

Mission/Vision Statement and Funding

Carolina Charter Academy (93Q) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). 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 and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5).

These best practices help to clarify the standard, describe what 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 2025-2028. 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 review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

CCA Mission:

Carolina Charter Academy prepares students for a lifetime of learning by developing their natural passion for discovery and problem-solving. Students are immersed in an engaged learning environment where they develop a knowledge-based education to better understand the world around them.

Carolina Charter Academy's AIG plan outlines a comprehensive plan to meet the needs of gifted and advanced learners. CCA's AIG plan for the next three years is aligned to the NC General Assembly Article 9B and the six program standards from NCDPI.

All components are aligned to the school's mission and vision and school wide goals. Specific goals and core beliefs aligned to AIG include:

1. Every student is uniquely capable and deserves to be challenged and engaged in rigorous, meaningful learning every day.
2. All students deserve a year's worth of growth each school year.
3. CCA will help gifted students achieve their full potential academically while supporting them in newly challenging situations (including social/emotional)
4. The Board of Directors and school leadership will promote best practices surrounding high achievement and data driven instruction. School staff, led by administration, will promote and support a culture of feedback and continuous improvement that is focused on student growth and achievement.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 1,075,893.84	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Carolina Charter Academy (93Q) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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, including universal screening, for every student to show their strengths and talents.

The Carolina Charter Academy AIG Program has screening, referral and identification procedures for all grade levels that are comprehensive and strive toward equitable practices. This program outlines K-8 identification procedures and the process in identifying and serving highly gifted students, including students already identified who transfer into CCA. Carolina Charter will conduct comprehensive screening measures to recognize children with outstanding potential who may be gifted. All third grade students participate in a school-wide ability screening, which can be used for a referral to the gifted Program. CCA will utilize both standardized testing data, when available, and informal classroom performance measures during screening. The screening and referral process is designed to support early recognition and the potential in culturally and/or ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional learners.

Carolina Charter shall form a committee, consisting of multiple stakeholders, to serve as the school based Gifted Committee to review student eligibility, determine if further assessment is needed and/or to refer for appropriate services. The AIG Coordinator will maintain an internal data dashboard for any students who are referred or nominated to the AIG program with relevant data, and include students who are performing above grade level as a "watchlist" measure.

Referral Process (K-8) that leads to AIG Identification:

- The AIG Program accepts nominations for students in grades K-8 at any time from any stakeholder.
- Nominations can consist of formal and informal data, such as teacher checklists, gifted rating scales, and peer and self-nominations.
- The Gifted Committee (GC) will review all third through eighth-grade nominations after the first nine weeks (Q1). Teachers will review all students who achieve 90th percentile or higher on End of Grade Tests.
- The GC conducts universal screenings for all 3rd grade students using the Cognitive Abilities Test, also known as the CogAt. CogAt contains specific scores for verbal and nonverbal domains which allow students to show a variety of strengths. Research consistently supports this universal screening practice as a key means of reducing bias and ensuring equity in gifted identification (Card & Giuliano, 2016, p. 13683).
- The GC reviews these assessment results to determine which students should be referred.
- The GC reviews students who transfer with AIG Identification after four to six weeks of school attendance, at their next regularly scheduled meeting.

Parents/Guardians, teachers, and other stakeholders may refer a student for gifted identification at any point in the student's educational career. When a referral is received, the Gifted Committee will discuss available data for the student. The Gifted Committee (GC) typically consists of, but is not limited to, the following members:

- AIG Coordinator and/or teacher
- School administrator
- Classroom teacher(s), math and reading
- A specialist teacher (i.e., music, art, PE, etc.)
- A student support specialist.

This review includes examination of classroom/school-wide assessments, student work samples, historical data, ACCESS data for EL students (if available), and any other readily available information that may support identification. Once the available data is reviewed by the GC, a referral decision will be made as to what additional next steps are required and if there is a need for additional data collection. The data collection process is unique to each student and will be reflected in the evaluation for gifted identification.

For purposes of clarity, CCA defines screening, nomination, referral, and identification as follows:

Screening: Screening refers specifically to the universal screening process available for all third grade students in CCA. Any gifted evaluation of students outside of third grade is considered part of the referral and identification process outlined below. Each student in the third grade will have the opportunity to participate in universal screening through group administered abilities and achievement tests. Based on the results of this screening, students may qualify for gifted programming or be referred for further evaluation. The Gifted Committee may also collect additional data to help inform identification decisions.

Nomination: The gifted committee will receive nominations from various stakeholders throughout the school year. A nomination may come from a parent/guardian, teacher, administrator, self-referral or other stakeholder. The nomination is a formal request to begin the referral process. By nominating a student, the stakeholder is effectively informing the committee that they recognize traits of giftedness in that particular student. The Gifted Committee will meet quarterly to review nominations and referrals.

Referral: The referral process includes a collection and analysis of available classroom/school data as well as a review and analysis of historical data. The Gifted Committee will utilize available data to determine next steps in the evaluation process and what additional data, if any, needs to be collected. The committee will determine what additional information, if any, needs to be collected to determine eligibility for gifted identification.

Identification: The data-driven conversations around referrals drive gifted identification decisions. CCA utilizes multiple sources of data that are available throughout the school. Identification is determined through analysis of different sources of data (e.g., standardized assessments, work samples, school-wide assessments, historical assessment data, etc.).

K-2 Referral and Identification

K-2 students will be considered for identification if they are referred and demonstrate achievement in reading and/or math at least 2 grade levels above their current grade level as demonstrated on universal screeners.

After this data is collected, the Gifted Committee may choose to request psychological testing from the ALS psychologist. This evaluation would include a cognitive and achievement assessment. If students meet these qualifications and are recommended by the Gifted Committee, then s/he will be identified as IG (Intellectually Gifted).

3rd Grade Universal Screening Process

Carolina Charter Academy administers the CogAT [universal screener] to all 3rd grade students. Students who attain a CogAT composite or subtest score at or above the 85th percentile will be invited to take the Iowa Assessment. If a student does not meet the 85th percentile CogAT criteria to take the Iowa, a parent/guardian, teacher, or other stakeholder may request for the student to participate in the Iowa Assessment. After taking the Iowa, students who demonstrate strengths on either the CogAT and/or Iowa will be considered for referral to the school Gifted Committee. The Gifted Committee will examine the results of the universal screening in the context of the Gifted Committee's data collection and analysis process.

4-8 Referral and Identification

When a student in grades 4-8 is nominated by a parent/guardian, teacher, or other stakeholder, the Gifted Committee would collect all available data as part of the referral that will help inform identification decisions. This data may include:

- Grade-level/school-wide assessments and screeners
- Historical data (grades, EOGs, previous test scores)
- Classroom work samples Criterion-referenced rating scale of giftedness (i.e., the Gifted Rating Scale)
- Differentiated, higher order classroom work samples in reading and/or math
- Standardized achievement assessment (i.e. Iowa Assessments, EOGs Woodcock Johnson Test of Achievement, or their WCPSS approved achievement measures)
- Standardized ability assessment (i.e., CogAT, WISC-V, or other WCPSS approved ability measures)
- ACCESS scores (for English Learners)

The standardized assessments listed above are not an exhaustive list of available and approved assessments. If a student has been previously nominated and did not qualify for AIG services, the committee may consider this student again if it has been at least one year since the student has been tested.

Talent Scouting

At different times in the year, the Gifted Committee and AIG Coordinator will review the school's data on universal screenings and assessments for reading and math. The AIG Coordinator will present for referral to the Gifted Committee any student who is performing above grade level (for example, has scored a level 5 on the EOG). At any point, the AIG Coordinator may choose to place high achieving students on a "watchlist" to continue data collection.

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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.

Carolina Charter Academy administers both traditional and non-traditional standardized measures to identify students for AIG services. Both group and individual measures are utilized. Additionally, CCA believes that both qualitative and quantitative data should be used in making identification decisions. No one singular data point should serve as exclusionary criteria for access to gifted programming. It is the belief of CCA that students should have multiple opportunities to demonstrate their giftedness.

Identification practices and procedures should serve as opportunities for our students, not barriers. Several factors determine eligibility for differentiated services through our gifted program. Based on the available data, students are identified as:

- AIG (Academically and Intellectually Gifted) in reading and/or math,
- AG (Academically Gifted) in reading and/or math, or
- IG (Intellectually Gifted) in reading and/or math.

Nominations are submitted to the Gifted Committee to determine the appropriate next steps for data collection and analysis. Students that are nominated and referred for evaluation will participate in group or individual ability and achievement assessments to determine identification.

CCA offers several options for data collection, including standardized measures (group and individually administered), work samples, gifted rating scales, teacher input/observations, and historical assessment data. It is up to the Gifted Committee and AIG Coordinator to determine which data collection tools to use that may be appropriate for the referral question. Evaluation plans for AIG eligibility should be the result of data-based conversation held at the school level.

K-2 Identification & Criteria

When a student has demonstrated that they are working above grade level, the AIG teacher will go through the acceleration process to determine what is the most appropriate, if any, gifted identification is needed. Students must be two grade levels above in reading and/or math.

