

Mission/Vision Statement and Funding

Carolina International School (13A) 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. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 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)

The Carolina International School strives to provide a program to meet the needs of the whole gifted child – intellectually, academically, socially, and emotionally. We recognize a responsibility to meet the needs of learners demonstrating unique academic and intellectual ability. We seek to provide an academically challenging and rigorous program including scaffolds and differentiated support structures to assist these learners in developing their individual natural interests, abilities, gifts, and talents.

The North Carolina Standard Course of Study, composed of both the Common Core for Language Arts and Mathematics and the Essential Standards for Science and Social Studies, guides the curriculum for all students. We recognize many students have unique abilities and have mastered many of the grade-appropriate curricular standards. These learners comprehend material quickly, think abstractly and analytically, and use more advanced language and problem-solving strategies compared with their peers.

A program is needed to meet each unique learner exhibiting these academic and/or intellectual skills to differing degrees or in differing content areas. The provision of a partnership between the school personnel, parents, and the community is required to enable these academically and/or intellectually advanced learners to recognize their gifts and talents. The ultimate goal of the CIS AIG program is to assist these students in expanding their knowledge and skill base, fostering and developing lifelong learners, and nurturing productive citizens in a globally competitive world.

The primary goal of the CIS AIG program is to assist students with high aptitude to achieve their potential. The secondary goal is to educate the whole child. While we identify students for AIG in the areas of Reading, Mathematics, and General Intelligence (as described by Spearman's g-Factor) CIS's goal is to provide holistic education. At CIS, we recognize there are many areas of intelligence and gifts/talents. As described by Gardner, the areas of intelligence include logical-mathematical, linguistic, interpersonal, spatial, musical, bodily-kinesthetic, and naturalist. The characteristics by which Gifted students can show natural aptitude and strength, as described by Renzulli, include: learning, creativity, motivation, leadership, artistic, musical, dramatics, communication: precision, communication: expressiveness, planning, mathematics, reading, technology, and science.

At CIS, we adopt the Cattell-Horn-Carroll (CHC) model of intelligence or cognitive ability. This is a three stratum theory of intelligence. Stratum III is general intelligence, which is the same as Spearman's g Factor. Stratum II comprises broad abilities, including reasoning, memory, quantitative knowledge, and processing speed. Finally, stratum I comprises narrow abilities, including mathematical achievement, reading comprehension, and writing ability.

For our AIG family of students, we seek to grow both their areas of strength and weakness. In addition, CIS acknowledges that non-AIG students also demonstrate gifts and talents in other areas that we do not formally identify through the AIG Program. Therefore, CIS offers elective courses, extra-curricular opportunities, and community partnership options to ensure that all of our students are served by the CIS program.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 41,522.43	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

The Academically and/or Intellectually Gifted (AIG) students, as described in Article 9B, are categorized in one of five different identifications at CIS that will be collectively referred to as AIGF (Academically or Intellectually Gifted Family) of students. The five different identifications are:

1. IG – Intellectually Gifted
2. AR – Academically Gifted in Reading
3. AM – Academically Gifted in Mathematics
4. AG – Academically Gifted
5. AI – Academically AND Intellectually Gifted

AIG Committee:

The AIG Committee is responsible for

1. evaluating nominated students for AIGF Identification
2. review of the DEPs (Gifted Education Plans)
3. determination of students to participate in the TD program
4. determining any modified identification procedures that might be used for traditionally under-represented (UR) students

The AIG Committee is a fluid collection of persons determined based on the student's age and any Student Support Services (SSS) outside of AIG by which the student might be served. This AIG Committee for each student will be comprised of:

- The AIG Coordinator
- The grade-level Assistant Principal
- The grade-level Counselor
- The coordinator for any additional student support services the student currently receives (MTSS, ESL, or EC – Special Education)

Screening:

The AIG Coordinator screens through MC, MAP, BOG, EOG, EOC data after each test administration to look for students who display high achievement/performance. At CIS, we use the 2 most recent years of consecutive data on achievement/performance indicators for identification purposes. Students who score in the 90th percentile or higher on a major standardized, normed assessment are placed on the Watchlist. The AIG Coordinator continues to collect data on those students to determine if they should be further investigated for the TD program or the AIG Program.

Since CIS uses the 2 most recent years of consecutive data on achievement/performance indicators for identification purposes, students in K-2 may not be identified for any of the Academically Gifted categories (AM, AR, AG, or AI). K-2 students may be identified as IG.

Identification as IG requires a minimum score on an aptitude-type test. These types of tests are used to determine a student's aptitude to learn, their projected abilities, or their IQ (intelligence quotient).

Universal screening for aptitude occurs through an aptitude-type test given to all 3rd and 6th graders in the Fall semester. Parent(s)/guardian(s) may also bring in IQ test scores from tests administered by a licensed/certified person. These include the Stanford-Binet Intelligence Scale and the Wechsler Scales. Other LEAs may also transfer over files that contain aptitude-type test scores for an individual student. Students who score in the 93rd percentile or higher on an aptitude-type test may be placed in TD until all necessary data can be collected for AIGF identification.

In extreme cases, there may be concerns of "ceiling" effects. On a case-by-case basis, the AIG Committee will meet to determine an alternative assessment.

Regular classroom teachers are encouraged to use the SIGS-2 or the HOPE rating scale at any time to help determine if students are demonstrating behaviors typical of intellectually gifted children.

The Student Support Services (SSS) team meets regularly to discuss any students at CIS who receive intervention services. These include MTSS, EC, ESL, and AIG. The team is made of the coordinators of those programs, the grade-level counselors, and administration. Students who might benefit from additional services are discussed regularly. The SSS team may suggest students to be placed on the AIG Watchlist.

Referrals:

Referrals may be submitted by a general education teacher, a SSS Coordinator, administration, or a counselor. Referrals are accepted in the Spring semester.

The referral process is suggested to go through the following steps:

1. The intention of referral is brought to the attention of the AIG coordinator. The referring person also communicates his/her intention to refer a student to parent(s)/guardian(s) via email, phone, and/or a physical letter sent home that requests permission for the referral process to progress further. Once permission is obtained in writing via email or a physical letter then the referral process proceeds to step 2.
2. The AIG Coordinator will provide a qualitative instrument for the referring person to utilize to assess the student.
3. A referral form is filled out by the referring person and submitted to the AIG Coordinator with all relevant data (test scores, work samples, report cards, observational tools, behavior checklists, etc.), including the qualitative instrument. The AIG Coordinator will create a file for the student referred with all submitted information. The student file stays in the office of the AIG Coordinator.

4. If there is more than one core-curriculum teacher, then AIG Coordinator will provide a qualitative instrument to any additional general education core-curriculum teachers for student evaluation.
 5. The AIG Coordinator will consolidate all submitted data onto the AIG Program Summary of Eligibility Form that is to be kept in the student file.
 6. The AIG Coordinator will bring the referred student file to the AIG Committee for review.
 7. The AIG Committee will review all the collected data to determine if the child's referral process shall enter into one of three pathways: 1) the AIG Committee determines that sufficient qualifying data has been presented to begin the AIGF Identification process, 2) the committee determines that more data must be collected and provides guidance on the additional data that is necessary or 3) the committee determines that the student should not be screened for AIG services.
 8. AIG Coordinator records the AIG Committee's decision on the AIG Committee Decision Form. This form will be signed by the referring person, the AIG Coordinator, the grade-level counselor, and the grade-level administrator.
 9. The AIG Coordinator informs parents/guardians, teachers, and students of the Committee's decision in writing within 48 hours of the meeting. Additionally, a copy of the decision is kept in the student file.
 10. Should the AIG Committee determine that sufficient qualifying data has already been collected, the student will be referred to as a nominated student and enter into the AIG identification process. However, should the AIG Committee determine that more data is needed, one of two pathways may be taken. First, the AIG Coordinator will then collect the necessary data, and the referred student's file will re-enter the referral process at step 6. Or, secondly, the student may be placed into TD, and an TDC (Talent Development Contract) will be written. Should the AIG Committee determine that the student should not be screened for AIG services, then the student will not be eligible for a referral again for two calendar years.
- AIGF Identification:
- A student may enter the AIGF Identification process from 3 pathways:
1. Students who obtain the minimum aptitude-type test scores
 2. Students who have successfully completed the referral process
 3. Students who have successfully participated in TD are are recommended by the AIG Committee
- These AIGF identifications include IG (Intellectually Gifted), AR (Academically Gifted in Mathematics), AR (Academically Gifted in Reading), AG (Academically Gifted), or AI (Academically & Intellectually Gifted).
- Participation:
- Once students have received an AIGF identification, full-participation in the program is expected. CIS understands that is certain circumstances it might be best for a student not to attend an AIG pull-out activity for a single session. However, if the student and/or the PG opts the child out of participation more than once, then the AIG Coordinator will initiate communication regarding the child's services and placement in the program. Refusing to participate may result in a suspension of services for a short time or the removal of the AIGF status of the student.

* 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.

For the 2022-2023 school year:

In the best interest of our students and our new AIG program, CIS believes that some temporary modifications to our 2022-2025 plan need to be made.

