staff members. A yearly survey will be conducted to help determine the direction for staff development training with AIG emphasis. AIG personnel will help provide targeted professional development based on the interest and/or needs of staff.

All staff will receive professional development training in the following areas:

- Characteristics of a gifted child
- Characteristics of twice-exceptional children
- Characteristics of highly gifted children
- Characteristics of gifted ELL children
- Social Emotional Learning Needs of gifted children

Classroom teachers will receive professional development training in the following areas:

- Creating formative and interest-based assessments
- Creating differentiated instruction for gifted children
- How to write an effective objective
- How to write an effective Essential Question (how to differentiate between objectives and EQs)
- Intentional questioning strategies
- Webb's DOK
- Problem-based learning
- Project-based learning

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

The LEA supports students being cluster grouped or flexibly grouped in the regular education setting for differentiated instruction.

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

AIG Lead Teacher: Each grade level K-8 will have an AIG Lead Teacher who will act as a liaison between the AIG team and the classroom teachers. This person will provide enrichment resources for small groups in the classroom as well as Cardinal Time groups.

- To qualify as an AIG Lead Teacher, teacher must:
  - Show high effectiveness EVAAS score that shows student growth in higher academic groups
  - Attend specific grade level and content AIG-focused PD sessions.
  - These teachers should be working towards AIG certification or already be certified (via PRAXIS add on).

* **Practice E**

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

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

District Response 4E: The LEA encourages new and existing teachers to pursue an AIG add-on licensure at no-cost to the teacher.

- This agreement is contingent upon the following:
  - Successful completion of the AIG add-on licensure program while employed with the LEA and
  - A 2-year employment commitment to the LEA upon completion of the program
- Failure to complete the above will result in tuition reimbursement to the LEA.
- Additional financial incentives may be offered to AIG licensed teachers at the LEA's discretion.

* **Practice F**

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

In addition to the professional development opportunities the LEA has listed in Practice 4C, additional professional development will be made available to staff to encourage continued education in identifying gifted traits in under-represented populations.

The SBCGE will routinely analyze AIG sub-group data to determine disparities in representation, in order to inform the direction of professional development opportunities aligned with promoting equity and excellence.

* **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.

The LEA's overall goal for the AIG program is to assist our gifted students in expanding their knowledge base while becoming life-long learners and productive citizens in a globally competitive world. The LEA supports staff collaboration within departments and across grade levels. Common planning time daily has been made available for AIG Personnel to support both students and staff with implementation of differentiated curriculum and for coaching. The LEA also supports attending off-campus professional development seminars for AIG staff to help keep knowledge of "best practices" current. This information can then be shared with regular staff.

- To support this goal, local professional development (PD) initiatives will take into account the AIG perspective.
- The LEA will also connect the needs of gifted learners with school improvement planning and align PD activities accordingly with current best practices in gifted education.
- Staff will have access to any NCAAT offerings for differentiation as well as local professional development regarding basic differentiation, the gifted student mind, and any other requested topics.

*** Ideas for Strengthening the Standard**

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

Planned Sources of Evidence

* Common planning time within AIG support staff and with regular education staff that they support
* Current staff contains at least one member with an AIG license
* Staff development topics with an AIG focus

Documents

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

Cardinal Charter (92W) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

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

- academic and intellectual
- social and emotional.

The LEA's AIG personnel will solicit feedback regarding parent/guardian expectations of Cardinal Charter Academy's AIG program in an effort to determine stakeholders' wishes and to gather talking points for discussion during a SBCGE meeting. AIG personnel will be available during Open House/Meet the Teacher to help foster a sense of community and accountability between the school and families.

The LEA will also host an informational meeting that will give generalized information for the academic year and allow for a "question/answer" time for parents.

This two-way interaction helps develop a bond between school and family that supports not only academic/intellectual needs at school, but a social/emotional need for support and security at home with families.

Two-way partnerships with parents/guardians can be achieved via:

- Parent surveys
- Informational meetings
- Newsletter suggestions/feedback
- Parent Volunteers (school requirement)
- Parents as coaches
- Additional community partnership opportunities as noted in 5B

* **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.

As a charter school, the LEA depends on a combination of outside vendors and parent/guardians and community volunteerism to meet the extra-curricular needs of AIG students. Parents/guardians provide transportation to academic and enrichment events, serve as chaperones, coaches, or facilitators for academic and sporting competitions. Parents/guardians within the school and local community are also utilized as mentors to share interests and professional expertise with

students by showcasing different careers within the community during grades 6th - 8th Career Day. These community members are also linked to local civic organization that support volunteerism and community service projects.