Data used to determine gifted identification may include, but is not limited to, the following:

- Formative assessments
- Summative assessments
- District diagnostic academic assessments

- Classwork samples
- Teacher observation/checklist
- Nationally-normed standardized achievement measure (reading and math)
- Nationally-normed standardized cognitive/ability test

A K-2 student is found eligible for gifted services (as AIG Reading and/or Math) if they meet the following criteria:

- 95th percentile or higher on a nationally-normed standardized achievement test in reading and/or math, AND
- 95th percentile or higher on a nationally-normed standardized cognitive/ability test (full scale composite)

Gifted Identification Opportunities (Grades 3-8)

CCA maintains that a student may demonstrate their giftedness in multiple ways. Therefore, gifted identification practices must be dynamic in order to appropriately assess a student's gift(s). To achieve this, CCA employs a process for data collection and analysis of multiple data sources. Both qualitative and quantitative data will be examined to help determine eligibility for gifted programming. Each area of identification (AG Reading, AG Math, IG, AIG) can be assessed with multiple points of data to help the student demonstrate their giftedness. Note: one singular data point will not be used for exclusionary criteria for gifted programming access. See examples below of data that can be collected and analyzed for each area:

Academically Gifted Reading (AG Reading):

- Results of a CCA approved standardized reading achievement measure
- Results of a CCA approved standardized ability measure (verbal score or partial composite)
- School-wide universal screening measures in reading (such as NWEA MAP)
- Classroom work samples, including Level IV/higher order differentiated work
- Parent/guardian input/observations
- Rating scales that assess characteristics of gifted traits/behavior
- ACCESS data (for students who are English Language Learners)
- Data from IEPs, psychoeducational evaluations, and progress monitoring (for students who are potentially twice-exceptional)

Academically Gifted Mathematics (AG Math):

- Results of a CCA approved standardized mathematics achievement measure
- Results of a CCA approved standardized ability measure (either quantitative or nonverbal composites)
- School-wide universal screening measures in math
- Classroom work samples, including Level IV/higher order differentiated work
- Parent/Guardian input/observations
- Rating scales that assess characteristics of gifted traits/behavior ACCESS data (for students who are English Learners)
- Data from IEPs, psychoeducational evaluations, and progress monitoring (for students who are potentially twice-exceptional)

Academically Gifted Reading and Math (AG Both):

- Students may be identified as academically gifted in both areas, reading and math, if they demonstrate the criteria in both content areas.

Intellectually Gifted Reading (IG Reading):

- Results of a CCA approved standardized verbal ability composite (e.g., V or VN on the CogAT)
- School-wide universal screening measures in reading
- Classroom work samples, including Level IV/higher order differentiated work
- Parent/guardian input/observations
- Rating scales that assess characteristics of gifted traits/behavior
- ACCESS data (for students who are English Learners)
- Data from IEPs, psychoeducational evaluations, and progress monitoring (for students who are potentially twice-exceptional)

Intellectually Gifted Mathematics (IG Math):

- Results of a CCA approved standardized quantitative or nonverbal ability composite (e.g., Q, N, or QN on the CogAT)
- School-wide universal screening measures in mathematics
- Classroom work samples, including Level IV/higher order differentiated work
- Parent/Guardian input/observations

- Rating scales that assess characteristics of gifted traits/behavior
- ACCESS data (for students who are English Learners)
- Data from IEPs, psychoeducational evaluations, and progress monitoring (for students who are potentially twice-exceptional)

Intellectually Gifted Reading and Math (IG Both):

- A student may be identified in both areas (reading and math) if they demonstrate the criteria in both verbal and quantitative (or nonverbal) domains.

Academically and Intellectually Gifted (AIG):

- Students may be identified as AIG in one or both areas (reading and/or math) if they demonstrate the criteria in either area of reading and/or math.

Carolina Charter Academy believes in building an inclusive, supportive learning environment for all learners. In order to provide multiple avenues for gifted identification, students may be identified in two ways: through standardized test score data, or with additional criteria as part of a portfolio. In both cases, the Gifted Committee reviews data following the referral and evaluation in order to determine identification.

Identification through Test Score Criteria

While CCA believes that a single criteria or test should not be a barrier to service delivery for gifted students, a high-quality measure can be used for inclusionary criteria. Students can qualify for gifted services under the following criteria:

Academically Gifted Reading.

Using portfolio criteria, students must score at or above the 95th percentile on a group or individually administered standardized achievement measure of reading (e.g., Iowa Tests Reading, EOG/EOC for ELA, Woodcock-Johnson Tests of Achievement-Fourth Edition, and other approved measures).

Academically Gifted Math

Using portfolio criteria, students must score at or above the 95th percentile on a group or individually administered standardized achievement measure of mathematics (e.g., Iowa Tests Mathematics, EOG/EOC for Mathematics, Woodcock-Johnson Tests of Achievement-Fourth Edition, and other CCA approved assessments).

Intellectually Gifted Reading.

Students must score at or above the 95th percentile on a group or individually administered standardized ability measure for a verbal score/composite.

Intellectually Gifted Math

Students must score at or above the 95th percentile on a group or individually administered standardized ability measure for either the nonverbal score/composite or the quantitative score/composite.

Academically and Intellectually Gifted (AIG) in Reading or Math

Using portfolio criteria, a student would qualify as AIG if they meet the criteria for both AG and IG (see above) for reading and/or math.

Identification Criteria through Portfolio

Carolina Charter understands that not all students will demonstrate their gifts and talents through a single standardized test. To support and identify these gifted students, the school has developed a portfolio process for identification. The Gifted Committee may choose to identify with this process for any student who is referred and not identified through test score criteria. The portfolio utilizes information from the following sources:

- Grade-level assessments
- Historical data ACCESS for multilingual students
- Classroom work samples
- Rating scales (e.g., Gifted Rating Scale)
- Differentiated work samples
- Standardized achievement and ability test scores

Each data point is rated on a three point scale

- (1 point=some support, 2 points=moderate support, and 3 points=strong support).
- Students must earn 17 points on this rubric to qualify for gifted services under the identification of Academically Gifted (in either reading and/or math).



Re-evaluation Procedures

If a student is referred or nominated, but not identified as AIG, that student may be referred again after one year.

Reciprocity

Reciprocity is accessed when a gifted/AIG student from an accredited institution out of the district, or a student who is subject to the Interstate Compact for Military Children, transfers to Carolina Charter. Documentation of previous gifted/AIG identification is required and adequate information submitted to determine appropriate placement in the area(s) of language arts and/or mathematics. CCA reserves the right to perform subsequent evaluations, including formal or informal assessments, to ensure appropriate placement of the student. Students who are enrolled in CCA that have transferred from other districts or schools with no prior gifted (AIG) identification, but have prior identification tests and scores from the previous district that meet CCA gifted identification criteria will be considered for gifted identification.

Students who are enrolled and attending CCA and transfer from other districts or schools with no prior gifted identification and no qualifying testing documentation may be referred for the gifted program. The gifted referral procedures will then be followed.

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*** 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, multilingual learners, highly gifted, and twice-exceptional.

The CCA AIG program ensures AIG screening, referral and identification procedures respond to traditionally underrepresented populations of gifted and are responsive to LEA demographics. In LEAs that feed into CCA (Wake, Harnett, and Johnston counties), underrepresented populations in AIG programs include Black/African American and Hispanics based on district data. By utilizing multiple sources of data for identification and culturally/linguistically appropriate assessment tools, Carolina Charter Academy will ensure representation of students from underrepresented groups such as multilingual students, economically disadvantaged, twice exceptional, and culturally/ethnically diverse.

To ensure that the screening, referral, and identification procedures respond to underrepresented populations, CCA will:

- Collect identification data to understand how the representation of student groups in gifted programming reflects representation for the school as a whole
- Analyze data to help determine if current screening, referral, and identification procedures are effective in identifying underrepresented student groups
- Utilize multiple sources of data to provide opportunities for all students to demonstrate their gifts through standardized assessment, work samples, observations, rating scales, and other sources
- Intentionally screen all 3rd grade students in the school with standardized ability and achievement measures
- Provide professional learning opportunities that increases the awareness of gifted traits and characteristics as well as misconceptions about giftedness in diverse student groups
- Use multiple data sets to identify and nurture high potential among students across all ethnic, geographic, and socioeconomic groups.
- Discuss all opportunities available for gifted identification with underrepresented populations.
- Implement enrichment opportunities throughout all grade levels

Percent Ethnicity Identified as AIG

Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
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Female	---	---	---	---	---	---	---	---
Male	---	---	---	---	---	---	---	---
Total	11.11%	---	---	---	---	---	---	<5%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

Carolina Charter is a single-site school/LEA and ensures consistency in implementation of screening, referral, and identification processes within the school by engaging multiple stakeholders in each level of the process. All Individual Student Profiles (ISPs) show the data used to identify a student. All screening, nomination, referral and identification processes are documented within the school's internal data dashboard.