These modifications are being made to address the following issues and concerns that arose during the COVID-19 pandemic from 2019-2020 and 2020-2021 school years

- Lack of reliable data for standardized state assessments
- Loss of the majority of AIG population due to CIS disenrollment
- Complete overhaul of AIG staff and programming in Fall 2022

CIS will move forward with a modified plan for identification for the 2021-2022 and 2022-2023 school years. NCDPI has stated that standardized test scores for the 2019-2020 and 2020-2021 should not be used for formal decision-making purposes. Thus, CIS will not use these two years of data for AIG identification purposes. CIS will work to gather reliable data from the 2021-2022 school year and beyond to support AIGF identification.

CIS believes that the loss of such a substantial portion of our high-performing and AIG students during this same time window prevents the school from creating local norms with fidelity. Over half of the AIGF identified students left CIS due to disenrollment between fall 2019 and then of the summer of 2021. CIS will use nationally normed data for aptitude assessments starting the 2021-2022 school year. CIS will continue to use national norms until reliable local norms can be established.

In addition, the AIG program was completely redesigned in fall 2021. The AIG department staff was replaced, and the AIG plan was in its expiration year and changes for the next 3 year window were already being considered. With the new plan and new staff, time is needed to gather data on the current program and make appropriate changes concerning what is best for our staff and students.

Due to all of these factors, CIS will not identify students for any of the Academically Gifted family of classifications until adequate data can be collected. This includes AR, AM, AG, and AIG. CIS intends switch to the procedures outlined below in Standard 1 Practice B starting the 2023-2024 school year.

During 2021-2022:

- During the 2021-2022 school year the CIS AIG department worked in conjunction with teachers to form pull-out enrichment groups. The groups that were formed included a mixture of AIGF and Talent Development (TD) students. Data was gathered on these students' academic performance in both Reading and Mathematics, as well as teacher rating-scales for traits of giftedness.
- In addition, all 3rd and 6th grade students, were given a universal aptitude screener. In preparation for the 3rd and 6th grade universal aptitude screener in the 2022-2023 school year, all rising 2nd and 5th grade students were assessed by their homeroom teacher with the HOPE rating scale. These same students will be assessed with the HOPE rating scale again in the 2022-2023 by their new teachers. Academic performance data, including standardized test scores, will continue to be collected for 2022-2023 school year. At the end of the 2022-2023 school year, these students may be further considered for AIGF identification.
- Only for 3rd and 6th grades students: students who scored in the 97th percentile or higher for their universal aptitude screener using national norms in the 2020-2021 school year may be considered for IG identification at the end of the 2020-2021 school year. Collection of EOG (End of Grade) scores and teacher rating scales will be utilized to determine if the IG label is appropriate.
- AG identifications, including AR (Academically Gifted in Reading), AM (Academically Gifted in Math), and AG (Academically Gifted in both Reading and Math) will not be given out during the 2021-2022 and 2022-2023 school year. Assessment for Academically Gifted individuals will begin upon return on

EOG scores in the spring of 2023.

Timeline for AIGF and TD student data collection:

- Fall semester
- Administration of universal aptitude screener in 3rd and 6th grade by the end of 1st quarter.
- Collect BOG for grade 3 reading during 1st quarter.
- Teacher training concerning gifted students and their identification during quarter 1.
- HOPE and Slocumb-Payne teacher rating scales for grades 1, 2, 4, 5, 7, and 8 collected at by the end of quarter 1 for enrichment candidates.
- Selection of students for enrichment groups is determined by the end of quarter 1 and those groups begin meeting by the start of quarter 2.
- SIGS to be completed by teacher for IG candidates based on universal screener by the end of 1st semester.
- Spring semester
- HOPE Teacher rating scale is completed for all students in grades 2 and 5 to prepare for data collection during universal screening for 3rd and 6th grade the following school year by the end of 3rd quarter. HOPE Teacher rating scale for all 3rd and 6th grade students by Spring Break.
- Teacher rating scales due for current AIGF enrichment group participants by spring break.
- Teacher rating scales due for current TD enrichment group participants by the end of regular schedule (before the start of end of grade/course testing).
- Teacher rating scales for new candidates to enter the referral process due by the end of the school year.
- Collection of EOC/EOG scores for all AIGF, TD, and referral candidates when scores are released at the end of the school year.

At CIS, we acknowledge that using more than one measure for placement in the AIG Family is best practice. Following recommendations from educational research, we recognize that both objective and subjective data should be used for identification. Subjective data should be as objective as possible to minimize bias. Bias can be minimized by training staff on how to use qualitative rating scales properly. In addition, we also encourage that subjective data be completed by more than one qualified person for identification. In order to follow these best practices at CIS, we will require both objective achievement/performance scores and subjective qualitative scores from standardized rating scales for placement in the AIG Family.

The AIGF of identifications includes IG (Intellectually Gifted), AR (Academically Gifted in Mathematics), AR (Academically Gifted in Reading), AG (Academically Gifted), or AI (Academically & Intellectually Gifted).

- Aptitude Identifiers may include:
- IQ Tests: Traditional IQ measures such as Stanford-Binet Intelligence Scale and the Wechsler scales administered by a certified/licensed professional
- Abilities Tests: OLSAT-8, CogAT, SAGES-3
- Other standardized/normed measures: SAT, ACT, Pre-SAT, Pre-ACT, ISEE
- Achievement Identifiers include:
- EOG/EOC - the average of the scores of the most recent 2 consecutive years in the subject area of identification
- MAP and MC- the average of the scores of the most recent 2 consecutive years in the subject area of identification
- Assessments that WILL NOT be used in isolation:
- NC Check-Ins
- NC Final Exams
- BOG-3
- Teacher generated exams
- NNAT or other aptitude tests that do not measure both verbal and nonverbal aptitude

Suggested use for qualitative rating scales:

- HOPE: This is suggested to be given to all staff members as a reference so that they might better recognize when a student should be referred. This should be the first form the referring person fills out and provides to the AIG Coordinator.
- SIGS-2: This is suggested to be given to the general education teacher(s) during the referral process. For elementary, the homeroom teacher should fill this out. If the TA works with the child, then he/she may also fill one out. For middle and high school, all four core subject area teachers should complete a form. The total average score from this form may be used to nominate a referred student. In addition, the subject area scores may be used to assist with AM or AR identification.
- GRS or GRS-2: This is suggested to be used for identification as IG. It may also be used as a second qualitative measure for AM or AR identification.
- Renzulli Scales: This is suggested to be used after identification in order to determine appropriate services.

Identification in Grades K-2:

Students in grades K-2 may only formally be identified as IG under the AIGF. K-2 students who meet aptitude qualifiers may be placed in TD in order to meet these students' needs while also allowing sufficient time to gather reliable and valid data from standardized measures of achievement, as well as to gather and produce components for a portfolio entry.

Intellectually Gifted (IG):

- Score of =98th percentile on standardized/normed measure of aptitude + =97th percentile on standardized/normed qualitative measure

Talent Development Program: By subject area (Reading or Mathematics)

- DE program

Pathway I: All three of the following must be met in the subject area

- o Aptitude score of = 98th percentile on an accepted standardized/normed measure of aptitude
- o Achievement: A score average of = 98th percentile 3 consecutive MAPs or MCs
- o Behavior: A average score of =120 on SIGS-2 (subject area, general intellectual ability, and creativity)

Pathway II: All three of the following must be met in the subject area

- o Aptitude score of = 95th percentile on an accepted standardized/normed measure of aptitude
- o Performance: a portfolio of 5 or more items demonstrating work at = 2 grade-levels above placement. These items must have been completely fully in class and as individual work. They must demonstrate a wide variety of skills and breadth of content.

o Behavior: An average score of ≥ 130 on SIGS-2 (subject area, general intellectual ability, and creativity) or GRS score of ≥ 70

Performance and qualitative measures should assess all areas of Renzulli's Three-Ring Conception of Giftedness: above average ability, creativity, and task commitment.

- NT Program

CIS's AIG/TD program is designed to serve up to the top 10% of students in each grade level in terms of perceived ability and demonstrated ability. If less than 10% of the students in a given grade-level are served under IG or TD-DE, then any remaining seats may be filled by teacher recommendation. Teachers are given professional development in order to help them select the best students for TD-NT participation.

Identification in Grades 3 and above:

Students will be identified for AIGF based on a rubric model.

Performance and qualitative measures should assess all areas of Renzulli's Three-Ring Conception of Giftedness: above average ability, creativity, and task commitment.