Local Partnerships may include:

- Local Universities
- Local Athletic Teams
- Local community author events and readings
- Community guest speakers during job fair
- Community organizations that assist with service learning days

* **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.

The LEA has established a School-Based Committee for Gifted Education (SBCGE) comprised of:

- LEA representative (Principal or Principal's designatee)
- AIG coordinator
- General Education teacher(s)
- Exceptional Children's teacher(s)
- Parent/Guardian/Community Member(s)
    - Parent/Guardian/Community Member(s) of the SBCGE will not be privy to student specific data

The committee will meet at least once per academic quarter to discuss the needs of AIG students, direction of the AIG program, review new comprehensive learner profiles that have been submitted for referral, and discuss any other issue/questions that arise. This group of individuals met over multiple session to discuss basic needs of the LEA and how they could be met through the AIG school plan.

* **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.

The LEA utilizes all avenues of communication at its disposal.

- AIG information will be posted on the school's website and included in the weekly parent newsletter (when applicable).
- The school's website will also include general information regarding the nomination and evaluation process, and general methods of servicing students who are identified as gifted.
- Written information may be translated into a person's chosen language (when needed).
- The school's Parent Teacher Cooperative (PTC) provides an avenue for regular communication regarding activities that may involve AIG families.

- Our school also continues to form partnerships with local businesses that take an interest in our school community. These relationships allow the school-family-community partnership to increase accountability within the AIG program.
- The LEA will post a link to the school's AIG plan submitted to the North Carolina Department of Public Instruction (NCDPI).
- In collaboration with support staff and administration, our AIG staff strives to have more informative meetings with parents regarding expectations of each school stakeholder.
- In addition, a parent/guardian handbook for AIG students and families will be shared with families electronically (paper copy will be provided when necessary).

*** Ideas for Strengthening the Standard**

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

Planned Sources of Evidence

* Informational meetings with parents and other interested parties regarding AIG implementation and service options within the community
* AIG parent/guardian handbook, PTC, and LEA website to disseminate information to the general community
* -

Documents

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

Cardinal Charter (92W) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

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

The LEA created a team comprised of:

- An LEA representative (Principal or Principal's designee)
- AIG representative (certified)
- Math specialist
- Reading Specialist
- General Education teacher
- Exceptional Children's advocate
- Parent/Guardian/Community Member.

The team discussed the overall Self-Assessment data and began developing overall policies and discussing AIG plan specifics regarding identification and service models.

Over several months of time, the initial AIG Planning team met to discuss each standard and the LEA's response to each part of the standards.

The local plan was presented before the LEA's board for approval in September 2019. Once approved, the local AIG plan was submitted to NCDPI for comment.

The AIG team met with Beth Cross at NCDPI and discussed changes to each standard. These changes were board approved in July of 2020 and resubmitted to NCDPI for additional approval.

Revisions to the submitted plan to reflect NC AIG Program Standards adopted in June 2021 were made by an LEA representative, Regional Special Programs Coordinator, and Student Services Coordinator. Revisions are noted on this document in red and will be submitted to the board in April 2022 for approval. Upon approval, the plan will be submitted to NCDPI for feedback/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 LEA will have the AIG Coordinator monitor overall progress toward consist implementation of the local AIG Plan.
- The coordinator will work with other AIG personnel within the SBCGE to support compliance and ensure fidelity of implementation.

- LEA staff will be surveyed regarding the consistency of their personal implementation and request feedback for how AIG personnel can better support regular education staff.
- The AIG coordinator will complete reporting to NCDPI.

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

The LEA does not have a specific fund allocated for AIG. All monies come from the General Fund and necessary expenditures will be tracked when used for AIG students and AIG Plan implementation. Available funds will be utilized for AIG professional development, building a professional resource library, student programs, projects, and supplies/materials that align with NCSCOS and the AIG plan. The AIG coordinator will look into other avenues for funding (such as grants and sponsorships) to add financial support for the local AIG Plan.

Budget Plan

- CCA enrollment of fifty-one AIG identified students for the 2020-2021 school year.
- The budget is developed by the SBCGE after analyzing the yearly needs of the program are identified. These needs include staffing, curriculum and additional resources.
- The budget is presented each Spring to the LEA's Principal.
- Quarterly monitoring of the budget will be shared with LEA's Board by a member of the SBCGE, a written copy of expenses will be shared prior to the Board meeting for review.
- This is a local allocation providing a base budget of $66,058. This budget will be allocated for:
    - AIG staff payroll
    - professional development for the staff
    - STEM material
    - SEL curriculum
    - fees for participation in programs such as Future Cities or Odyssey of the Mind
    - other resources related to curriculum utilized by the AIG students.
- The above listed expenses support the AIG curriculum implemented at CCA.
- Currently CCA does not receive Grant funds for this program.