Options for evaluation and information regarding the AIG plan and program are available on the school website.

Professional Learning and District Support

To support the consistent implementation of the screening, referral, and identification process, CCA will provide relevant and timely training opportunities for AIG stakeholders. This is offered at different times throughout the year. Examples include:

- Grade level, team, and/or department PLTs
- Specific training and information for members of the Gifted Committee, which includes information about screening, referral, and identification procedures, as well as expectations for the SBCGE.
- Curriculum night for parents

*** Practice E**

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

Effective communication is essential to ensure appropriate services for students. Clear, consistent communication is necessary to keep parents/guardians and school staff informed of the gifted identification process, criteria, and program procedures. Dissemination of information through a variety of methods will improve communication and build capacity of stakeholder groups.

Communication with Parents/Guardians

Carolina Charter will include all relevant information regarding the AIG program, plan, and Gifted Committee on its website. CCA will hold parent/guardian information sessions to discuss the AIG program, services, and identification procedures. These parent/guardian information sessions are open to ALL families -not specifically for identified gifted students. If an AIG Coordinator or teacher chooses to have separate specific meetings for identified gifted students, then this must be in addition to the general information session. The AIG Coordinator or representative will provide families/parents/guardians with copies of all appropriate documentation of identification and service delivery and will meet for initial review. Include signatures of all associated parties.

Other examples of additional stakeholder communicate may include:

- Monthly or quarterly AIG newsletter
- A program brochure, which summarizes gifted services
- A list of Frequently Asked Questions and responses (FAQ) for parents/guardians seeking information regarding the CCA AIG Program and dissemination to stakeholders.

*** Practice F**

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

Carolina Charter values the parent-school collaborations and, as such, seeks to maintain an efficient and effective line of communication regarding the transparency of the entire identification process.

Documentation of the Identification Process

- The Individual Student Profile (ISP) will contain all of the data that was used to make the identification decision. Individual AIG files are created for each student and placed in individual yellow folders.
- To ensure consistent documentation, the following processes must be adhered to during the identification process (when not recommended for identification):
 - The Individual Student Profile (ISP) will contain all of the data that was used to make the identification decision
 - AIG teachers will ensure required documents are in each student file

*** Practice G**

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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

After a student is identified as part of the AIG program, the AIG Coordinator will work with the Gifted Committee to create a Differentiated Education Plan (DEP) for that student. The AIG Coordinator and/or teacher representative will meet with PLT teams to review Differentiated Education Plans (DEPs) at the start of each year and/or semester to align lessons with the classroom teachers' curriculum and inform them of student services.

AIG teachers will provide a Differentiated Education Plan (DEP) for all identified students in the first semester of the school year. Additionally, AIG teachers will provide DEPs for all newly identified gifted students by the second semester (if they are to be served during the current school year)

The DEP plan will include:

- Area of identification
- Services the student will receive
- Relevant accommodations if necessary
- The DEP plan will be shared with parents and classroom teachers during an initial meeting and re-evaluated each year.

*** Ideas for Strengthening the Standard**

- Intensify efforts to identify students from under-represented populations throughout the district through a clear, equitable identification process.
- A variety of communication pieces to describe the gifted identification opportunities for students to be formally identified in the AIG program will be created and implemented, shared with administrators, schools and parents/guardians.
- The Gifted Committee will continue to improve upon communication with parents/guardians throughout the entirety of the identification process.
- Identification documents and the AIG plan will be shared with parents/guardians in an accessible format.
- AIG teachers will hold parent/guardians information sessions to discuss the AIG program, services, and identification procedures.

Planned Sources of Evidence

*	Documentation from school Gifted Committee
*	Parent/Guardian Checklists
*	Teacher Checklist
*	Assessment Protocols

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

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 AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

All identified gifted students (AG, IG, and AIG) receive content-specific instruction, critical thinking, and project-based learning opportunities that align with NCCOS standards for reading and/or math. This is differentiated by student need determined through the analysis of multiple points of data. Student identification will determine which content area—reading and/or math— they are served.

In grades K-8, AIG services will be provided using a combination of pull-out, small-group instruction, and inclusion, co taught instruction. All 3rd-8th grade identified gifted students will be served directly by the AIG teacher (supervised by the AIG Coordinator) a minimum of 45 minutes per week per identified subject area (reading and/or math) during their “flex” time (a 45 minute period of daily instruction for all students). Students in grades K-2 will primarily be served by classroom teachers who integrate their services into the daily instructional day. AIG teachers will provide indirect services through consultation and collaboration with grade-level and content-specific PLTs to provide identified gifted students differentiated learning opportunities in their identified area(s) of need (reading and/or math).

Weekly grade level planning times give opportunities for collaboration between the AIG teacher(s) and the classroom teacher, resulting in focused, aligned challenges for students. Guidance counselors are available during the flex period as well to address either individual, small group, or whole class social/emotional needs as needed.

For students in grades 6-8, AIG services may be offered through push in, pull-out or elective options. In Spring 2026 or beyond, CCA plans to offer a semester or year long elective class for students who identified in any area of AIG, in addition to push in services and indirect support from the AIG teacher.


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*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

The unique social-emotional needs of gifted students require dedicated attention from educators and parents/guardians. CCA recognizes the importance of communication and collaboration between staff members, parents/guardians, and others in order to provide appropriate, culturally responsive social and emotional support to identified gifted students.

- AIG teachers work in collaboration with counselors and student support services staff to develop and implement resources, procedures, processes, and strategies that enhance the quality of social and emotional support for gifted students aligned to district practices.
- The Gifted Committee will meet regularly to discuss the social-emotional needs of gifted students and other advanced learners participating in the Talent Development program to determine strategies to meet those students' needs.
- AIG staff will serve as support as needed for students, parents/guardians, and school staff in regards to these special issues. AIG staff will integrate social and emotional learning concepts and strategies into their gifted service delivery plans as needed.

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*** Practice C**

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

Throughout all programs and special populations, CCA maintains that:

- Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
- Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity. The goal should be a year's worth of growth for each student every year.
- Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to the success of all students.
- AIG Program and services further enrich and extend NC Standard Course of Study and support CCA's school goals, mission and vision

To align and facilitate efforts and resources within the school so that all gifted learners will have their academic and social/emotional needs met, stakeholders at every level must have opportunities to engage and collaborate. A key component of this effort is the school based Gifted Committee, composed of a diverse group of stakeholders (see description of members of this committee in above section). The AIG Coordinator will seek input and collaboration from various building-level stakeholders such as administrators, core teachers, and specialists. The role of the Gifted Committee is to support all aspects of gifted programming, from identification and service of gifted students to curriculum input and professional learning facilitation. Activities led by the committee may also include:

- Coordination with the MTSS team to ensure an ongoing, working relationship
- Seek opportunities to embed higher order, critical thinking opportunities within the core curriculum.
- Provides differentiated and extended lessons to teachers through CCA's "teacher hub" and/or website
- Seek opportunities for extracurricular activities for gifted students such as field trips, clubs, and enrichment activities during the school day.

*** Practice D**

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

CCA will follow procedures for grouping of gifted students and high achieving students aligned to the North Carolina Academically or Intellectually Gifted program standards. Students in grades 6-8 who are identified as gifted will be grouped in clusters of "advanced" classes for math and reading.

Ongoing formal and informal assessment data will be used to flexibly group students in order to focus on the instructional needs of all students. The AIG teacher will be a resource to classroom teachers in order to differentiate for the needs of the gifted identified students, as well as students with advanced learning needs.

The AIG teacher and/or Coordinator should work within current teaming structures in their buildings (i.e., grade-level PLTs or MTSS teams) to discuss, plan, and design appropriate, flexible grouping strategies that are based on student needs as evidenced by ongoing data collection and analysis. By engaging in ongoing data analysis in PLTs, the Gifted Committee, or other existing teaming structures, the AIG teacher and the Gifted Committee can identify areas of improvement in grouping strategies based on schoolwide achievement and growth data.

*** 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.

During the beginning of the year teacher workdays each school year, the AIG Coordinator will develop a presentation to disseminate information regarding AIG services. This presentation will be shared with school staff before the beginning of the school year and include information about the AIG program, traits of and identifying AIG students, and the role of the Gifted Committee.

The AIG Coordinator and/or teacher representative will meet with PLT teams to review Differentiated Education Plans (DEPs) at the start of each year and/or semester to align lessons with the classroom teachers' curriculum and inform them of student services. AIG teachers will utilize a variety of methods such as school websites, newsletters, etc. to communicate all facets of the AIG program to stakeholders at each school site. CCA will also provide information about the AIG Program on the district website.

*** Practice F**

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

The school Gifted Committee will lead and facilitate collaboration between teachers and staff at Carolina Charter periodically and as needed throughout the school year.

A transition meeting will take place between middle school teachers, parents, and school staff to support eighth-grade advanced learners entering high school.

In regular meetings with school leadership, the AIG Coordinator and/or members of the Gifted Committee will discuss the following:

- Needs of each identified AIG student (social/emotional, academic strengths and weaknesses, accelerative needs, etc..)
- Other students who need to be monitored and considered for referral at the receiving school.
- They may include students from under-represented populations who are demonstrating gifted behaviors and high growth.