Aptitude-type Test Points:

SAI:

- 128 or greater = 7 points
- greater than or equal to 124 but less than 128 = 6 points
- greater than or equal to 122 but less than 124 = 5 points
- greater than or equal to 119 but less than 122 = 4 points
- greater than or equal to 117 but less than 119 = 3 points
- greater than or equal to 115 but less than 117 = 2 points
- greater than or equal to 112 but less than 115 = 1 point
- less than 112 = 0 points

Academic Testing Points:

Percentile Rank:

- greater than or equal to 97 = 4 points
- greater than or equal to 93 but less than 97 = 3 points
- greater than or equal to 87 but less than 93 = 2 points

- greater than or equal to 83 but less than 87 = 1 point
- less than 83 = 0 points

Qualitative Rating Scales

SAI:

- greater than or equal to 128 = 4 points
- greater than or equal to 124 but less than 128 = 3 points
- greater than or equal to 119 but less than 124 = 2 points
- greater than or equal to 199 but less than 122 = 1 point
- less than 119 = 0 points

Portfolio Points:

Grade levels above current placement:

- greater than or equal to 2 = 3 points
- greater than or equal 1.5 but less than 2 = 2 points
- greater than or equal to 1 but less than 1.5 = 1 point
- less than 1 = 0 points

The AIG Family of Identifications:

Intellectually Gifted (IG): 9 points total on an Aptitude-type test + GRS

Academically Gifted in a single subject area (AR= academically gifted in reading or AM= academically gifted in mathematics):

- AR/AM Pathway I: 12 points total on SA Aptitude test + SA Achievement test + SA SIGS-2 or GRS
- AR/AM Pathway II: 14 points total on SA Aptitude test + SA Achievement test + SA Portfolio + SA SIGS-2 or GRS + AIG Committee approval after 1 successful year of TD-RG
- AR/AM Pathway II: 12 points total on SA Aptitude test + SA Achievement test + SA Portfolio + SA SIGS-2 or GRS + AIG Committee approval after 2 successful years of TD-RG

Composite Identifications:

- AG: Must qualify independently as AR and AM

- AI: Must qualify independently as AG and IG

Clarifications:

- SA Aptitude: Average of Verbal measure(s) for Reading. Averages of Non-Verbal and Quantitative measure(s) for Mathematics.
- SA Achievement: The 2 most recent consecutive year's average of MC and/or MAP and/or EOG/EOC
- Portfolio – a portfolio is composed of at least 5 entries. A separate portfolio must be made for Mathematics and ELA. The entries must demonstrate above-average ability, creativity, and task commitment. The entries must be original products, they must be completed entirely in school, and they may not be made in cooperation with other persons. The entries must span the breadth of content of a full course. Traditional course tests and quizzes may not be used. The coordinator's explanation/clarification statement may be present for an EC or ESL student entry. This statement may include notes from a therapist, psychologist, psychiatrist, social worker, etc.
- GRS: Three scales will be used for identification: Intellectual ability, academic ability, and creativity. The instrument may also be used as a whole with the composite score of all 6 subscales as deemed appropriate by the AIG Committee.
- SA SIGS-2: the average of three scales: the subject area scales of Mathematics or Language Arts, the General Intellectual Ability, and the Creativity scale. The Leadership scale may replace the Creativity scale as deemed appropriate by the AIG Committee.

Other data points that might be used for "AIG Committee approval" may include but are not limited to:

- Historical data from other schools
- MTSS/EC/ESL Notes
- Qualitative Measures:
- SIGS-2
- Renzulli - Hartman Scales
- Slocumb – Payne Teacher Perception Inventory
- Kingore Observation Inventory (KOI)
- HOPE Teacher Rating Scale
- Quantitative Measures
- BOG-3
- NC Final Exams
- Final course grades
- Other standardized tests such as ISEE, Pre-SAT, Pre-ACT, SAT, ACT

All students are given an aptitude test in the Fall of their 3rd and 6th grade year. Students who meet the required aptitude scores for identification may be further assessed for any academically gifted categories (AG, AM, and AR).

Students identified in 3rd grade and above must maintain their current identification until the end of the next grade level. After this allotted time for additional data collection, the students may re-enter the AIG referral process to be reassessed for additional AIGF identifications.

Talent Development (TD).

At CIS, we believe in theory of Experiential Learning - learning by doing. Thus, CIS believes that some students can rise to a higher level of performance if given the opportunity. Our Talent Development program allows students who are not formally recognized in the AIGF to participate in the enrichment curriculum concurrently with AIGF students. The purpose of this participation is to expose the child to higher-level curriculum to foster and develop higher-level skills. Some student may demonstrate enough growth and advancement through the TD program to be able to enter the AIG referral process at a later date.

Our Talent Development Program is broken into three branches: NT, DE, RG

DE: Developing Excellence Program:

- DEP is for students who demonstrate evidence of both high aptitude and exceptional academic performance.
- DEP is designed for students who have demonstrated high potential but have not yet engaged in the assessments that are required for AIG identification. This includes students that enrolled in CIS after a universal aptitude screening year (3rd and 6th grade)

RG: Ripening Gifts Program:

- RGP is for students who have demonstrated potential to be an AIG student by aptitude score.
- These students have not met all of the requirements for AIG identification; however, it is believed that they might be able to do so.
- These students, temporarily, engage in enrichment in the same capacity as an AIG student.
- Students may engage in RGP for no more than 2 school-years.

NT: Nurturing Talent Program:

- NTP is a program designed for K-8 students who have demonstrated high potential when compared to students in the same demographic.
- The major goal of this program is to provide students from populations that are under-represented in the AIG community an opportunity to develop their own academic excellence.
- These students are given an opportunity to engage in an advanced curriculum in a safe environment in order to assist in the development and growth of their academic potential and performance.
- CIS's AIG/TD program is designed to serve up to the top 10% of students in each grade level in terms of perceived ability and demonstrated ability. If less than 10% of the students in a given grade-level are served under AIGF, TD-DE, or TD-RG then any remaining seats may be filled by teacher recommendation. Teachers are given professional development in order to help them select the best students for TD-NT participation.

Placement in TD is not permanent. Students may be removed from the program for a variety of reasons, including but not limited to:

- demonstrating an inability to handle the rigor of the program
- behavior issues
- if their participation in the program hinders to progress of other students
- if their participation is hindering their growth in their homeroom class

Removal from the program is at the discretion of the AIG coordinator. In addition, an administrator, the grade-level counselor, or the homeroom teacher may make a recommendation to remove the student to the AIG coordinator.

No more than 10% of a single grade level may participate in TD and AIG combined. Priority of placement for TD slots will be given to students from underrepresented populations.

Under-represented Groups Modified Pathway (UR)

Students in traditionally under-represented (UR) groups who show traits and behaviors of Gifted students may be placed in TD-NT. If these students successfully participate in TD-NT for 2 years, they may earn an AIGF identification with up to 2 points short of identification points on a case-by-case basis at the discretion of the AIG Committee.

Reciprocity:

Students who transfer into CIS with an AIGF identification will be served at a minimum of Tier I services in their identification area. CIS will collect identification data from the student's former school. Upon evaluating existing student aptitude, achievement, and performance data, the CIS AIG committee may require further assessment to move a student into Tier II, III, or IV services.

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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.

Developing

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	---
Male	---	---	---	---	---	---	10.10%
Total	---	---	---	---	---	---	8.60%

Percent of Total AIG Students Identified as Dual Exceptionality

>95%

*** Practice D**

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

Developing

Standard 2: Comprehensive Programming within a Total School Community

Carolina International School (13A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of 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.

AIG Programming

- AIGF students are served under tiers of instruction based on each area of identification.
- AIGF students will engage in a combination of an established curriculum and a component of student choice. The curricular component must be at least 50% of the student program.
- All K-7 AIGF students will engage in social, emotional, and mental health (SEMH) activities. Students in 8th grade and above will be served in a manner deemed appropriate by the grade-level counselor.
- AIGF students underperforming in core subject areas may engage in intervention services as part of their AIG services. Cooperation with MTSS and EC will occur as appropriate. Suspension and/or removal of services will only occur as a last resort.

4-Component Program:

The CIS AIG Program will be comprised of four branches:

1. Extend – Academic Enrichment for all AIG students. Activities meant to extend the regular classroom curriculum's content and skill set. It is intended to provide students with a richer experience in the subject area through greater depth and breadth. In addition, other students who have demonstrated mastery of the current body of curriculum and skills who are not AIGF students may participate in small groups with AIGF students. This cooperation is hoped to result in a "radiation of excellence."
2. Enhance – Intellectual enrichment for IG and AI students. AG, AM, and AR students may participate if it is deemed that they require more enrichment than the regular classroom can reasonably offer. This component is meant to enhance the student's school experience by incorporating higher-level tasks. These tasks should engage students in the top levels of Bloom's taxonomy; those that involve higher-level application, analytical, and synthesis activities that are encouraged to contain another component such as independent research, an interdisciplinary component, or community service. These activities generally require students to perform at least 2 grade levels above current placement.
3. Flourish - Social, emotional, and mental health (SEMH) as well as executive functioning (EF) supports and coaching. All students with an aptitude score of 93 or above will engage in SEMH as outlined in the DEP. Parent(s)/guardian(s) and the grade-level counselor should be highly involved in this component. All students require some support to develop good SEMH and EF skills. The purpose for these supports in the AIG program is to address SEMH and EF needs that are manifested due to intellectual giftedness.
4. REACH - REACH stands for Readiness for Enrichment and Committed to Heightened learning. REACH is CIS's highest level of enrichment and is predominantly research and/or project-based and should be primarily student-lead. REACH is primarily for IG and AI students. This component intends to meet the needs of students with high generalized IQ as defined by Spearman's g Factor intelligence of "generalized" intelligence. REACH may

involve activities outside of the school environment. These activities should go far beyond the regular classroom and should not be a substitute for a course. Students in REACH are required to have another consultant besides the AIG Coordinator.