* **Practice D**
Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

The LEA requests that the AIG coordinator gathers and analyzes AIG student growth and achievement data with all school staff. Once data has been compiled from NWEA, and EOG/EOC data, this data will be used to look at growth within traditionally underserved populations and to inform future talent development efforts, monitor areas of continuing need, and determine future program offerings.

Since the school only contains grades K – 8th, no data is available regarding High School dropout data.

* **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.

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

Demographics

- Moving forward each quarter the AIG Team, CRT's, EC and EL representatives along with grade level teachers will review the list of students currently enrolled in the AIG Program with the purpose of identifying the under recognized subgroups.
- Using current data, teacher observations and parent/guardian input, this inclusive team will work to identify students for nomination.
- In addition, the team will identify students who should receive enrichment via small groups within the classroom.
- The staff of CCA will be part of professional development with a focus on gifted characteristics of students and strategies to support the underrepresented students in the subgroups.
- Using the student demographics from the 2021-2022 school year the CCA AIG Team will identify the under recognized subgroups to focus on throughout the 2022-2023 school year. This data will assist the team in delivering targeted support for instruction strategies as well as build awareness of giftedness in under recognized subgroups. The LEA notes that in particular Black, Hispanic and Dual Exceptionality students are under represented populations identified as Gifted.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	---
Male	---	---	---	---	---	---	9.52%
Total	---	---	---	---	---	---	7.25%

Percent of Total AIG Students Identified as Dual Exceptionality

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* **Practice F**

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

- The LEA will maintain licensure records and evidence of continuing education for all staff working with AIG students.
- These documents are available for review by relevant stakeholder groups, as appropriate.
- Administrators will seek to give priority to potential personnel who have AIG licensure when positions become available.

- Additionally, the LEA encourages current staff to enroll in AIG certification programs and study toward passing local certification exams for AIG add-on licensure. Incentives are noted in Standard 4E.

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

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

When evaluating the school's AIG program, multiple sources of data will be reviewed.

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

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

The LEA's school leadership will conduct a stakeholder meeting at which a review of school performance data, including a breakdown of AIG performance is shared. Included in the performance data will be survey results and academic performance.

- In addition, the team will review how this data has informed the school's strategic plan and any resulting modifications to the AIG program that have been proposed to the board.
- The community-at-large will be made aware of pertinent changes to the AIG plan or programming.

* **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.

At time of identification, parents receive AIG Parent Handbook for informed consent, information on placement, and process for reassessment. District policies exist that protect all students and their rights. In the event of a disagreement of AIG identification and/or services between parents and the LEA, parents have access to a step-by-step Resolution of Disagreements procedure. When parents fail to agree with a decision of the School-Based Committee for Gifted Education (SBCGE) regarding placement or services, the following procedures may be used for dispute resolution.

These procedures are:

1. Parent submits a written request for a conference with the SBCGE. The Committee will meet with the parent to discuss the data and AIG Identification criteria. The AIG Coordinator or Administrator will communicate, in writing, the final outcome of meeting with parents and other team members. If no

resolution occurs at the school level, the parent may proceed to step 2.

2. Parent may appeal in writing to Regional AIG Coordinator. The Regional AIG Coordinator will conduct a meeting and respond in writing to the parent concerning the outcome of the review. The written response will also be shared with the local SBCGE and the principal.

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

All families have the right to informed consent for identification, informed consent for placement, alternate pathway evaluation (in cases where student qualitatively shows need, but quantitatively not necessarily), reassessment (when requested by parent/guardian), to be given provisional reciprocity when transferring from another LEA, and to have a procedure for resolving disagreements.

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Process	Procedure
Informed consent for identification	*
Informed consent for placement	*
Transfer procedures	*
Reassessment procedures	*
Procedures to resolve disagreement	*

*** Ideas for Strengthening the Standard**

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

Planned Sources of Evidence

* Yearly parent and staff surveys
* AIG parent handbook that contains information that informs parents/guardians of their rights
* -

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

Local Board of Education Approval

Cardinal Charter (92W) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:
04/06/2022

Original Application Submission Date: 10/27/2022

Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	TCEA Board Signature

AIG Related Documents

Cardinal Charter (92W) 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	TCEA Board Signature

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 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	

Cardinal Charter (92W) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition

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

Documents

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	