The AIG Coordinator will update and include gifted folders with the cumulative folders during the fourth quarter to ensure that they are sent to feeder schools.

*** 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.

CCA teachers are trained using effective teaching strategies to assist in meeting student needs within the classroom in order to provide differentiated opportunities for all learners.

Acceleration Opportunities

K-8 math enrichment lessons and opportunities are available to support instruction as outlined in HB986. In middle school and beyond, students are placed in the "advanced" math class (Math 6 Plus, Math 7 Plus or Math 1 depending on the grade). According to HB986, students who score a Level 5 on the EOG must be placed in an advanced math course. Students in grades 6-8 are "clustered" in advanced classes for ELA as well as math. Requests for higher placement (without skipping content) will be reviewed by the school based-review team. The parent/guardian has the right to participate in this process.

Credit by Demonstrated Mastery: All CCA students in middle school (grades 6-8) have the option to apply for CDM during the state's designated application window. Students will turn in a CDM application, for up to three total courses, to the school's front office. Students may earn high school credit for specified courses without spending a set number of hours taking the course in a classroom. Under the state's Credit by Demonstrated Mastery (CDM) option, uniquely qualified students may "test out" or bypass a course if they have already mastered the content.

Whole Grade Advancement (WGA): Students are nominated by either the Gifted Committee or parents/guardians to potentially skip a grade. The process includes a systematic review of data which looks at academic achievement, ability, and social-emotional readiness.

Single Subject Acceleration (SSA): All CCA students have the opportunity to take an SSA test to skip the next grade in a single subject. Parents/guardians submit a request for their student(s) to take the SSA test for a single subject (math or ELA). These tests are based on end-of-the-year mastery of the grade the student wishes to skip (e.g., a third grader wishing to skip fourth grade math would take the fourth grade SSA test).

Early Kindergarten Entry (EKE): A child who turns four-years-old on or before April 16th of the current school year can apply for EKE for the following school year. A candidate for EKE must show advanced development intellectual, academic, and social-emotional maturity, in addition to an interest in learning. Parents/guardians download an application and provide testing information for a student to be eligible. Candidates must score at the 98th percentile or higher for both academic and intellectual testing, as well as demonstrating kindergarten readiness through a school based observation. Psychological testing is paid for by the family of the candidate.

*** Practice H**

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

To cultivate and develop the potential of young students within the school, CCA will:

- Increase access and opportunity to underrepresented populations by exposure to higher-level thinking.
- Nurture high potential among students across all ethnic, geographic, and socioeconomic groups.
- Include representatives from ESL/EL and Special Education in the Gifted Committee when appropriate in talent search efforts.

*** Practice I**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent

development efforts, including frontloading, in grades 4-12.

- Increase access and opportunity to underrepresented populations by exposure to higher-level thinking.
- Nurture high potential among students across all ethnic, geographic, and socioeconomic groups. . .
- Utilization of mentorship, interest-based learning, peer counseling, and other strategies to meet the needs of diverse AIG learners.
- Include representatives from ESL/EL and Special Education in the school Gifted Committee when appropriate in talent search efforts.
- Work with the AIG Advisory board to evaluate and monitor the AIG program and implement goals serving underrepresented populations

*** Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

CCA's student support staff will partner with students and families with 8th grade students during high school enrollment to support registration for advanced classes or dual enrollment programs.

CCA will also provide information and resources that may be of interest to students, and parents/guardians regarding opportunities for enrichment within the school community and in conjunction with outside agencies. Some of these extra-curricular programs/activities may include, but are not limited to:

- Science Olympiad
- Math Counts
- Geography Bee
- NC State Science House
- Robotics
- Lego League
- Wonder League
- Odyssey of the Mind
- National Junior Honor Society
- Beta Club
- NC State SMILE Camps
- Academic Summer Programs at area colleges and universities
- SCRIPPS Spelling Bee

- STEM Fair (school program)

*** Ideas for Strengthening the Standard**

- Pursue opportunities to collaborate with other charter schools in the area with AIG programs and/or extracurricular activities
- Provide differentiated learning opportunities based on identified areas of need for all gifted learners in Carolina Charter.
- Provide access to AIG programming in a central, digital location that meets the needs of gifted learners at all grade levels.
- Provide tools to assist administrators, classroom teachers, and other school-based stakeholders to properly identify the needs of gifted learners based on area of identification (AG, IG, AIG).
- Work closely with school and community organizations to foster more consistent collaborative relationships, including scheduled parent/guardian/community meetings, staff training, collaboration with counselors, and student services staff.
- The Gifted Committee will discuss the social/emotional needs of gifted students (and other advanced learners) and determine strategies to meet those needs and challenges.
- Increase collaboration between the classroom teacher and the AIG teacher.
- Gifted Committee meets quarterly to discuss instructional outcomes using a data-based problem-solving model.
- AIG teacher and classroom teacher monitors the progress of students using a district-supported tracking system.
- Schedules developed that support the implementation of quality instruction.
- Research and provide extra curricular programming, activities and informational resources for elementary and middle school.
- Provide a smooth and knowledgeable transition between elementary to middle and middle to high schools

Planned Sources of Evidence

* AIG Plan

* DEPs

* Professional Learning agendas and sign in sheets

* School Staff AIG presentations materials

* WGA documents and data regarding recommendation decisions

* SSA Rosters

* Advanced Placement student participation data

Documents

Document/Link

Document Template

AIG Standard 2 Additional Resources

N/A

Standard 3: Differentiated Curriculum and Instruction

Carolina Charter Academy (93Q) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Establishing district expectations around differentiation:

A goal of CCA is to select, adapt, and create differentiated, challenging, culturally responsive curricula to meet the needs of students with a variety of gifts and talents, whether identified for gifted service or not.

Gifted learners benefit from working with other students of similar abilities, needs, and interests. This is done through cluster grouping, gifted push-in/pull-out services, and interests-based grouping/activities. AIG and general education teachers utilize a variety of methods to differentiate the curriculum and instruction, such as, but not limited to:

- Paideia/Socratic seminars
- Enrichment lessons
- Project-based learning
- Webb's Depth of Knowledge (DOK)
- Menus and student choice

Opportunities to enrich, extend, and accelerate the NCSCOS and address student needs:

CCA will offer gifted learners opportunities that enrich, extend, and accelerate the NCSCOS throughout the day. Some such opportunities include:

- Single Subject Acceleration
- Whole Grade Advancement
- Accelerated middle school math classes (6 Plus, 7 Plus, Math 1, and Math 2)
- Credit by Demonstrated Mastery (CDM)

Staff support in differentiation the NCSCOS:

CCA will provide professional development opportunities to build teachers' capacity in enriching and extending the NCSCOS for gifted learners. Resources for curriculum extension and enrichment, such as NCDPI Advanced Learning Labs, will be provided for all teachers to use when planning for core lessons.

The AIG Coordinator will work with instructional coaches to disseminate best practices and resources for gifted students. As needed, the AIG Coordinator/teacher teachers will attend grade-level and subject-level PLTs to establish a collaborative relationship. This time is used for AIG teachers to plan lessons with core teachers and determine co-teaching models which support the needs of gifted learners.

*** Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

CCA 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. Carolina Charter strongly maintains that each gifted learner provides unique educational and learning needs. Based on multiple data points collected and analyzed through the identification process, the Gifted Committee and AIG Coordinator is able to help support all teachers and specialists in providing diverse and effective instructional practices to learners based on abilities, readiness, interests, and learning profiles.

CCA maintains that gifted learners benefit most from diverse and effective instructional practices that match the needs of individual learners at all grade levels. While not an exhaustive list, some strategies that are used by AIG teachers include:

- Technology to implement blended learning
- Differentiating instruction through use of Webb's Depth of Knowledge
- Academic enrichment
- Needs-based acceleration
- Flexible grouping based on specific needs
- Project-, problem-, and inquiry-based learning
- Level IV/differentiated opportunities in the core classroom

To help support classroom teachers and specialists, CCA will provide evidence-based resources and professional learning opportunities to the AIG teacher, AIG Coordinator, and other staff as needed.

The AIG Coordinator will lead the Gifted Committee in critiquing and analyzing learning opportunities and instructional practices for their gifted learners, whether identified or not.

The AIG Coordinator and teacher will utilize multiple points of data through the referral and identification process to assess the need for differentiated instruction through gifted programming. This data helps inform the creation of the Differentiated Educational Plan (DEP). The DEP allows for school-based stakeholders to view and respond to the needs of each identified gifted student.

The AIG teacher will provide direct instruction for identified students in grades 3-8. Based on the number of identified gifted students in a given year at each grade level, the AIG teacher's schedule must be flexible to ensure all students are provided with instruction that meets their individual needs. Instruction and services are adjusted based on schoolwide data.