Tiers of differentiation for academics (these are subject-area specific for AR and AM)

- Tier I: Extend. These are activities delivered by in-class differentiation or “Push-In”. The AIG Coordinator may support the general education teacher as needed. Tier I services are generally for high-performing at grade-level or one grade-level above current placement. Tier I Services are predominantly offered in the subject area of the course. For AR and AM students, the Tier I enrichment will only occur in the subject area of identification.
- Tier II: Extend and Enhance. These activities are to be delivered by Push-In and Pull-Out. In addition to the Tier I services in the general education classroom, AIGF students will also work outside of the general education classroom individually or in small AIGF groups. Students in Tier II services are generally performing at two or more grade-levels above current placement.
- Tier III – Single subject acceleration. Single subject acceleration includes taking a course in a higher grade-level, taking a more advanced version of a class, or taking an elective or higher-level course not offered at CIS such as a college level course or one on NCVPS.
- Tier IV – grade level acceleration & REACH. This is reserved for CIS’s highest-level IG and AI students. This is generally used only in elementary school. A regular SEMH component will be mandatory for any student in Tier IV with the involvement of the school counselor. REACH activities are individual to each student and involve AIG Coordinator and parent(s)/guardians(s) oversight

Flourish - SEMH and EF Tiers:
These are outlined in Practice B below.

Intellectually Gifted Differentiation (IG or AI)

- IG/AI students will engage in regular pull-out experiences with the goal of bi-weekly meetings. Times for pull-out will be coordinated with the regular education teacher.
- Efforts will be made to work with IG students' areas of strength and weakness as identified and described in the Renzulli-Hartman scales and by Gardner’s Theory of Multiple Intelligences to encourage growth and development of the whole-child.
- Students will be asked to pick a multidisciplinary focus, such as STEM, to guide their enrichment experience.
- Students are encouraged to participate in REACH

Enrichment activities outside of the domains of Mathematics and Reading will be added over time to build the AIG Program. These activities are anticipated to be in STEM, humanities, several domains of the arts, and community service.

Efforts will be made to ensure TD students participate in as many AIG Program components as possible.

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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.

All K-7 AIGF students will begin their program at Tier II. Parent(s)/Guardian(s) may request at any time that the services be dropped to Tier I. For students in K-7 the parent(s)/guardian(s) will be required to meet with the grade-level counselor before and the AIG Coordinator before this transition may occur. In 8th grade an "exit" meeting will occur with the grade-level counselor in order to determine if and how CIS may continue to meet the AIGF students' needs in a manner that aligns with parent(t)/guardian(s) wishes.

Flourish - SEMH and EF Tiers for grades K-7:

- Tier I – In-class. These are supports, coaching, and training offered by the sub-school-wide program (elementary, middle, or high school). These include topics of SEMH, executive functioning, study skills, mindset training, and other similar topics. These activities are generally offered in Homeroom or Study Skills. They often involve cooperation with the grade-level counselor. The regular classroom teacher or counselor reports what these activities are so that a log may be kept for AIGF students.
- All IG students, as well as AI or TD students, as needed: These students will engage in a standard curriculum on SEMH topics as part of their regular program with the AIG Coordinator. For IG students this instruction is suggested to occur at a frequency of at least 1 lesson bi-weekly.
- Tier II – Small group Pull-Out. All AIGF students will engage in a standard curriculum on SEMH topics in a small group of peers of same-age/grade-peers. This will be part of their regular AIG program. The suggested frequency of lessons is once bi-weekly.
- Tier III – Pull-out. Tier III services are for AIGF students who express SEMH or EF needs beyond the scope Tier I and II. An AIGF student may be recommended for Tier III by any member of the AIG Committee. Parents and regular education teachers may contact any member of the AIG Committee to express their concern on any SEMH or EF topic to be considered for Tier III. Additional curriculum will be used with these students to foster the development of SEMH skills. A record of topics will be shared with the grade-level counselor. The counselor may coordinate with the AIG Coordinator as deemed necessary.
- Tier IV – Individual Pull-out. Students in Tier IV have demonstrated significant challenges and needs in the areas of social, emotional, and mental health. These students will work SEMH or EF topics with the oversight and involvement of the grade-level counselor. The AIG Coordinator will utilize a regular list of interventions and progress monitoring. The counselor may suggest additional supports/interventions outside of the school setting.

The grade-level counselors teach SEL lessons to all students as part of the regular education program. AIGF students will be present in the regular classroom for those lessons as part of Tier I services.

All AIGF students have a SEMH portion of their DEP. Members of the AIG Committee, as well as parent(s)/guardian(s) and teachers, may express concern that the student may require more targeted and individualized SEMH services during the development of the DEP. The SEMH portion of the DEP should record any refusal and/or termination of services.

Grade-level counselors are consulted on a regular basis as part of SEMH due to their own expertise, as well as their ability to communicate and coordinate with mental health professionals, community agencies, and parent(s)/guardian(s).

The curriculum utilized in AIG for SEMH may include, but is not limited to:

- Series: Social & Emotional Curriculum for Gifted Students
- I'm Not Just Gifted
- OvercomingObstacles.com
- HarmonySEL.org
- SchoolTools.info
- SENG materials



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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.

CIS is a K-12 charter school that currently serves its students on a single campus. Cooperation of the AIG Coordinator with SLT and SSS ensures communication between all grade levels, K-12. The AIG Coordinator, as well as other SSS coordinators, all serve in a K-12 capacity, ensuring the interventions are carried out in all grades. AIG Coordinator meets regularly with the SLT (school leadership team) of administration and SSS Team to encourage and foster cooperation and communication.

Environmental charter: As part of their individualized enrichment, AIGF students are encouraged to select an environmental issue and utilize enrichment time to further investigate that issue and how it can be incorporated into the subject area of their enrichment.

International charter: As part of their individualized enrichment, AIGF students are encouraged to explore a country of their choice to a further extent that is already explored in their core content or in Global Studies. They are also encouraged to select an international issue and utilize enrichment time to further investigate that issue and how it can be incorporated into the subject area of their enrichment.

Technology initiative: CIS employs a 1:1 laptop ratio in grades 3-12. Students have access to technology to complete AIG assignments (research, presentation, etc).

AIG resources are made available to any teacher. These resources include student materials, differentiation resources, and informational texts about gifted students and their appropriate education.

The AIG Plan Advisory Panel includes administrators from all levels and representatives from all SSS areas, including MTSS, ESL, EC, and the counseling department. Regular communication with all persons on the Advisory Panel occurs, and a record of that communication is kept by the AIG Coordinator. The record is available on Teams for all members of the Panel to access.

The AIG Coordinator regularly attends a variety of meetings to advocate for AIG students and the AIG program. These include, but are not limited to:

▪ SSS Committee ▪ Intervention Team ▪ SLT ▪ CIS School Board	* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. Two components of the AIG Program at CIS seek to encourage the “radiation of excellence” as described by Ward. 1. Extend Tier I activities involve non-AIGF students who have demonstrated mastery of the current body of curriculum and skills who are not AIGF students may participate in small groups with AIGF students. 2. The TD program involves non-AIGF students in AIG program services General education teachers use flexible grouping based on benchmark data and tailor lessons to students’ specific needs. Administrators regularly visit general education classrooms to ensure differentiation is occurring for all students, including students with advanced learning needs. The AIG Coordinator also regularly visits classrooms with AIG students to observe Tier I services. Notes are given to grade-level administrators concerning differentiation. Supports are in place for teachers who are struggling with differentiation. Grade-level administrators oversee these supports. The AIG, MTSS, ESL, and EC Coordinators can all be called upon as experts and resources for differentiation. All students, including AIG, MTSS, ESL, and EC students, are regularly tracked for growth using benchmark data. This includes but is not limited to MC and/or MAP scores, general education teacher pre- and post-assessments, and coordinator-created pre- and post-assessments. The AIG Coordinator keeps a record of scores in the AIGF student’s file. Many students in High School have a flexible period in which they can work with a member of the Intervention Team to ensure a holistic approach to the student’s education is achieved. Staff and students may initiate conversations regarding needs. Middle School students have a “Study Skills” time that may also be utilized for similar services.
* Practice E Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. The AIG Coordinator will be responsible (but not limited to) the following tasks: ▪ The AIG Coordinator will maintain an AIG website for the school for all staff to utilize containing information about AIG regulations, details about the CIS AIG Program, and a copy of the current CIS AIG Plan. ▪ At the beginning of the year, the AIG coordinator makes a spreadsheet showing every K-12 AIGF student. This spreadsheet includes the category of identification (IG, AI, AG, AR, or AM), the grade level, the teacher(s) in the area of identification, the study-skills teacher, and any additional SSS areas. Teachers are also provided with a copy of the student’s DEP each year.	