*** Practice C**

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

One of the initial goals of the school's Gifted Committee will be to research and recommend resources to use with CCA's gifted program. The school will provide evidence-based resources to all teachers as part of developing and maintaining rigorous instructional opportunities that enhance the student learning. Available resources are periodically reviewed and distributed to teachers using time on teacher workdays, PLTs and specific school support. All updated and available instructional resources are housed digitally through the "teacher hub." Any hardcopy materials (books, printed materials, manipulatives, etc.) are stored within the building and available for use as needed.

All supplemental resources for the program will be selected based on evidence-based practices that align with the goals of CCA and that serve to differentiate, extend, and enrich the NCSCOS. Some examples of resources that will be considered may include, but are not limited to:

- Jacob's Ladder
- Zaccaro Math
- Primary Education Thinking Skills (PETS)
- Thinking Skills and Key Concepts
- ThinkLaw as a supplemental critical thinking resource for grades 6-8
- K-2 Science Lessons embedded with Thinking Skills
- "Breakout room" kits
- NCDPI AIG Learning Labs

Some advanced learners are faced with a true challenge for the first time as curriculum and learning tasks become increasingly rigorous. Therefore, it is important for teachers and parents/guardians to be aware of the particular social and emotional characteristics of advanced learners. It is important that educators address the social and emotional needs of the gifted learner in a manner to support healthy effective growth, as well as academic development.

The role of the AIG program is to support teachers in recognizing and meeting the social-emotional needs of gifted students as well as building the capacity of other staff within their buildings to recognize and meet these student needs within their school. A goal of the Gifted Committee will be to increase awareness and support the social and emotional needs of the gifted student by creating and/or sharing effective curricular and instructional practices with classroom teachers and other school personnel.

The Gifted Committee will collaborate with other teams, such as MTSS and student support, to develop content and support the SEL needs of its gifted students. Some initiatives that may be adopted, include:

- BIMAS Social Emotional and Behavior screener (pilot/cohort model)

▪ Professional Learning for teachers developed and delivered (synchronously or asynchronously) to model best practices in addressing and supporting SEL needs of gifted learners.

▪ Collaboration and/or co-teaching with the school social worker and student support services department

▪ Create mini-lessons to support newly identified gifted and talent development students. Content of these mini-lessons include: what it means to be gifted, what giftedness looks like in school, common challenges gifted students face and how to effectively manage these emotions. These mini-lessons are delivered in AIG specific classes/groups.

▪ Mini-lessons and consultation with student support will be available to 8th grade identified and high achieving students preparing for the transition to high school. The content of these mini-lessons include: readiness skills for high school, study skills, relationship skills, and managing stress in high school.

*** Practice D**

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

The AIG Coordinator/teacher will collaborate with classroom teachers and content specialists to support the integration of 21st-century skills. In order to promote the development of critical thinking skills, communication skills, collaboration skills, creativity skills as well as future-ready skills, curriculum units are applied appropriately and differentiated for advanced learners. Additionally, AIG Coordinator/teacher will plan collaboratively with classroom teachers and provide resources to support the advanced learner while in the classroom. Some of these strategies may include but are not limited to: Socratic seminars, grade specific debates and discussions, and opportunities embedded in assessments that allow for critical thinking and higher order problem solving (beyond the core requirements).

Carolina Charter also plans to develop relationships with community partners to create meaningful experiences for gifted learners. These partnerships include local historical landmarks, museums, and companies that offer insight and opportunities for gifted students to explore potential career opportunities and develop academic interests in real life contexts. These learning opportunities may include field trips, day camps, or extended projects.

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

CCA classroom teachers use a variety of data (i.e., universal screening, diagnostic and performance assessments) to determine students' learning needs and response to instruction. Appropriate formative and summative assessment data is used to guide instruction.

▪ Annually the Gifted Committee and school leadership will use summative data from EVAAS to determine the effectiveness of programming and the impact instruction, curriculum and environment are having on student growth for gifted and high potential students.

▪ The AIG Coordinator/teacher will collaborate with general education teachers, grade/subject area PLT's to analyze students' interests, classroom performance, achievement, and/or learning preferences for informing and planning appropriately differentiated instruction. Once formative data is gathered, AIG and grade/subject area PLT's determine where identified gifted and high potential students are not demonstrating growth and develop plans to address student's needs.

▪ School leadership visits classrooms regularly to observe data-driven instruction. Observations and analysis of student work samples from the general education classrooms may indicate a need for additional support and professional development for general education teachers.

To increase the use of assessment data to drive instructional practice, the AIG teachers work collaboratively with classroom teachers to use a balanced assessment approach including research-based pre-assessments, formative, diagnostic and summative assessments to inform instructional decisions in a variety of courses. The AIG Coordinator/teacher uses data and observation to determine needs for additional support in the regular education classroom.

The AIG Coordinator/teacher will work with grade-level Professional Learning Teams (PLTs) in schools to support the analysis of ongoing student assessment data. Common formative assessments and district benchmark assessments are used regularly in addition to other classroom unit assessments, tests, projects, grades, and performance to determine need for planning differentiated learning opportunities. Schoolwide universal screening data is also used to help inform instructional needs and differentiated learning opportunities.

The AIG Coordinator/teacher will monitor gifted students' achievement and growth using EVAAS, and internal benchmark measures throughout the school year (NWEA MAP) and collaborate with classroom teachers and administrators to achieve goals and facilitate further growth in reading and mathematics. Using data-based decision making, AIG teachers and classroom teachers adjust curriculum, instruction, and environment to improve teaching and learning to increase student performance.

Annually the Gifted Committee and school leadership uses summative data from EVAAS to determine the effectiveness of school-wide programming and the impact instruction, curriculum and environment are having on student growth for AIG and high potential students. On an ongoing basis, grade level or subject area PLTs examine formative data to determine where identified AIG and high potential students are not demonstrating growth and develop plans to address those standards.

*** Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

The Gifted Committee and AIG Coordinator will partner and collaborate with teachers, instructional coaches and school leadership to create/develop/plan differentiated instruction for gifted learners. Additionally, the team will consult and collaborate with other academic departments, charters, LEAs and outside organizations to ensure that the curriculum and extensions align with the NCSCOS.

The AIG Coordinator will collaborate with the appropriate school based teams (i.e. School Leadership Team, Intervention Team, etc.) in order to meet the needs of all identified students, including students who are dually identified. AIG teachers will be invited to attend IEP or 504 meetings for twice-exceptional students. During grade/subject level PLTs, the AIG & classroom teachers work collaboratively to prescribe appropriate strengths-based strategies and targeted support to address individual needs and foster increased success of students. When meeting with school-based teams, AIG teachers provide guided questions to generate conversation and problem-solving regarding the unique needs of gifted learners. Questions to consider include, but are not limited to:

- What acceleration opportunities do we have in core classes (outside of SSA and WGA)?
- How do we incorporate gifted learner interests into the curriculum? Do we provide opportunities for students to expand their understanding and application of the curriculum?
- How do we provide opportunities for students to NOT succeed? That is, are our students being pushed, academically/intellectually, beyond their comfort zone?

Below are examples of essential elements of differentiated instruction that could be implemented:

- Differentiation of content, process, and/or product

▪ Development of communication, collaboration, critical and creative thinking skills

▪ Model lessons for best practices

▪ Effective questioning

▪ Tiered lessons and assignments Independent study contracts

▪ Open-ended problem solving

▪ Socratic Seminar

▪ Compacting curriculum using pre- and post-assessments

*** Ideas for Strengthening the Standard**

▪ Implement walkthroughs consistently with purpose (audit for small groups and differentiation)

▪ Explore resources compatible with available technology applications

▪ Continue to research best practices for differentiated instruction for gifted and advanced learners

▪ Build community partnerships with local businesses and colleges/universities to enhance and strengthen 4C skills for advanced learners

▪ Provide AIG teachers with resources to support classroom teachers' understanding of SEL needs of gifted and advanced learners

Planned Sources of Evidence

* AIG School Wide Service Delivery Plan

* Differentiated Education Plans

* Student Work Samples

* Carolina Charter Teacher Hub & Google Classroom (for teachers)

* School AIG meeting (Gifted Committee) agendas and materials

Type

Document Template

Document/Link

AIG Standard 3 Additional Resources

N/A

Standard 4: Personnel and Professional Development

Carolina Charter Academy (93Q) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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.

Carolina Charter's AIG Program will be led by the school's AIG Coordinator, who will be an AIG-licensed educator. The teacher providing direct services to AIG students will be at minimum a licensed teacher, who will be supervised, advised and guided by the AIG Coordinator. The AIG Coordinator will also lead and guide the activities of the Gifted Committee, consisting of multiple stakeholders, that meets quarterly.

With the collaboration of specialist teachers, student support staff, regular education co-teachers, and the administrative staff, and the AIG Advisory Board, the Gifted Committee is responsible for the development, implementation, revision, and monitoring of the AIG program and our AIG plan. Summative AIG information is provided to school administration during regular meetings and the board of directors as needed.

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

The AIG Coordinator is an expert at the school for differentiation and provides professional learning sessions to assist other staff members at the school site to appropriately serve identified gifted and other highly capable students. The AIG Coordinator and teacher(s) are engaged in tasks that address the various needs of gifted learners. The academic and intellectual needs of our students are addressed through a wide range of differentiated services which occur daily whether during our "flex" period or embedded during the regular classroom school day. The AIG Coordinator, student support personnel and teacher(s) are also keenly aware of addressing the social and emotional needs of the gifted students. Professional development as related to gifted learners will occur at least one to two times a year for all staff. In addition, our participation in MTSS (Multi-tiered Support Systems) enhanced the social/emotional needs of our gifted population.

For students in grades 3-8, the AIG teacher will provide a minimum of 45 minutes of direct services per week per area of identification (language arts and/or math). The AIG teacher and classroom teacher will also collaborate to consider including students that are high performing, above grade level, and show the potential for gifted identification and/or that have high performing characteristics as outlined in the referral process when grouping.

The AIG team will partner with student services to determine resources for social emotional learning for counselors and other stakeholders to build an awareness of social emotional needs of our gifted population. The team uses current and future SEL/behavior screener data to identify some of these targeted areas based on student data from AIG identified students. A review is done of the alignment of the existing curriculum to determine if specific social and emotional needs of gifted learners are being addressed.

*** 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.

Staff development is needed to assist all personnel involved in serving AIG students to gain an understanding of all aspects of the AIG plan and how to better address the needs of gifted students. The AIG Coordinator or other members of the instructional or AIG team will educate all teachers in the AIG identification/service options; differentiation; character/nature of gifted students; and recognition of social/emotional needs of gifted students. AIG personnel will provide a presentation to the grade levels outlining the AIG identification process, AIG service options, and how to best differentiate instruction. AIG personnel will also be a resource for the staff so they can learn more about the social and emotional needs of gifted students.

Professional development will be offered to grade levels, staff, and administration throughout the year either as a focused initiative, as needs arise, or as a component of school-based opportunities to provide guidance and support for classroom teachers to provide appropriate instruction to AIG students. In addition, the AIG Coordinator and teacher(s), along with interested regular education teachers, will have an opportunity annually to attend the North Carolina Association of Gifted Teachers (NCAGT) convention. Gained information will be shared with staff as a follow-up to give every staff member opportunities to enhance their AIG knowledge and resource bank.

*** 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.

In order to best meet academic, social, and emotional needs of AIG students, general education teachers must implement differentiated instructional practices. Carolina Charter Academy continues to provide in-house professional development opportunities, as well as provides financial assistance to attend off-campus professional development opportunities so that general education teachers are well-equipped to serve AIG students. School-based professional development will be provided to general education classroom teachers that will provide explicit support for differentiated learning. With the anticipated number of gifted students in the school, and with the need for differentiated instruction in the regular classroom, our professional development priority must focus on deepening general education teachers' understanding and use of differentiated instruction in the classroom. The AIG Coordinator and teacher(s) will work with staff on an individual level or as grade-level teams to plan, assist, and differentiate learning.

Carolina Charter develops year-long professional development goals based on current program needs. These opportunities are provided in a variety of formats, including book studies, grade-level monthly sessions, division-wide monthly sessions, whole-faculty half-day and full-day sessions, and through webinars or other media. Specific methodology as it pertains to AIG students will be embedded in these PD sessions.

The licensed AIG Coordinator and teacher(s) will collaborate with general education teachers by:

- Meeting with grade-level teams to discuss and plan differentiated learning opportunities
- Meet with teachers/teams specifically regarding students they teach, they needs they may have, and their DEPs
- Providing resources and materials for the general education classroom teachers to motivate students and accelerate the learning environment.

Gifted students are placed in cluster groups for service in their identified area, reading and/or math, when in regular education classes. Special consideration must be given to the size of cluster groups for management of collaboration by the AIG teacher and classroom teacher. Clusters in regular, mixed-ability education classes will consist of at least four identified gifted students. The cluster group teacher has the opportunity to receive training and can cooperatively plan with the AIG teacher on how to best meet the needs of AIG and highly capable students.

<p>Building level administrators and AIG teachers facilitate scheduling classes to ensure differentiation of student instruction through grouping and collaboration. Special attention is needed by administrators to support AIG teachers for appropriate learning environments that are matched with the AIG plan.</p> <p>AIG teachers partners with the counselor to ensure effective student placement AIG teachers communicate with stakeholders, specifically parents/guardians, about all aspects of the AIG program as well as serve as the liaison between Advanced Learning Services and their school site.</p> <p>School Administrators appropriately cluster group gifted students based on their area(s) of identification. Teachers of cluster groups should use the NC Standard Course of Study as a basis for student pre-assessment and adjust instruction according to students' strengths, interests, and developmental levels with respect to reading and or math service level. Curriculum for identified students should be aligned to the curriculum offered to the general education students. This does not mean additional content, but rather allowing for a greater depth of knowledge of content and/or independent study within the content.</p> <p>At the school level, the AIG Coordinator will be the leader of the Gifted Committee, AIG team, and involved in school leadership meetings and decisions. The AIG Coordinator may provide services to gifted students, or work with a teacher who is at a minimum fully licensed in NC. Obtaining the gifted add-on licensure will be strongly encouraged for all teachers, with financial assistance offered in the form of tuition or fee reimbursement.</p>
<p>* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.</p>
<p>Carolina Charter Academy believes in the recruitment and retention of AIG-licensed professionals and recruiting diverse candidates for AIG positions. To meet this standard, CCA plans to:</p> <ul style="list-style-type: none"> ▪ Partner with local colleges and universities, including HBCUs, to recruit potential AIG teachers from teacher education programs. ▪ Provide information to teachers about the benefits and process of becoming AIG-certified ▪ Provide tuition and/or fee reimbursement for teachers who are fully licensed and seeking the AIG add on
<p>* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. CCA administration will plan to provide more AIG focused professional learning opportunities to realize equity and excellence in gifted education including mindsets, policies, and practices.</p>
<p>* 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.</p> <p>Providing on-going professional development opportunities that align with local AIG program goals will ensure that teachers are knowledgeable and equipped to enrich and accelerate learning objectives for gifted learners. School-based professional development will be provided to general education classroom teachers that will provide explicit support for differentiated learning.</p> <p>Carolina Charter Academy develops year-long professional development goals based on current program needs. These opportunities are provided in a variety of formats, including book studies, grade-level monthly sessions, division-wide monthly sessions, whole-faculty half-day and full-day sessions, and through webinars or other media. Specific methodology as it pertains to AIG students will be embedded in these PD sessions.</p>

CCA will send representatives annually to the North Carolina Association for the Gifted and Talented (NCAGT) Conference, as funding permits. The AIG Coordinator will work with regional and DPI AIG consultants and attend regional meetings as scheduled. The AIG Coordinator and/or teacher will also participate in AIG PD webinar series, as needed. The AIG Coordinator and teacher(s) will share all relevant information from these various opportunities with the CCA faculty at-large through e-mails, small group meetings, or participation in academic team meetings, PLTs, or PD facilitated by the administration. The working relationship between the AIG Coordinator, the AIG teacher, and the regular classroom teacher, will enrich the nurturing of our AIG children as the regular education teachers come to a deeper understanding of AIG children and value AIG strategies and see to their implementation throughout the school day.

In addition, because as a charter school we are our own LEA, the AIG Coordinator will meet with a local, traditional AIG LEA within our region and with local charter schools monthly to refine best practices and develop AIG expertise.

*** Ideas for Strengthening the Standard**

- Find a local program/university to provide AIG licensure for interested regular classroom teachers.
- Increase AIG PD opportunities
- Seek to recruit and retain program personnel with NC AIG licensure.
- Continue to evaluate job duties and revise job descriptions of program personnel to ensure the most effective utilization of resources and provisions for services to students.
- Program budget will be continually evaluated to better meet the needs of schools.
- Continually review and evaluate the needs of support staff, specifically AIG teachers' roles, schedules, and responsibilities in supporting the academic, intellectual, and social/emotional needs of gifted learners.
- Seek ways to increase the numbers of appropriately licensed staff to continually improve program implementation to best serve students at all levels.
- Determine the length of time and variety of ways professional learning can be provided to staff.

Planned Sources of Evidence

* AIG Advisory Board minutes	
* AIG plan revision	
* Gifted Committee meeting minutes	
* School PD scope and sequence	

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

Standard 5: Partnerships

Carolina Charter Academy (93Q) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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.