▪ AIG Coordinator meets with grade levels during vertical planning to advocate for AIGF student needs. AIGF students are noted in PowerSchool so teachers can recognize these students from year to year. ▪ AIG Coordinator meets with PLC groups monthly to discuss issues related to the AIG. ▪ If a student transfers out of CIS to another LEA, then the student file is sent to requesting schools to help ensure a seamless continuation of AIG services. All relevant data about services given, method of qualifying, testing data, DEPs, etc. are sent with transcripts. ▪ Designing and updating the CIS AIG Handbook	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. The CIS AIG Coordinator is the sole member of the AIG Department for the K-12 school. The AIG Coordinator will be responsible (but not limited to) the following tasks: ▪ The AIG Coordinator will communicate the grade-level APs when an AIGF student transitions into a new sub-school (6th and 9th grade) to ensure continued services and to encourage age-appropriate changes or modifications to the DEP. ▪ The AIG Coordinator will communicate test results to the grade-level APs after the universal screening process in 3rd and 6th grades. ▪ AIG Coordinator regularly checks in with general education teachers through grade-level PLCs to determine if student needs are being met and the whole-child is being served. Teachers are encouraged to bring any concerns to the attention of the AIG Coordinator as they become evident. ▪ The AIG Coordinator will check in with all SSS members the student currently accesses at the end of 2nd, 5th, and 8th grades to stay abreast of any issues that may surface in a different manner as the student transitions. 2nd grade is selected as 3rd grade is the first major testing year for students. 5th grade is selected as students transition into middle school at the start of 6th grade. 8th grade is selected as students transition into high school at the start of 8th grade ▪ A meeting is called with each AIGF 8th grader by the grade-level counselor in order to discuss continuation of SEL services.
* Practice G Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration. For all grade levels, the AIG Committee may determine that grade substitution can be used for AIGF students who engage in more advanced work than regular classroom assignments based on similar content and skills. Exemption from assignments is discouraged; substitution is encouraged. Elementary: ▪ Tier I and Tier II services are offered to K-5 students as outlined in their DEP. This may include the highest level of in-class differentiation, pull-out for greater depth and breadth of content within the subject area, interdisciplinary study, or REACH. ▪ A compacted curriculum may be offered for students in Mathematics. This will be primarily offered for those who perform at two or more grade-levels above current grade placement. Greater breadth and depth of content will be encouraged for other subject areas. ▪ Grade level and subject level acceleration is offered for highly gifted students at all grade levels. Students may be evaluated through the Iowa Acceleration Scale to determine if they are a good candidate for acceleration (grade/subject).	

Middle School: ▪ Tier I and Tier II services are offered to grades 6-8 students as outlined in their DEP. This may include the highest level of in-class differentiation, pull-out for greater depth and breadth of content within the subject area, interdisciplinary study, or REACH. ▪ A compacted curriculum may be offered for students in Mathematics. This will be primarily offered for those who perform at two or more grade-levels above current grade placement. Greater breadth and depth of content will be encouraged for other subject areas. ▪ Honors and advanced coursework options are available to students who meet the qualifications. Acceleration options are available for Math I, ELA I, and Environmental Science. ▪ Whole-grade level acceleration is discouraged in middle school due to complications of EOG assessments. However, it will be considered in extreme cases.	High School: ▪ Honors and advanced coursework options are available to students who meet the qualifications. ▪ Students who finish HS coursework early or need extra credits to fill their schedule may take part in the Career and College Promise or Career Technical Education through CPCC and RCCC. In addition, students may take additional courses not offered at CIS from NCVPS. An administrator evaluates students who wish to participate in the community college program or NCVPS to determine if they are a good candidate for the program. Students can either commute to the campus or take distance learning courses on our campus. An administrator supervises students taking distance learning courses. Students are assigned to an independent study course on their schedule to complete this work if working on the CIS campus. ▪ CCP is an option for all 11th and 12th grade students who meet the criteria. AIGF 9th and 10th grade students may participate in CCP in their current grade if and only if they have been identified as IG or AI. ▪ Students who finish high school coursework may be offered an early graduation opportunity. REACH may include opportunities outside of the traditional school setting. These may include engaging with an expert in a form such as interviewing, shadowing, or being in a mentorship program. They may also include summer programs and opportunities during other school breaks.
* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. Forthcoming	* 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. The CIS Program offers the following services: ▪ TD – The Talent Development Program as outlined in Practice 1B

▪ AIG Student Mentoring Program: Older AIGF students may mentor younger AIGF and TD students. They provide academic, emotional, and social support for younger students and underrepresented populations. ▪ Universal screening of students in 3rd and 6th grades is used to identify students in underrepresented populations. The screening tool is the OLSAT 8. This test is given in the fall semester to students. ▪ The AIG Coordinator partners with MTSS, EC - Special Education, ESL, and counselors to determine best service options for students who are Gifted in one area but need supports in another (either MTSS or EC), twice-exceptional, and other underrepresented student populations. ▪ CIS has multiple pathways to identification as outlined in Practice 1B								
* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. CIS offers a variety of clubs and programs that AIGF and other motivated students may participate in. They may include, but are not limited to: ▪ School clubs, Science Olympiad, Odyssey of the Mind, SCRIPS National Spelling Bee, and CIS Art Exhibition ▪ Cultural events in and around Charlotte, as well as CIS's International Extravaganza and an Environmental Extravaganza. These extravaganzas highlight student work. They also bring speakers and presenters in from the community who speak on various topics related to global awareness and the environment. ▪ Use of American Mensa resources and games ▪ CIS AIG Mentoring program ▪ Encouraging students to obtain their Seal of Biliteracy by GLE								
* Ideas for Strengthening the Standard CIS hopes to be able to do more "push-in" and in-class differentiation for its students that fall under Advanced Learning and Gifted Education.								
Planned Sources of Evidence <table><tr><td>* CIS will continue to gather curriculum that supports both in-class and pull-out differentiation</td></tr><tr><td>* CIS has a goal for the staff to undergo increasing amounts of training and professional development in PLCs to support in-class differentiation</td></tr><tr><td>* CIS progress monitors all students in order to assess for growth. Students who need extra supports are placed in MTSS. Students who are well-above their peers are referred to TD.</td></tr></table>	* CIS will continue to gather curriculum that supports both in-class and pull-out differentiation	* CIS has a goal for the staff to undergo increasing amounts of training and professional development in PLCs to support in-class differentiation	* CIS progress monitors all students in order to assess for growth. Students who need extra supports are placed in MTSS. Students who are well-above their peers are referred to TD.					
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Standard 3: Differentiated Curriculum and Instruction	
Carolina International School (13A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 3: Differentiated Curriculum and Instruction	<i>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.</i>
* 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. CIS seeks to provide differentiation for all of the student body. Therefore, CIS teachers are expected to differentiate for ALL students through enrichment, reteach, and extension. Differentiation services that intended to directly affect AIGF students include, but are not limited to: ▪ AIG Coordinator provides guidance for classroom teachers when struggling to help meet an AIG student's particular needs. This includes finding appropriate resources, instruction on differentiated instruction strategies, and acceleration (subject/grade). ▪ AIG services in reading and math allow students to develop critical thinking, higher-order thinking, problem-solving, communication, social, leadership, collaboration, and organizational skills. In many instances, the AIG Coordinator serves as a facilitator, whereas the students take the lead. ▪ Service options on DEPs include curriculum compacting, independent study, learning contracts, grade/subject acceleration. ▪ Time is provided for classroom teachers and AIG Coordinator to collaborate to review resources and strategize how to enrich, extend, and/or accelerate learning for AIG students. ▪ AIG students may use a variety of online resources to provide enrichment in the regular classroom setting. These may include but are not limited to Scholastic Magazine online resources, the Mensa website, and NCDPI Learning Labs. AIGF students are asked to pick a focus area for their enrichment. This focus area serves as a framework for the student choice portion of their enrichment experience. STEM is a common focus area, although many others are possible. Students are encouraged to utilize future-ready skills in their exploration into their focus area.	
* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. The AIG Coordinator seeks to meet this practice through the following measures: ▪ Upon entry into the AIG program all students will be evaluated for their learning styles, areas of intelligence, and personal interests. This evaluation will occur both by student report and teacher report. This data is included on student DEPs and incorporated into the AIG services they receive. ▪ Intended AIG services are outlined in the DEP. However, minor adjustments may be made as deemed necessary to best meet the needs of the student. Major changes will require a conference with parent(s)/guardian(s) as well as one or more members of the student's AIG Committee. ▪ The student will engage in a combination of both a required curriculum and student choice content. The purpose of requiring both is to build a well-rounded enrichment program for each student. The required curriculum must be at least 50% of the child's program. ▪ Students/parents may request Temporary Suspension of AIG Services with parent(s)/guardian(s) consent if they feel that the student is falling behind in their regular education setting. ▪ The AIG Coordinator will work closely with classroom teachers to provide support in using a variety of effective teaching practices to meet the needs of all students and provide opportunities for AIG students to be recognized.	

▪ Regular education teachers are expected to use pre-assessments at the beginning of each unit to gauge student knowledge and build flexible groups based on student needs. Then, teachers build on student knowledge in small groups.	* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.	The AIG Coordinator is provided with planning time to research and identify resources for the AIG Program. The AIG Coordinator is also provided time to attend regional and state conferences to stay abreast of new resources. The CIS AIG Program may use a variety of resources including, but not limited to: ▪ The CIS AIG Library: a collection of student choice books in the areas of fiction and nonfiction ▪ National Geographic ▪ Scholastics magazines ▪ Smithsonian Tween Tribune ▪ Jacob's Ladder ▪ Dimensions Math ▪ Differentiating Instruction with Menus ▪ Math Curriculum for Gifted Students ▪ Khan Academy ▪ Go-Math Tier III ▪ Mensa website ▪ Newsademic ▪ CoreKnowledge.org ▪ Words Their Way ▪ Wordly Wise AIG Coordinator maintains a professional library of books concerning Gifted students and their education for the purposes of offering professional development and training for AIG staff. The AIG Coordinator seeks to ensure that the curriculum and materials used for AIGF students span various media formats, including print, videos, apps, and websites. Students are also encouraged to work in various formats, including traditional worksheets, online applications, Microsoft Teams collaborative software, presentations, artistic expressions, online portfolios, recordings, etc.	* 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.
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The AIG Coordinator is provided with planning time to research and identify resources for the AIG Program. The AIG Coordinator is also provided time to attend regional and state conferences to stay abreast of new resources.

The CIS AIG Program may use a variety of resources including, but not limited to:

- The CIS AIG Library: a collection of student choice books in the areas of fiction and nonfiction
- National Geographic
- Scholastics magazines
- Smithsonian Tween Tribune
- Jacob's Ladder
- Dimensions Math
- Differentiating Instruction with Menus
- Math Curriculum for Gifted Students
- Khan Academy
- Go-Math Tier III
- Mensa website
- Newsademic
- CoreKnowledge.org
- Words Their Way
- Wordly Wise

AIG Coordinator maintains a professional library of books concerning Gifted students and their education for the purposes of offering professional development and training for AIG staff.

The AIG Coordinator seeks to ensure that the curriculum and materials used for AIGF students span various media formats, including print, videos, apps, and websites. Students are also encouraged to work in various formats, including traditional worksheets, online applications, Microsoft Teams collaborative software, presentations, artistic expressions, online portfolios, recordings, etc.

*** Practice E**

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

AIG Pull Out Setting:

- Student scores are reviewed after MC and/or MAPs and quarterly grades are posted. Underperforming students are met with to discuss why they believe they are underperforming. These notes are shared with parent(s)/guardian(s) and the grade-level AP. Strategies for intervention/remediation are discussed. Assessments are designed to monitor student growth in those areas. Cooperation with MTSS, ESL, and EC will occur as appropriate.
- AIG Coordinator may assist the general education teacher in reteaching classroom material.
- Students use personal reflection to determine if they need additional help with a concept.
- Student Learner Profiles are completed shortly after the identification process. It is completed again at the beginning of each school year and updated in student files.

Regular education setting

- Students are formally assessed 3 times each year using Measures of Academic Progress (MAP) and/or Mastery Connect (MC). Students are also assessed at the end of the school year using EOG/EOC format. Classroom teachers also use pre/post-test data from individual units/chapters as benchmark data.
- Flexible groups based on benchmark data and unit assessments are used in the classrooms regularly to differentiate for each student.
- Classroom teachers routinely use pretesting to determine flexible grouping based on student needs. This data is shared with the AIG Coordinator to help meet student needs in the AIG setting.
- The Intervention team will determine the exact areas students need more instruction based on end-of-year testing at the end of the school year. This data will be provided to all teachers (Classroom, EC, ELL, MTSS, and AIG) to begin the school year teaching to the individual needs of their students.
- Student growth is discussed at PLC meetings monthly between MTSS, AIG, grade levels, and administration. Specific student concerns are addressed with the AIG Coordinator as they become apparent.

* Practice F

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

The grade-level APs are responsible for ensuring that all general education teachers differentiate the standard curriculum for both high and low ability/performing students. The APs may seek the support of any of the SSS Coordinators to support the regular classroom teacher with differentiation. These include the MTSS, AIG, EC, and ESL Coordinators.

The AIG Coordinator works to develop a variety of menus for differentiation for general education teachers to use in the four core subject areas.

Teachers in their first 3 years of teaching in North Carolina are also supported with a mentorship program. The mentor teacher may also be called upon for differentiation support.

The AIG Coordinator advocates for all high-ability/performing students. The AIG Coordinator helps to gather data from the general education classroom through observations. The AIG Coordinator also interacts with high-ability/performing students through push-in activities in the general education classroom.

The AIG Coordinator oversees two major types of academic subject area differentiation in Reading or Mathematics.

- In-class differentiation services should benefit all students who demonstrate high ability and high performance. These activities should be completed in the regular classroom. The differentiation is expected to be performed by the general education teacher. The AIG Coordinator may support the general education teacher.
- The AIG Coordinator offers AIGF-only differentiated services in a Push-In or Pull-Out setting. These activities should be at the highest level of differentiation and extension in the content area. These activities should be different enough from the standard curriculum of the class by being challenging and specialized enough that it would be burdensome to expect the general education teacher to do the differentiation or the activities should be a separate curriculum in the same subject area for the purpose of greater depth and breadth.

AI and IG students are encouraged to engage in Pull-Out activities that cross disciplines. These can include activities in the realm of vocabulary, logic, STEM, current events, as well as the two main focuses of the CIS charter: environmental and international. Students in REACH have chosen a more targeted focus that they will work on for their enrichment. AM/AR students will engage in a combination of required and choice curriculum. These students will explore topics and skills in greater depth and breadth. They may explore topics outside the North Carolina Standard Course of Study (NCSCOS) through extension activities, curriculum compacting, or acceleration offered in a Pull-Out setting. Students may also engage in full acceleration into a higher class as deemed appropriate by the AIG Committee. Student choice activities are encouraged to be in a related area. For example, AM students may explore Logic or STEM topics and skills, while AR students may explore spelling or vocabulary topics and skills.								
* Ideas for Strengthening the Standard Continue to gather research-based curriculum that is specialized for Gifted Learners. Use current and record feedback and notes to better utilize the curriculum the next year.								
Planned Sources of Evidence								
* AIG coordinator will continue to attend national and state conferences to be educated in and exposed to new curriculum								
* AIG coordinator will coordinate with the grade-level counselor to strengthen the SEL curriculum.								
* AIG coordinator will continue to develop interdisciplinary activities for IG students that expand beyond Reading, Mathematics, and SEL.								
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Standard 4: Personnel and Professional Development	
Carolina International School (13A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development <i>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.</i>	* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. The CIS AIG Coordinator is a North Carolina AIG-licensed educator. The AIG Coordinator is a member of the AIG Committee, the Intervention Team, Student Support Services (SSS), the School Leadership Team (SLT), and the AIG Plan Advisory Group. The AIG Coordinator is a Life-Long Learner who continually investigates various topics related to AIG students. These topics are identified from a variety of resources which may include, but are not limited to: her/his own personal study library, Duke TIPS, SENG, Davidson Gifted, NAGC, NCAGT, and NCDPI Advanced Learning and Gifted Education Department. In addition, NCDPI offers many supports for AIG Coordinators including, but not limited to: Coordinator Institutes, Regional Meetings, Monthly Meet-Ups, Designated Statewide Office Hours, DPI AIG Webinars. Exploration and participation in these resources serve to ensure the AIG Coordinator creates an AIG Plan and Program that incorporates best-practices. The duties of the AIG Coordinator include, but are not limited to: ▪ Maintains the CIS AIG website ▪ Maintains AIGF and TD student files ▪ Delivers and/or oversees differentiated curriculum to AIGF and TD students ▪ Oversees the screening, referral, and identification process ▪ Provides professional development and training concerning AIG to CIS staff ▪ Serves as the contact person for parent(s)/guardian(s) of AIGF and TD students ▪ Partners with the Intervention team, SSS, and SLT to ensure a holistic approach to the education of AIGF students ▪ Develops, monitors, and evaluates the AIG Plan in cooperation with the AIG Advisory Panel ▪ Advocates for the needs of AIGF and TD students across a wide variety of areas
* 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 program at CIS is run by a single person, the AIG Coordinator, who is responsible for all aspects of the AIG program. The AIG program at CIS employs a Push-In and Pull-Out model. The AIG Coordinator directly and/or indirectly supports the needs of AIGF students through cooperation with the general education teacher and SSS. The DEP of each student outlines how the AIGF student is to be served in a whole-child model which includes academic, intellectual, social, and emotional needs. Upon developing the DEP, strategies and curriculum are discussed and outlined to meet the student's needs in a well-rounded fashion.

The AIG Coordinator works diligently to stay abreast of statewide initiatives and current AIG practices through continued research across several areas of AIG. As the CIS AIG Coordinator is the sole person in the AIG Department, the AIG Coordinator seeks to keep general education teachers, administrators, and the Intervention Team up-to-date and educated on issues related to the AIG Program and AIGF students. These intentional efforts are realized in a variety of settings including, but not limited to PLCs, SSS meetings, Intervention Team meetings, parent/teacher conferences, DEP meetings, and staff meetings.	* 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. Professional Development opportunities are provided to teachers throughout the school year through PLC groups and staff meetings. A list of the topics addressed include, but are not limited to: ▪ Article 9B ▪ Gifted behaviors (both typical and atypical). ▪ Myths in gifted education ▪ Differentiation in the regular classroom setting ▪ Referral process for identifying AIG students Cultural Proficiency Continuum ▪ Giftedness across different cultures (what giftedness looks like in different cultures represented in our student population) ▪ Underachievement in AIG students and ways to address it appropriately PD topics will be included from a consultation of a variety of resources, including but not limited to: ▪ CASES (The Casper Assessment for Social-Emotional Skills for K-12 Students) rubric & list of skills ▪ Duke TIP (Talent Identification Program) ▪ SENG (Supporting Emotional Needs of the Gifted) ▪ Davidson Gifted ▪ NAGC (National Association for Gifted Children) ▪ NCAGT (North Carolina Association for the Gifted and Talented) ▪ NCDPI Advanced Learning and Gifted Education Staff meetings and PLC meetings are mandatory for all staff members. When a teacher misses a meeting due to absence, they must check with the AIG teacher to get the missed material.
* Practice D Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position. The CIS AIG department is comprised of one person. This AIG Coordinator works in both a Push-In and Pull-Out model. The AIG Coordinator oversees Tier I services that are delivered by general education teachers in the regular classroom. Tier I is done in two ways. The first is hands-on: by pushing into the regular classroom. The AIG Coordinator may assist with Tier I differentiation for all high-ability learners. The AIG Coordinator keeps a record of these sessions as well as observation notes. The second method is done by working in conjunction with APs. This cooperation is necessary to ensure that differentiation is being done at both ends of the ability/ performance spectrum. The APs work to ensure that differentiation is being done in all grades and all core subject areas. The AIG Coordinator may partner with the APs when it is determined that a teacher may need assistance with differentiation. The AIG Coordinator may also engage in a pull-out model for higher Tiers of service to supplement and enrich the general education classroom.	

* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. For CIS, the AIG department is made only of the AIG Coordinator. This person serves as the coordinator of the AIG program, the person in charge of professional development and training of other staff, as well as the AIG teacher for all students grades K-12. As part of the AIG survey given to staff members, the AIG will inquire if any teachers are interested in being prepared for the Praxis II in Gifted Education or in taking courses leading to an AIG certificate. The AIG Coordinator will assist as needed in this process. In addition, the AIG Coordinator may encourage staff who have demonstrated they would be excellent candidates to pursue an AIG Add-on license. AIG Coordinator is a member of the School Leadership Team and participates in helping to develop the School Improvement Plan each school year, both in advocating for AIG student needs and PD in AIG topics.	* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. he AIG Coordinator stays abreast of AIG topics through a variety of mechanisms, including but not limited to: ▪ Attendance of NCDPI AIG Coordinator conferences ▪ Participation in state and national Gifted/Exceptional children associations ▪ Upkeep of a library of Gifted education texts for personal and CIS staff use ▪ NCDPI AIG Booster Shots Professional development time is allotted during PLC meetings, staff meetings, and early release PD days. This allows the AIG Coordinator to share AIG news and provide professional development and training to staff. CIS maintains a shared staff drive on the computer network, which includes an area for AIG materials. Yearly training will be provided to teachers on the proper use of qualitative measures that are used in many of the steps of the referral, identification, and service process. Qualitative measures are important to ensure: ▪ identification of students in underrepresented (UR) groups ▪ identification of areas of strength and weakness that should be addressed in the DEP in order to educate the whole-child	* 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. CIS AIG goals include: ▪ Engage in a holistic approach to the education of AIGF students ▪ Develop the TD program to include more students who are in traditionally under-represented groups, as well as students who may not test well ▪ Provide training for all staff to use qualitative measures of giftedness effectively ▪ Ensure that differentiation occurs in the general education classroom by the general education teacher through support and training offered in conjunction with administration
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- Grow a comprehensive AIG curriculum for both academic enrichment and SEMH
- Increase partnerships outside of CIS for AIGF and other high ability/achieving students

The AIG Coordinator seeks to align both his/her own professional development and the professional development he/she offers to staff, with current best-practices. The AIG Coordinator actively seeks. AIG Coordinator prioritizes time and resources to attend regional, state, and national level AIG meetings and conferences. AIG Coordinator is provided time to attend webinars for professional growth during the school day. The AIG Coordinator incorporates tips and advice gained from his/her own professional development into established avenues for communication and training.

* Ideas for Strengthening the Standard

CIS AIG Coordinator will work through grade-level PLCs and sub-school department meetings to provide professional development concerning advanced learners

Planned Sources of Evidence

* A substantial amount of professional development literature was purchased by CIS the first year of the new program. The AIG Coordinator will work through this material to create relevant PD

* CIS, as whole, will be utilizing surveys to determine high priority areas of PD, as ranked by teachers

* The AIG Coordinator requires teachers to fill out qualitative rating scales. The clarifying questions asked by the teachers will be noted to identify areas of where more education is needed.

Documents

Document/Link

Document Template

AIG Standard 4 Additional Resources

N/A

Standard 5: Partnerships	
Carolina International School (13A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	
<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.	
The development of the DEP for each child initiates communication about each student's academic, intellectual, social, and emotional needs and strength. The initial DEP is designed with input from the AIG Committee and parent(s)/guardian(s). DEPs are renewed annually and adjustments are made as deemed necessary. The AIG Coordinator seeks input from members of the AIG Committee, parent(s)/guardian(s) and teachers in order to develop the most appropriate plan for the current school year. An update is sent home at the end of each quarter in regards to the four areas of need: academic, intellectual, social, and emotional. Minor changes to the DEP may be made in order to adjust for student needs. These changes will be recorded and kept with the DEP. Should major changes need to be considered, the AIG Committee may reconvene before the DEP is renewed to write a new DEP. A record of feedback is kept for each DEP. The feedback is reviewed and utilized for the development of the next year's DEP. Parent(s)/guardian(s) of AIGF students may be asked to share with other families about an area in Gifted education in which they are well versed in order to support other families. Efforts will be made to utilize parent(s)/guardian(s) offers of volunteering support or resources in order to foster an AIG community.	
* 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.	AIG information, policies, plan, opportunities, needs, and legislative updates are published on the AIG website for parents. The AIG Coordinator maintains the website. The AIG plan can also be found on the AIG page of the school's main website. Bi-annual AIG information meetings will be held in the fall and spring. Communication is sent to all parents weekly through the Comet Communicator via email. In addition, paper copies can be provided to any family who indicated a lack of internet access at home. AIG Coordinator presents information at the Board Meetings as needed throughout the year. Board meetings are open to all members of the school and community. Other in-person opportunities for information dissemination include Curriculum Night, Open House, and Open interest meetings

AIG Quick Information Guide is available in the front office and digitally for any families who request additional information. Every effort is made to provide information in the native language of families.	
* Practice C Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff. The AIG Plan Advisory Panel includes: ▪ The Head of School ▪ The K-12 Principal ▪ The sub-school Assistant Principals (Elementary, Middle, and High School) ▪ The Testing Coordinator ▪ The grade-level counselors ▪ At least 2 parent(s)/guardian(s) of AIGF students ▪ At least one general education teacher from each sub-school (Elementary, Middle, and High School) ▪ The SSS Coordinators (MTSS, ESL, EC, and AIG) Other staff members are encouraged to offer feedback via surveys and emails to the AIG Coordinator. Members of the advisory panel may be consulted individually or as a collective group. When sufficient feedback and cooperation has been achieved, the principal will present the AIG Plan to the School Board. The School Board may approve the plan or ask for changes to be made.	
* 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. The Comet Communicator is frequently used to keep parents informed about events and topics in AIG. News of AIGF students' awards and pieces of work may be shared, with consent, to the CIS community to help celebrate and share their accomplishments. Families are kept informed about the services and options available to AIG students through the AIG website and DEP meetings. First contact will be made via email or phone. If no reply is received, the AIG Coordinator will follow up with a physical letter sent home. If there is still no reply the grade-level counselor and/or administrator will be contacted to assist in the communication process. Every effort is made to communicate with families in their native languages.	

As of yet no translation services have been needed in meeting with parents for DEPs. As translators become necessary, several staff members from the language department can be called upon to translate for parents. We can also make use of several online programs after being thoroughly vetted by culturally diverse populations for accuracy in translations. Bi-lingual students in upper middle-high school grades can also serve as translators if they are trustworthy.		
* Ideas for Strengthening the Standard		
CIS, as a whole, would like to grow in its partnerships with a variety of community organizations.		
Planned Sources of Evidence		
*	Reach out to community organizations to partnership during the Environmental Extravaganza and seek to continue those relationships outside of that formal programming.	
*	Reach out to community organizations to partnership during the International Extravaganza and seek to continue those relationships outside of that formal programming.	
*	Reach out to community organizations to partnership during the Art Sgow and seek to continue those relationships outside of that formal programming.	
Documents		
Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

Standard 6: Program Accountability	
Carolina International School (13A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	<i>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.</i>
* 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.
	In order to develop an AIG plan in accordance with state legislation and SBE policy, an advisory board was gathered, including AIG personnel, administrators, counselors, EC personnel, teachers from elementary, middle, and high school levels, and parents. This board meets once a month on the second Tuesday at the school campus. A written AIG plan was developed by soliciting ideas from members of the group upon being provided with a copy of the AIG Standards and Practices as well as a copy of the previous AIG plan. The board debated different ideas to be included in the plan and determined the final result. The AIG Coordinator input the ideas for the plan into the CCIP site. Upon completion the AIG Coordinator provided the advisory board members copies of the plan to be reviewed and edited. Members were given a 2-week period to submit any final remarks/ideas. AIG Coordinator corrected any outstanding issues in CCIP. Printed and emailed copies were then provided to the local school board by May 2nd in order to give them time to review the plan. The AIG Coordinator presented the AIG plan to the local school board on May 9th for approval. This will provide time should any changes need to be made before submitting the plan to NCDPI by July 27, 2022.
	The AIG Coordinator met with the following members of the Advisory group to update the CIS AIG Plan to the 2021 standards: ▪ Grade-level counselors ▪ Testing coordinator ▪ MTSS coordinator ▪ Intervention Team ▪ Head of School ▪ Principal ▪ APs of Elementary, Middle, and High School
* 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.
	CIS has established an AIG Coordinator to lead in the development and implementation of the AIG plan. This coordinator must have an AIG Add-On license on their North Carolina Teaching License. This requirement is necessary to ensure the AIG Coordinator is aware of best-practices, as well as issues and concerns related to AIG that must be addressed in the AIG Plan and the AIG Program.
	The AIG Coordinator attends all NCDPI AIG Coordinator Conferences and receives the NCDPI AIG & Advanced Programming Newsletter in order to stay abreast on current AIG topics.

The AIG Coordinator will also be an active member of several educational associations related to Gifted and Exceptional Children, including but not limited to: NAGC (National Association for Gifted Children), NCAGT (North Carolina Association for the Gifted and Talented, and NASET (National Association of Special Education Teachers). The AIG Coordinator works with the K-12 Principal to communicate with the School Board about relevant AIG Program or Plan issues. The K-12 Principal may deem that is appropriate for the AIG Coordinator to speak directly at School Board meetings. These meetings generally occur once a month.	* 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. Resources for the AIG Program are consolidated with the EC (Exceptional Children) Program. The AIG Coordinator meets with the K-12 Principal, the Head of School, grade-level APs, and the Finance department regularly to advocate for resources for the AIG Program. These school leaders determine the appropriate allocation of resources to best meet the needs of the entire student population at CIS. Funds may be allotted for the AIG Program from the EC budget or from the general school budget. The AIG Coordinator keeps a record of the resources requested, the cost of the resources, when they were requested, when the request was approved or denied, and when approved resources were received. AIG Coordinator will work to increase funding for the AIG department through grant writing and community partnerships.	* Practice D Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence. The AIG Coordinator communicates regularly with the Testing Coordinator regarding data points. The AIG Coordinator will gather, at minimum, the following data sources on all AIGF/TD students: ▪ MAP and/or MC scores ▪ EOG/EOC/NC Final Exam scores ▪ BOG-3 scores ▪ Results from qualitative measures For High School students, the following data will also be collected: ▪ Pre-SAT scores ▪ Pre-ACT scores ▪ SAT ▪ ACT ▪ AP/IB/College course grades Student achievement is tracked through a spreadsheet by the AIG Coordinator. A report will be generated at least once a year. This data will be reviewed and discussed at the SSS PLC, the Intervention Team, and the SLT Committee.
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Attrition rates in the form of student transfers are tracked throughout the school year on a spreadsheet. In addition, the Admissions office keeps track of where students transfer to.	* Practice E Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education. The maintenance and analysis of the following data points will be utilized to ensure that all students have an equal likelihood of being identified as AIGF or placed into the TD program: ▪ The AIG Coordinator keeps track of LEA and AIG program demographics through a spreadsheet. This data is shared with administrators and board members. As students are added throughout the school year, the spreadsheet is updated to reflect new demographics. ▪ Universal screening has been added in 3rd and 6th grades to increase referrals in underrepresented populations. ▪ AIG Coordinator tracks continued enrollment from one year to the next, as well as attrition rates and transfers to other LEAs of AIGF/TD students. ▪ The AIG Coordinator analyzes MC/MAP data after each administration (Fall, Winter, Spring) and EOG/EOC at the end of the year. ▪ SSS staff meet regularly to discuss students who receive any intervention services. In addition, students who might need more than one intervention service are discussed during those meetings. The AIG Coordinator will share the data from these sources, and possibly other sources, with the SSS PLCs, Intervention Team, and SLT Committee at least once a year to gather feedback about concerns and suggestions that will be further investigated
* Practice F Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.	The AIG Coordinator collects the following data: ▪ The AIG Coordinator keeps records of his/her relevant education including but not limited to: her/her own professional development, formal coursework related to AIG and licensure, CEUs, memberships to educational organizations, and text materials read. ▪ A record of all PD and training provided to staff regarding AIG students and/or best practices for their education. ▪ A record of CIS staff who demonstrate significant concern for or an aptitude for working with AIG students will be kept. The AIG Coordinator will encourage and offer assistance to prepare the educator for the Praxis II in Gifted Education (5358).. ▪ Administration keeps a record of all instructional staff's credentials including degrees, formal professional development, and licensure areas. The AIG Coordinator will have access to this information.
* 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.	Feedback about the AIG Program is gathered in a variety of ways that may include, but are not limited to: ▪ Surveys are sent to AIGF/TD students, parent(s)/guardians(s) of AIGF and TD students, instructional staff, administration. ▪ Informal notes from the following meetings: SSS PLC, AIG Committee, SLT, IEP/504 for any AIGF or TD student

Parent(s)/guardian(s) and students are asked informally about the AIG program throughout the year in passing and at scheduled meetings (such as DEP or conferences). In addition, teachers are asked in passing and at scheduled meetings (such as staff meetings or PLC groups) for feedback on the AIG program. A parent(s)/guardian(s) newsletter will be sent out if and when any major changes or developments occur at the state or national level regarding Gifted students and/or their education.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. The CIS AIG Program is evaluated in a variety of mechanisms. They may include, but are not limited to surveys, formal evaluation rubrics, and work from the SLT. Survey data may be collected from parents, students, and staff. These results are consolidated into reports and/or spreadsheets for reporting to the stakeholders. Results may be communicated in a variety of methods including, but not limited to: ▪ School AIG website ▪ Comet Communicator ▪ Staff meetings & it's notes ▪ School Board meetings & it's notes Program evaluation data will be shared with the SLT as soon as it becomes available. Survey data will be shared directly after survey windows close throughout the school year so that each set of data will be available in a timely manner.
* 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. CIS safeguards the rights of AIG students, their parents, and families through the following policies. Informed Consent: Parent(s)/Guardian(s) are notified of the intent to refer and identify students at the very beginning of the process, as they are an integral part of identification through the data gathering stage. Once a student has been presented to the AIG Committee a decision letter is sent home notifying the parents. The letter includes a signature form for the parents either giving permission to get services through the AIG department or acknowledging the decision not to provide services. Every reasonable effort will be made to provide the letter and signature forms in the student's native language. All forms must be signed and returned before a student may begin receiving services. Parent signatures are mandatory before additional testing may be pursued for identification or reassessment. Parent(s)/guardian(s) who transfer students to other LEAs have access to the AIG records through a written request to either the AIG Coordinator or the Admissions office. Documents will be provided on the area of identification and data used for identification, progress reports, additional testing data received, annual review, and supporting documents (TIPS Letters, etc.) will be provided to families within 48 hours of written request. Reassessment Procedures: ▪ Students in the referral process or TD students may be reassessed as determined by the AIG Committee. A parent(s)/guardian(s) will be notified that further testing is required and permission for testing will be needed.	

- AIG student performance is tracked throughout the school year to determine if AIG services are inhibiting the student's ability to maintain high performance in class and on assessments. If a student's performance begins to decrease, the AIG Coordinator and classroom teacher hold a meeting with parents to determine ways to increase student performance. If students continue to decline, students may be placed on modified AIG services so as not to miss as much class content. Parents will be included in the process from the beginning and modified services will be provided with parental approval. In severe cases, parent(s)/guardian(s) may request suspension of services in writing. Students may also request suspension of services but must have parental permission, via signature, before services are suspended.
- After reassessment, the AIG Committee may determine that AIG identification is/was not appropriate and that a student should be removed from AIG services. Every effort will be made, including transitioning a student to TD or temporary suspension of services, before removal from the AIG Program.

Transferring from other LEAs:

Students who were identified under the AIGF umbrella of identification or students in the LEA's similar program to TD will be evaluated for CIS's AIG/TD program. Once the AIG file for the student is received from the former LEA, then the AIG Committee will gather to determine if further evaluation/testing is needed for the determination of services. After all data sources have been gathered, the AIG Committee will design a new DEP for the student at CIS.

Conflict resolution:

The CIS Conflict resolution policy is outlined in the Parent/Student Handbook as follows. If a person has a grievance, the person should first speak with whom he/she has a grievance. If the grievance is not resolved, the parent should speak with the Principal or Assistant Principal, who will work to resolve the concern. If for any reason the grievance is still not resolved, the person may submit a written summary to the Grievance Committee via the Head of School. A review will be scheduled after the initial contact and a hearing may follow. The Grievance Committee members consist of a board member, a parent, an administrator, and two teacher representatives.

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* Ideas for Strengthening the Standard

CIS will continue to gather feedback from its newly formed TD program to demo procedures that are planned to be utilized in the new AIG program.

Planned Sources of Evidence

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| * Surveys will be designed to gather data from families about current procedures and programming. |
| * Surveys will be designed to gather data from families about suggestions for procedures and programming. |
| * The School Improvement Team will discuss goals for AIG and TD as part of the School Improvement Plan (SIP). |

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

Carolina International School (13A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/12/2025 

AIG Related Documents

Carolina International School (13A) 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	 CIS Updated AIG Plan

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	

Phrase		Definition