CCA believes the involvement of all stakeholders is imperative to the success of AIG identified children. Therefore, we want to develop relationships that are intentional and meaningful to the needs of our AIG students. CCA has created multiple opportunities for the school, families and community to work together to meet the needs of students. Communication opportunities include:

- Annual parent AIG/DEP orientations
- AIG Program information on website
- AIG Parent/Guardian Guide
- Individual student/parent conferences
- Programs that reach out to the school community
- Parent meetings that utilize speakers from the community
- PBL units that include family support and participation
- Parent membership required on AIG Advisory Board
- Parent feedback on annual surveys considered in AIG plan review
- Parental participation in clubs such as Robotics, Genius Hour, Math Olympiad, STEM fair, etc.
- Individual parents/guardians conferences and documents
- The AIG Coordinator will provide, at minimum, quarterly updates/communications to all families regarding AIG programming and service delivery. These updates/communications may contain, but are not limited to, information about the universal screening process, identification procedures, service delivery options, and resources for families supporting gifted learners

<ul style="list-style-type: none"> ▪ In addition to quarterly updates/communications, The AIG Coordinator will host at least one event per school year to increase family engagement in the school's AIG programming
<p>* 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.</p> <p>Community agencies and business partnerships offer critical support for gifted education and opportunities for gifted learners. Collaboration with colleges and universities provide opportunities for authentic, accelerated learning experiences for gifted students.</p> <p>CCA is constantly working within the community to develop and enhance learning opportunities and support for the gifted students in our school community and Southern Wake/Harnett counties.</p> <p>Local Businesses:</p> <p>Carolina Charter maintains contacts with several local businesses and educational venues to provide field trips, partnerships, and other opportunities for identified gifted students. This list will continue to grow as the school team seeks input and feedback from various stakeholders on how to advance the gifted programming at CCA.</p> <p>Local Colleges and Universities:</p> <p>CCA has already established a positive working relationship with Campbell University to facilitate student opportunities (through the existing Beta Club at CCA) and provide/offer staff recruitment. Although CCA does not currently serve students above 8th grade, school staff provide information and counseling to families regarding advanced learning opportunities in high school such as Wake Tech's CCP program.</p> <p>Carolina Charter will continue to provide community outreach efforts in the following ways:</p> <ul style="list-style-type: none"> ▪ Meet with community members representing underserved/underrepresented populations for a variety of events and community meetings. ▪ Work to build partnerships with local colleges, universities, and businesses to provide professionals as mentors and resources for AIG students as needed.
<p>* 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.</p> <p>Involving all stakeholders in the development, implementation and monitoring of the local AIG program and plan is important to ensure that CCA is carrying out the goals of the plan. Having stakeholders involved in this process allows for a more thorough and unbiased look into the program. This will help us to improve our program and more effectively meet the needs of all of our AIG students.</p>

CCA will create a stakeholder group, our AIG Advisory Board, that will assist with the implementation and monitoring of the local AIG plan. This group will reflect the diversity of our AIG families and community. The CCA AIG Advisory Board will meet to make decisions, review our plan, assure its implementation, and monitor its effectiveness in meeting the needs of our AIG population. The Advisory Board will meet at least once a year.

During the meetings, the team utilizes their collective expertise and experiences to review and critique the AIG Plan. Additionally, the team examines, through the use of available program data and the logic model, any shortcomings in the drive for equitable and comprehensive identification and service delivery.

*** Practice D**

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

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

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

Administration and our AIG Coordinator and teacher(s) communicate with parents both formally and informally to share information regarding our local AIG plan and to review policies related to gifted education. We encourage parents to be active participants in their child's educational pursuits, and we welcome their input. CCA's AIG program is shared through a variety of media including quarterly AIG newsletters, informational meetings, annual formal meetings, individual conferences with parents, and postings on CCA's school newsletter.

Ensuring that parents/families and the community are aware of the opportunities that the AIG program offers and are able to equally access this information is important for students and families to fully take part in the program. CCA will communicate AIG opportunities through a variety of mediums and methods such as the school website, emails, newsletters, parent conferences, phone calls, AIG meetings, and DEP meetings. This information is distributed in a variety of ways which meet the needs of the families and community members of our school. Materials are regularly included in Spanish as well as English. Further translation of AIG information will be provided when needed.

*** Ideas for Strengthening the Standard**

- Creating effective two-way communication between the school, families and community about the needs of AIG students at different stages of their educational career. Effectively sharing news and accomplishments of the AIG program through a variety of methods (i.e. website, social media, school newsletter). Ensuring that relationships are fostered for more open communication among all stakeholders.
- Evaluate the effectiveness of current and/or past partnerships.
- Create and maintain opportunities for gifted students to experience academic programs through college/university partnerships.
- Build upon relationships with local colleges/universities, businesses and industries that create real world learning experiences for gifted students.
- Identify a local program/university to provide AIG licensure for interested regular classroom teachers.

Planned Sources of Evidence

* AIG Advisory Board minutes	
* Agenda and minutes from meetings with community partnerships	
* Flyers for events and opportunities for gifted students	
* AIG page on school website	
* AIG Parent/Guardian Guide	
* Agendas and attendance records from information sessions	
* AIG plan revision	
* Translation Request Form Interpreter Request Form	

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

Standard 6: Program Accountability

Carolina Charter Academy (93Q) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

To comply with North Carolina state legislation, a local AIG plan is written and presented to the local board of education for approval, then submitted to the North Carolina Department of Public Instruction.

Our AIG plan is written, implemented and maintained by the AIG department, monitored by the AIG Advisory Board with the supervision of administrative members from the school leadership team. The plan addresses AIG standards and ensures that AIG students are receiving the best education for their needs.

*** 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.

Carolina Charter Academy is a single school and LEA in an increasingly diverse area. Students at our school come from Wake, Harnett, and Johnston counties. With this being our pilot program, fidelity and accountability is especially crucial. Monitoring the program closely will also maintain awareness so that students, regardless of race, gender, socioeconomic status have opportunities to benefit from the AIG program.

The CCA AIG plan will be monitored using the following steps:

Phase 1: The AIG Coordinator will attend traditional LEA/ AIG meetings, NCDPI /AIG meetings and webinars, gaining relevant instructive information.

Phase 2: The AIG Coordinator will lead the composition and revision of our plan, creating an updated, reflective CCA 2025-2028 AIG plan.

Phase 3: The AIG Coordinator will share the new plan with CCA administration, and School Improvement Team, seeking their collective input, finalizing the draft.

Phase 4: The MICS Executive Director will share the final draft of the CCA AIG plan with the BOD, seeking approval from the board.

Phase 5: Once board approved, the plan will be submitted to the North Carolina Department of Public Instruction by CCA administration/AIG Coordinator.

Phase 6: Ongoing oversight of the implementation CCA 2025-2028 AIG plan will be the joint responsibility of the AIG Advisory Board, Gifted Committee, AIG Coordinator, and school administration, reporting to the Lead Administrator and CCA Board of Directors.

The CCA AIG Plan is written in compliance with state legislation (Article 9B) and NC AIG Program Standards and approved by the CCA board of directors. It is critical to the success of the program that all components are in place and that stakeholders ensure the fidelity of the program. This ensures compliance within the local BOD approved plan, state program standards, and state legislation.

School administrators must ensure that the AIG teacher role is utilized in accordance with local AIG plan, and supports the process and procedures as detailed in the plan to support growth of all students. Administrators are the direct supervisors and evaluators of the AIG Coordinator, who in turn may supervise an additional teacher to implement services or support. AIG teachers are charged with implementing the AIG plan as approved by the local BOD while being a productive member of the AIG team and Gifted Committee. The AIG Coordinator and Gifted Committee will work closely with the AIG teacher to ensure the implementation of the AIG Plan at the school.

*** 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.

Use of AIG funds will allow us to grow and improve the staff, the curriculum, and the instruction for our AIG students furthering success. Funding for AIG from the state is calculated at four percent of average daily membership (ADM); before students have been identified, it is unclear how many students may participate in the AIG program at CCA. For reference, approximately half of CCA students come from WCPSS, who identifies approximately seventeen percent of the total student population. Funds are limited and directed towards services for Academically or Intellectually Gifted Program through the payment of AIG teacher salaries and related benefits. Local monies are allocated to support remaining staffing costs and provide supplies, materials, and assessments for program needs.

Under the Director's lead, CCA administration will work with the AIG Coordinator and financial services to determine the AIG budget based on the state formula. Once the budget is determined, CCA administration will prioritize needs and utilize funds in an efficient, effective manner that meets the goals of our program. Items to include in the budget include, but are not limited to:

- Supplemental curriculum for AIG students
- Enrichment opportunities for AIG students
- Universal screener or other assessments for the program
- Salary for AIG personnel, including AIG Coordinator and/or teacher

*** 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.

Data analysis allows us to ensure that student needs are being met and also causes us to examine the strengths and weaknesses of our AIG program and make changes as needed. Student achievement data is one measure of the AIG Program's effectiveness. CCA will extract and monitor student achievement and growth data on AIG students for continual improvement. Once AIG students are identified, the school leadership team (which includes the AIG Coordinator,

<p>administrators and instructional coaches) will examine AIG as an additional subgroup to identify trends in growth and performance on internal benchmarks such as NWEA MAP and NC Check Ins.</p> <p>Local school AIG Staff utilizes disaggregated data in discussions regarding identified gifted and highly capable students' growth with the Gifted Committee using data based problem solving. Gifted Committee meetings are conducted at least two times a year (each semester), but may meet quarterly or more as needed. School staff will continue to use formative and summative assessment data to monitor AIG student growth.</p> <p>Annually, the Gifted Committee uses summative data from EVAAS to determine the effectiveness of school-wide programming and the impact instruction, curriculum, and environment are having on student growth for identified gifted and high potential students. The AIG Coordinator will share this information with school administration and the Board of Directors. On an ongoing basis, grade level or subject area PLTs examine formative data to determine where identified gifted and high potential students are not demonstrating growth and develop plans to address those standards.</p>
<p>* 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.</p> <p>Carolina Charter Academy believes that gifted behaviors can be nurtured and the number of children from under-represented populations identified as gifted can be increased. In order to monitor the representation and retention of under-represented populations in our AIG program, CCA will first need to analyze demographics once AIG students are identified. At this time, 29 students are enrolled in CCA and transferred with AIG identification from their previous school.</p> <p>Considering and measuring growth and identification of students in under-represented populations in the AIG plan will be one action step for the Gifted Committee and AIG Advisory Board during its yearly review.</p> <p>Information regarding referral, identification, services, and retention for students will be stored in an internally managed spreadsheet or database. This information is maintained by the Student Information System (SIS) and can be used to disaggregate data in order to examine whether demographic factors serve as a barrier to access to gifted programming.</p>
<p>* 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.</p> <p>Ensuring that credentials for AIG personnel are maintained is important for student and program success.</p> <p>Hiring practices used by the Director and administrators adhere to state licensure requirements. AIG licensure credentials are maintained by the AIG Coordinator and AIG teacher(s) and monitored by administration. Student placement is determined by the academic team and professional development and weekly collaboration with an AIG certified teacher is provided to teachers who serve AIG students. The AIG Coordinator will hold full or a provisional license in Academically or Intellectually Gifted Education.</p> <p>Additionally, CCA will recruit and retain appropriately licensed staff to fill positions who:</p> <ul style="list-style-type: none"> ▪ Demonstrate knowledge in characteristics of gifted learners. ▪ Demonstrate knowledge of a variety of gifted services.

- Demonstrate the ability to differentiate and personalize education within the classroom.
- Identify gifted behaviors and create appropriate lessons to address their needs.
- Build capacity of core teachers to develop and deliver quality differentiated instruction.

*** Practice G**

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

Carolina Charter solicits stakeholder input and feedback regularly through several methods throughout the year. As the leader of the Gifted Committee, the AIG Coordinator will collaborate with parents, staff, and school leadership on the best strategies to collect feedback and input. The primary tool will be student, parent, and teacher surveys. The AIG Advisory Board and Gifted Committee will consider and analyze stakeholder feedback to inform continuous improvement for the school's AIG plan. Relevant data will be reported to the school leadership team, administration and Board of Directors.

Throughout the year, two-way communication will be encouraged through regular AIG/family communication, DEP conferences, individual student conferences, parent academies, and the opportunity to participate on the AIG Advisory Board.

*** Practice H**

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

Stakeholder perception and feedback as to the effectiveness of the AIG program is vital to continuous improvement. Additional feedback from stakeholders will increase the fidelity of the AIG Program.

As CCA ensures all programs and services are effective in meeting the needs of gifted learners, evaluations of programming and service delivery will take place through a variety of venues. School leadership, collaborating with the Gifted Committee and Advisory Board, will use multiple data points to reflect on its policies and practices within the AIG plan and make informed, data-driven changes over the next three years.

At the conclusion of each school year, the Advisory Board and Gifted Committee will hold a joint meeting to review the AIG Plan and available data to ensure appropriate implementation and fidelity of the current plan. This group, consisting of multiple groups of stakeholders, will make recommendations to the school for immediate, short-term, and long-term goals related to each standard of the AIG Plan. Recommendations will be reviewed by school leadership to determine if changes to the short or long term goals are needed.

*** Practice I**


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.

CCA has established policies, procedures and practices in place to protect the rights of AIG students.

CCA protects the rights of AIG students by:

- Housing AIG student information in a secure location

- Securing all student information that is transmitted electronically
- Annual AIG compliance check for each AIG child
- Following CCA's AIG plan and AIG Timeline
- Establishing a Procedures to Resolve AIG Identification Disagreements document (see below*)
- Creating/reviewing/maintaining compliance forms: DEP, Performance Rubric, Evaluation Results, Consent for Referral, Consent for Services & Placement

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Process	Procedure
Informed consent for identification	<p>* Carolina Charter Academy believes that the parents/guardians of students must be informed participants of their student's educational programming. This extends to the identification and service delivery process for gifted students. To ensure that students and families are afforded appropriate safeguards, policies and practices are enacted to maintain informed consent of each stage of the gifted education plan. Annually, parents/guardians and other stakeholders will be informed of their legal rights regarding AIG decisions. Information regarding the AIG program and plan will be included on the school website and Student/Parent Handbook.</p> <p>If a student is nominated and referred for initial gifted identification, parents/guardians must sign a Consent for Referral which gives the local school permission to collect relevant data for identification purposes. This consent allows the school to administer standardized assessments relevant to the referral process as well as conduct observations of the student, analyze existing educational data, and collect gifted rating scales to complete the referral. The Consent for Referral is available in both English and Spanish. The AIG Coordinator and/or teachers will contact parents prior to the consent form going home to discuss details of the referral process.</p>
Informed consent for placement	<p>* If a student is found eligible for services, parents/guardians must sign the Consent for Services and Placement form in order for the student to receive services. Parents/guardians maintain the right to deny service delivery.</p>
Transfer procedures	<p>* Students transferring locally or interstate will continue to receive gifted services in the area identified as gifted based on the previous school's determination. Reciprocity is accessed when a gifted/AIG student from an accredited NC public school or a student who is subject to the Interstate Compact for Military Children, transfers to CCA. Students must have documentation of previous gifted/AIG identification and adequate information submitted to determine appropriate placement in the area(s) of language arts and/or mathematics. CCA reserves the right to perform subsequent evaluations, including formal or informal assessments, to ensure appropriate placement of the student.</p>
Reassessment procedures	<p>* Students may be re-assessed one year later if they do are not referred for evaluations, or they do not meet identification criteria. Parents will be asked to complete the Consent for Evaluation and/or Referral forms again before being re-assessed.</p>

Procedures to resolve disagreement

*

CCA's Academically and Intellectually Gifted Education Department will clearly communicate its goals and objectives, as stated in our AIG Plan, at each annual DEP parent meeting. In the event that a parent/guardian disagrees with a placement decision, the following steps should be followed as resolution to the disagreement is sought. These procedures mirror the process parents may follow to file a grievance.

1. School AIG team: Parents/guardians who disagree may request a meeting in writing. The Gifted Committee will meet to review identification results, placement records, and the child's current academic performance. A representative from school administration, ideally the school Director, will be present and involved in this level of meeting.
2. CCA Board of Directors: If the disagreement is not resolved, parents may appeal to the MICS School Board. The Board will offer a written decision within 30 days.
3. Mediation: Parents/guardians or the CCA Board may request mediation by an impartial facilitator.
4. Legal Hearing: If mediation fails to find a satisfactory resolution, parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes: (i) "whether the local school administration unit improperly failed to identify the child as academically gifted; (ii) whether the local AIG plan developed under G. S. 115C-150.7 has been implemented appropriately with regard to the child." The decision of the administrative law judge will be based on the findings of facts and conclusions of the law. The decision is final and not subject to further review. Legal fees are the responsibility of the parents/guardian.

*** Ideas for Strengthening the Standard**

- Effectively monitor AIG teachers' roles and responsibilities, student identification procedures, service delivery options, community outreach opportunities, and other components of the AIG Program.
- Provide fidelity checks on the progress of AIG Program implementation as needed or when requested.
- Create a Teacher Toolkit to help monitor and ensure that services are delivered equitably and effectively in every classroom.
- The goal is to develop a plan that strengthens the academic experience for students by collaborating with a variety of stakeholders through the lens of continued improvement.
- The Gifted Committee and Advisory Board will work to ensure fidelity of implementation.
- Increase communication with stakeholders regarding all aspects of the program including evaluation efforts. Review and amend the AIG Plan annually based on need.
- Disaggregate and monitor data on our underrepresented population over time.
- Maintain AIG data in an accessible and manageable platform. School staff will use growth and proficiency data to support students' individual growth. Data will be shared with classroom teachers to inform instruction.
- Develop and administer stakeholder surveys. School staff will use this data to inform a review in anticipation of significant program changes in the next plan cycle.

Planned Sources of Evidence

* Consent for Evaluation Form	
* Consent for Services form	
* CCA Board of Directors meeting agendas and minutes.	
* EVAAS AIG Disproportionality Data	
* AIG Budget and Spending Plans	
* Benchmark growth data (i.e. NWEA MAP)	
* Job descriptions for AIG Staff	
* Parent/Guardian Guide	
* Differentiated Education Plan	

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

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* Approved by local Board of Education on:

05/14/2024 

AIG Related Documents

Carolina Charter Academy (93Q) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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](#)  [AIG Plan Board Approval](#)

Optional Documents

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

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

Glossary

Carolina Charter Academy (93Q) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition