

Overview: Mission/Vision Statement and Funding

Community Public Charter (36G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Community Public Charter has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Community Public Charter local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Mission

With a focus on traditional American values, Community Public Charter engages students in inquiry-based learning to provide them with the skills necessary to ensure their educational, civic, and economic success in life.

Vision

We are a student driven school of academic excellence, molding life-long learners with principled character.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

| State Funding | Local Funding | Grant Funding | Other Funding |
|----------------|---------------|---------------|---------------|
| * \$ 32,666.03 | * \$ 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 for every student to show their strengths and talents.

Student referrals include referral and screening processes in order to be considered for inclusion in the AIG program. The referral process is used to gather information to determine if students meet the necessary guidelines for the AIG program. Should the student not meet the guidelines they may need to go through the screening process. The referral and screening processes are explained below.

Referrals:

Referrals can be submitted by teachers, administrators, students, or parents and are considered for approval on a monthly basis.

The referral process goes through the following steps:

1. Intention of referral is brought to the attention of the AIG coordinator, who will provide both Home and School forms of the Scales for Identifying Gifted Students (SIGS) and Traits, Aptitudes, and Behaviors (TABs) Form. Referring person also communicates intention to refer a student to parents/families via email, phone, or other means of contact.
2. Referral form is filled out by the referring person and submitted to the AIG Coordinator with all relevant data (test scores, work samples, report card) and the SIGS/TABs forms. AIG Coordinator creates a file for each student referred with all submitted information. Student file stays in the office of the AIG Coordinator.
3. SIGS forms are evaluated by AIG Coordinator for Raw Score, Standard Score, and Percentile Rank. Results of both forms (home and school) are recorded on the SIGS Summary Form and included in the student file. TABs scores are calculated and included in the student file.
4. AIG Coordinator consolidates all submitted data onto the AIG Program Summary of Eligibility Form, to be kept in student file.
5. AIG Coordinator brings the referred student file to the MTSS Committee, which meets once each month. Committee looks at all data and determines if the student meets the criteria for entry into the AIG program. Committee determines if further information is needed in the form of additional testing, time for growth, etc.
6. AIG Coordinator records the Committee's decision on the MTSS Committee Decision Form, signed by the teacher, AIG Coordinator, counselor, and administrator.
7. AIG Coordinator informs parents/families, 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.

Screening:

All students in grades 2 and 6 that are not already identified as AIG will be screened using the OL-SAT 8 assessment during the spring semester. STEM/STEM boxes will be made available to every classroom and every grade level for teachers to check out. These will contain activities and all necessary materials to complete the activities with their whole class. This will afford the teacher the opportunities to observe student strengths and talents that might not otherwise be observed.

If further screening is necessary for identification, the AIG Coordinator will perform observations of students in the regular education classroom.

All school wide standardized assessment results (STAR, Check Ins, EOGs) will be screened to determine if students may qualify for inclusion in the AIG program and further information will be gathered to support access to AIG services. EC and EL teachers will notify AIG coordinator when a student is showing signs of giftedness to ensure screening opportunities.

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

k-2

Pathway 1 (IG):

90%ile on standardized measure of aptitude

Pathway 2 (AR, AM, AG): 3 out of 6

Aptitude 90-99%ile on standard measure of aptitude

Achievement: 90-99% on standardized measure of achievement based on local norms (Star/etc.)

Performance: A average in areas of referral (10-point scale)

Portfolio of student work and anecdotal records, including samples from Talent Development services is applicable, showing the student is consistently working 2 or more grade levels above their own.

Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more

Pathway 3 (AI):

Aptitude 90-99%ile on standard measure of aptitude

AND 2 of the following 5

Achievement: 90-99% on standardized measure of achievement based on local norms (Star/etc.)

Performance: A average in areas of referral (10-point scale)

Portfolio of student work and anecdotal records, including samples from Talent Development services is applicable, showing the student is consistently working 2 or more grade levels above their own.

Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more

Identification Grades 3-8

Pathway 1 (IG):

90%ile on standardized measure of aptitude

Pathway 2 (AR, AM, AG): 3 out of 6

Aptitude 90-99%ile on standard measure of aptitude

Achievement: 90-99% on standardized measure of achievement based on local norms (EOG/EOC/MAP/Check In/etc.) Or level 5 on EOG

Performance: A average in areas of referral (10-point scale)

Portfolio of student work and anecdotal records, including samples from Talent Development services is applicable, showing the student is consistently working 2 or more grade levels above their own.

Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more

Pathway 3 (AI):

Aptitude 90-99%ile on standard measure of aptitude

AND 2 of the following 5

Achievement: 90-99% on standardized measure of achievement based on local norms (EOG/EOC/MAP/Check In/etc.) Or level 5 on EOG

Performance: A average in areas of referral (10-point scale)

Portfolio of student work and anecdotal records, including samples from Talent Development services is applicable, showing the student is consistently working 2 or more grade levels above their own.

Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more

Data for AIG identification will be gathered from all staff who work with the student referred including, but not limited to, instructional staff, EL teachers, EC teachers, psychologists, counselors, social workers, and administrative personnel in order to get a complete picture of the learner profile, needs, and potential. Intellectually Gifted (IG) students are defined by the ability to think intellectually at a high level, whereas their academic (testing) scores may not be evident. Students in this category will enter the AIG program through Pathway 1 with the use of a standardized measure of aptitude (Sanford Binet, OLSAT, etc.).

Students will be classified as Academically Gifted Reading (AR), Academically Gifted Math (AM), or Academically Gifted Both (AG). These students will enter the AIG program through Pathway 2.

Students who show both intellectual and academic abilities will be classified as Academically and Intellectually Gifted (AI). These students will enter the AIG program through Pathway 3.

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| Grade Span | Academically Gifted - Reading only | Academically Gifted - Math only | Academically Gifted - Reading & Math | Intellectually Gifted | Academically and Intellectually Gifted |
|------------|------------------------------------|---------------------------------|--------------------------------------|-----------------------|--|
| K-2 | * | * | * | * | * |
| 3-5 | * | * | * | * | * |
| 6-8 | * | * | * | * | * |
| 9-12 | * | * | * | * | * |

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

LEA Demographics:
 Total enrollment: 607 students
 Male: 303
 Female: 304
 (AM) American Indian or Alaska Native: 1 (1M)
 (AS) Asian: 1 (1F)
 (BL) Black or African American: 13 (7M, 6F)
 (PI) Native Hawaiian or other Pacific Islander: 1 (1F)

(WH) White: 533 (266M, 267F)

Hispanic or Latino: 23 (13M, 10F)

Multi-ethnic: 35 (16M, 19F)

EC: 87 (54 boys, 33 girls)

AIG Demographics

A total of 10 students transferred to CPC who were previously identified as AIG.

Male: 4

Female: 6

(AM) American Indian or Alaska Native: 0

(AS) Asian: 0

(BL) Black or African American: 0

(PI) Native Hawaiian or other Pacific Islander: 0

(WH) White: 9 (5F, 4M)

Hispanic or Latino: 0

Multi-ethnic: 1 (1F)

EC: 0

The AIG teacher works closely with both the EC and EL Coordinators to make sure students in both areas are considered for the AIG program. Once a candidate is discussed, observations and testing may occur. EC and EL teachers are briefed on the types of behaviors AIG students display.

Universal screening is used in grades 2 and 6 to identify under-represented populations.

Student portfolios are used to identify students who may not test well but show above grade level ability.

EL students who read 2 grade levels above in their home language may also be referred for AIG identification.

Staff will receive training on the characteristics of giftedness across different cultures and on atypical gifted behaviors in an effort to increase referrals of under-represented populations.

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| <p>AIG Student demographics are tracked by the AIG Coordinator. AIG Demographics at CPC may or may not reflect national trends as CPC is a charter school (school of choice) and our enrollment is determined by lottery.</p> <p>Local school norms will be used when looking at all data.</p> <p>The AIG Coordinator monitors school wide student data during all beginning, middle, and end of year academic testing to monitor for students who need to be brought to the classroom teacher's attention for possible referral as well as to monitor for underrepresented populations.</p> <p>The screening, referral, and identification process is monitored throughout the school year by members of the MTSS team to determine if the current strategies are effective and equitable across all student populations and offer suggestions for improvement to address any issues.</p> |
| <p>* Practice D Monitors the screening, referral, and identification processes for consistent implementation across the LEA.</p> <p>The pathways document, outlined in Practice C, clearly indicates qualifications for all students across grade levels K-8 for identification. The pathways document is always referred to with each student referral to determine if the student meets qualifications for identification.</p> <p>A checklist (Eligibility Form) is used to keep track of student data for identification. This Eligibility Form is kept in student data folders and presented to the MTSS Committee upon identification meeting.</p> <p>AIG Coordinator monitors school wide student benchmark testing to determine if students need to be brought to a teacher's attention for possible referral. Students who need additional screening are observed by several committee members using the same observation form. Once the observations are completed, everyone reports their findings to the MTSS Committee and forms are included in the student file.</p> <p>MTSS Committee, which includes AIG Coordinator, MTSS Coordinator, teachers, administrators, and parents, determine as a group which students meet criteria for AIG approval. This helps to ensure continuity in the screening, referral, and identification process.</p> <p>All staff are trained during the protected teacher workdays for PD throughout the school year as well as during PLC meetings in the referral and screening processes. Booster trainings are provided throughout the year to remind teachers of the steps for consistent implementation of the referral and screening processes.</p> <p>Documentation paperwork is kept by the AIG Coordinator, including paperwork for students not identified/included in the AIG program. This will allow documentation to be saved in case of future referrals/re-referrals. Upon student transfer to another school/LEA the documentation will be included in the student's cumulative folder and transmitted to the new school placement.</p> |
| <p>* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ families, students, and the community-at-large</p> <p>AIG Coordinator represents the AIG program throughout the school year at various school functions including, but not limited to: Open Interest Meetings, Open House, Curriculum Night, Round Table Meetings, Board Meetings. During these functions the AIG Coordinator will distribute information about the screening, referral, and identification processes to all stakeholders.</p> |

AIG Coordinator attends PLC grade level meetings to train teachers in the proper method of referring, screening, and identifying AIG students.

AIG Coordinator updates the school AIG webpage with resources, information, and news about the AIG community. The AIG website is directly linked to the school website for easy access to all stakeholders.

AIG Coordinator has created a quick guide for parents on the AIG referral process for the school which can be provided by admissions staff to parents in digital or hard copy formats. The quick guide will be translated into various languages to meet the needs of the parents and other stakeholders. These guides will be available in the front office for community members and will be provided to prospective families along with registration materials.

AIG Coordinator attends Board Meetings at the discretion of the board members for an annual update on the AIG program.

AIG Coordinator hosts Parent Interest Nights twice a year, in the fall and spring.

An AIG newsletter will be produced on no less than a quarterly basis which will detail the current activities within the program as well as information on the screening, referral, and identification processes.

*** Practice F**

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

Students can be referred to the AIG program by staff members at CPC or parent referral. Staff members include any teacher who has worked with the student including, but not limited to, teachers, department coordinators, administrators, counselors, support staff, coaches, EC teachers, and AIG teachers.

1. Parents are notified of the intent to refer their student by the referring staff member when the referral for the AIG program is submitted to the AIG Coordinator.

2. Upon referral to the AIG program, a student file is created and maintained by the AIG coordinator. File includes:

Referral form

All testing data (aptitude and achievement) used for identification purposes

SIGS forms (home, school, summary)

TABs form

Work samples/portfolio

Awards received

Report cards/progress reports

Summary of Eligibility form

3. Parents can make an appointment with the AIG department to review student files.

4. MTSS committee meets to determine if a student qualifies for AIG services. Upon a decision, a letter is sent to parents notifying them of the committee's decision. If a student is admitted to the AIG program a letter of identification is sent to the parents and a copy is retained in the student AIG file. In the event that a student does not meet the qualifications, a letter is sent to the parents letting them know that the student can reapply in the following school year and a copy is retained in the student AIG file. If a student is close to meeting the qualifications, notification is sent to the parents that the student can be included in the Talent Development program and a time frame for automatic reconsideration for AIG qualifications is disclosed and a copy is retained in the student AIG file. If additional testing is needed a request for additional testing is sent to parents and a copy is retained in the student AIG file.
5. Student files information will be shared with parents/families at the signing of their students' Differentiated Education Plan (DEP) or upon request.
6. AIG Student files are secured in the AIG Coordinator's office at all times. Files can be shared with the admissions office to be faxed to transfer LEAs by written request. Upon unenrollment at CPC, AIG files transfer to the on campus student permanent file. AIG files will be maintained as long as the student cumulative folder is maintained.

*** Ideas for Strengthening the Standard**

Ideas for Strengthen the Standard:

- Work to obtain multiple Universal Screening Tests, like the Naglieri Nonverbal Ability Test (NNAT) in order to improve identification for under-represented populations.
- Create a standardized presentation or video to explain the screening, referral, and identification processes and disseminate to all stakeholders each year.
- Write an article for the school wide newsletter about AIG screening, referral, and identification processes.
- Hold Parent Interest Nights each quarter instead of each semester.
- Create an AIG Student and Parent handbook. Have the referral process included in overall CIS staff handbook for all staff members.

Planned Sources of Evidence

- * Student files in AIG Coordinator's office
- * Pathways document
- * Board Meeting minutes
- * Eligibility form
- * MTSS Committee agenda and notes
- * Demographics report from PowerSchool

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

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

AIG students receive an hour of AIG instruction in each area of identification per week in a pull out setting. Students are pulled with other AIG students on their level in order to foster collaboration and communication skills.

Students identified as AR work on novel studies. Novel studies include comprehension, grammar, vocabulary, art, puzzles, etc. based on a novel.

Students identified as AM work part of the allotted time on math concepts at their level and part of the time on STEM activities, solving real world problems that are aligned to the state curriculum.

Students choose a series of challenges based on their own interests and work to solve those problems using the STEM method (Ask, Imagine, Plan, Create, Improve, Communicate, Reflect). Students work in small groups, partners, or individually, based on student and activity needs.

AG students will receive an hour of reading services and an hour of math services with the AM or AR students on their level.

AI students will be placed with the AM/AG/AR students based on the data from their aptitude testing. Students with strength in nonverbal will be placed with AM, those with verbal strengths will be placed with AR, and those with strengths in both will be placed with AG.

TD students are served with the identified AIG students in the area of talent to offer an opportunity to develop the talents. This also gives the students a chance to work with other students on a higher level.

Services are provided during the time of their identified area's regular classroom block (i.e. AR students are pulled from their reading class, AM students are pulled from their math class) as much as the school and AIG Coordinator schedules allow.

AIG Students spend a majority of their time with their regular education teacher. Regular classroom teachers differentiate to provide each of their AIG students with rigorous work appropriate for the student. AIG Coordinator works closely with the regular classroom teachers to determine if more help is needed in differentiating for the AIG students through coaching, resource development and support, content acceleration training, and through PLC meetings and PD training.

At the beginning of each school year each classroom teacher will be notified of AIG students in their classes and will be provided with a copy of their Differentiated Education Plan.

Students who are 2E or are EL will have their specific needs met in AIG setting based on their IEP/504 or LIEP plans.

AIG students who begin performing poorly in core classes will meet with the AIG coordinator to discuss the decline in performance. A plan will be put in place after meeting with classroom teachers in order to meet the student's needs. Possible actions may include one on one tutoring in areas of decline, pausing AIG services (at the request of a parent), and weekly check-ins with the student.

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

*** Practice B**

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

CPC has a focus on American values. Every month has a specific “core virtue” and these virtues are stressed daily. Examples of the virtues are responsibility, respect, honesty, curiosity, generosity, and many others. Every student is instructed on the meaning of each virtue and how they connect to our daily lives.

AIG Mentoring Program: Beginning in plan year 2, students in middle school in the AIG program will mentor AIG students in Elementary School. Mentor program will include emotional support, organizing tips, general tips pertaining to succeeding at the next level of their education, and camaraderie with other AIG students.

STEM boxes are available for classroom check out and include SEL Escape Rooms with the following topics: Executive Functioning, Coping Strategies, Conflict Resolution, Managing Emotions, Growth Mindset, and Positive Thinking. These can be used with the whole class.

AIG Service Project: Each school year the AIG student population will work together to complete a service project. The AIG department has partnered with the Appalachian Wildlife Refuge to host a Wands for Wildlife Wandaizer. Students will create posters to be hung around the school, go class to class to present the object and goals of the Wandaizer to peers and teachers, create fliers that will be handed out to students, create a video that can be shared with parents, collect wands from classrooms, clean and package the wands for shipping, and present the service project to the school board at the May board meeting. This service project will tie into our American Values Charter area of “compassion”, “mercy”, “stewardship”, “service” and “charity”

AIG Coordinator regularly checks in with regular education teachers through grade level PLCs to determine if student needs are being met. Teachers are encouraged to bring any concerns to the attention of the AIG Coordinator as they become evident. If the needs are social or emotional in nature the school counselor will also be present in the meeting.

AIG students have the option of visiting the AIG Coordinator as needs arise to discuss any topic they are struggling with, whether it is academic or emotional wellbeing.

The DEP includes a personal goal for each AIG student. These may be of a SEL nature. Any school personnel that works with an AIG student will be made aware of these goals and needs.

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| <p>As the AIG Plan Renewal time occurs various stakeholders will be united to make suggestions to strengthen the AIG Plan and plan for the SEL needs of AIG students. These stakeholders include, but are not limited to AIG teachers, classroom teachers, counselors, EC staff, EL teachers, parents, and administrators.</p> |
| <p>* Practice C Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.</p> <p>The AIG department remains connected to all school initiatives including:</p> <p>Eureka Math initiative: CPC uses the Eureka program k-8. Teachers are encouraged to share Eureka testing information with the AIG Coordinator in order to better tailor their AIG services to each student's specific needs. AIG Coordinator also guides classroom teachers in enrichment activities for AIG students while in regular classroom settings.</p> <p>American values charter: Novels and STEM activities are based on the school initiative of Core Values (respect, responsibility, diligence, gratitude, generosity, courage, honesty, justice, compassion, forgiveness, joy, hope, heroism. The AIG coordinator has also linked AIG directly to the Core Virtues in order for AIG students to better understand how they connect to themselves in an AIG capacity.</p> <p>Technology initiative: CPC employs a 1:1 laptop ratio in grades k-8. Students have access to technology to complete AIG assignments (research, presentation, etc).</p> <p>AIG resources are made available to any teacher. Resource books are kept in the AIG coordinator's office. A list of resources is provided to teachers at the first PLC grade level meetings of each school year and maintained on the school staff shared drive. The list is updated as new resources are obtained.</p> <p>Learning Focused Planning initiative: This approach to planning lessons is being implemented school wide for all staff who work with students including AIG. This will allow the lessons to be tailored to the needs of the students through intentional planning and the use of essential questions.</p> <p>AIG Coordinator meets regularly with administration, EL and EC Coordinators, and the school board to stay abreast of changes in policy, share AIG policy changes, and advocate for AIG students and their families.</p> <p>The AIG Coordinator reviews all AIG related policies at the school and recommends changes in order to advocate for AIG students.</p> <p>The AIG Coordinator maintains a resource library for all teachers across the school in order to meet the needs of AIG students in other classroom settings.</p> |
| <p>* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.</p> <p>Talent Development Program: Students will work with the AIG Coordinator for 30 minutes a week to develop areas that may prevent them from being formally identified as AIG. These groups will meet only as long as a student is not formally identified as AIG and will be based on individual student needs.</p> <p>AIG sessions with the AIG Coordinator are pulled by grade level as the school bell system allows. Students can work in teams, groups, or individually based on the activity requirements and limitations of the group. When a student is subject accelerated (participating in math/ELA in the next grade level without whole grade acceleration) they will be pulled with the grade level with which they have that subject area.</p> |

Within AIG students are tracked with assessment data and are grouped accordingly within the grade level AIG session. AIG students are grouped in flexible groupings in the regular education classrooms K-8 based on this data as well.

Students in subject acceleration are grouped with their accelerated class as opposed to their grade level class. For example, a 5th grader taking 6th grade math will have AIG services with the 6th graders.

Classroom teachers use flexible grouping based on benchmark data and tailor lessons to students' specific needs. Classroom teachers keep a record of the differentiation they offer the AIG students on a Differentiation Log.

The school groups students heterogeneously to create classes. The administration has attempted to group them homogeneously in the previous school year. They are looking for teacher input in classroom grouping for future school years and will be looking at the classroom data in order to support effective grouping of students. The AIG Coordinator will provide administration with research to support best practices for grouping of AIG students.

*** 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.

Professional development will be provided throughout the school year for staff and will include topics such as AIG plan specifics, state legislation around gifted education, services provided for AIG learners, and how each stakeholder is integrated into the AIG schoolwide plan.

At the beginning of the year classroom teachers are notified of any AIG students they have as well as their areas of service. Once a DEP is written for the school year a copy is provided to each teacher for that student in order to provide differentiated learning meeting their goals and service options across all curricular areas. The AIG coordinator meets with each teacher to review the goals in each DEP and to make sure the classroom teacher understands the goal and how to implement them in the classroom.

AIG Coordinator meets with PLC groups monthly to discuss AIG topics and regulations. Changes in AIG regulations and policies at a state/national level are posted on the "news" section of the school AIG website.

All members of the MTSS Committee are provided with a full text version of the school AIG plan. It is also posted to the school AIG website and saved on the Staff Shared Google Drive on the school server for access by all staff.

CPC AIG Plan At a Glance pamphlet is also shared with staff members for quick reference to AIG identification requirements.

A PowerPoint presentation has been created to share with the school staff in regards to screening, referring, and identifying AIG students. This has also been posted to the AIG website.

An AIG Handbook will be created for staff to better understand the processes and policies relating to AIG. This will be sent to all staff members digitally but can also be provided in print format as requested. This handbook will include frequently asked questions and myths about gifted students.

The AIG website has been established and continues to be updated to include information about the AIG program and services to parents, students, teachers, and the community.

*** Practice F**

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

At the beginning of the year the AIG coordinator makes a spreadsheet showing every AIG student school wide, their grade level, teachers, and area of service. This data is then broken up by grade level. Teachers who have AIG students in their classes are provided a copy of the spreadsheet, which includes only the students they teach. Teachers are also provided with a copy of the student's DEP each year, listing a student's academic and personal goals as well as their social and emotional needs.

Vertical alignment teams meet as part of PLCs. AIG Coordinator meets with grade levels during vertical planning to advocate for AIG student needs. AIG students are noted in PowerSchool so teachers can recognize AIG students from year to year. The AIG coordinator also sends a list of AIG students and their areas of service to teachers when the school year begins and student schedules have been set, so they are aware of the services their students will be receiving and the need to differentiate learning in the regular classroom setting.

When transitioning from elementary to middle school, the AIG coordinator will meet with various school personnel in order to ensure that the student's DEP includes support for transition. These will include school counselors, receiving teachers, EC staff, MTSS staff, and administration.

*** 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.

Professional development is provided to staff to explain various forms of acceleration, including grade level, subject level, and curriculum compacting.

Grade level and subject level acceleration is offered for highly gifted students at all grade levels. Students are evaluated through the Iowa Acceleration Scale to determine if they are a good candidate for acceleration (grade/subject). All stakeholders provide input in the decision making process including teachers and other staff, parents, and the student involved. When acceleration occurs an IDEP will be created for the student which will outline services provided which may include virtual options through the NC Virtual Academy or other distance learning options, as well as a long term plan for future coursework/programming.

Early admission to kindergarten students are automatically placed in the talent development program until formal identification in the AIG program occurs.

Advanced math is offered to all students in grades 4 and above who scored a 5 on their previous math EOG. Math 1 is assigned to all rising 8th graders who score 5 on the 7th grade Math EOG.

CPC is building relationships to provide internships and mentorships within the community with local law firms, restaurants, the court house, banks, real estate offices, etc.

*** Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

The Talent Development Program is considered for students who miss qualification for the AIG program by one or two requirements. AIG Coordinator will work with students on the specific areas of weakness which keep them from being formally identified as AIG. Students are reevaluated throughout the school year to determine if they qualify for identification. The data for the Talent Development program is evaluated multiple times each year in order to determine how to respond to the students' individual needs and in order to educate the stakeholders to reframe the lens, shift mindset, and shape future policy.

AIG Student Mentoring Program: Starting in plan year 2, older AIG students will mentor younger AIG students to provide academic, emotional, and social support for younger students and underrepresented populations.

Universal screening of students in 2nd and 6th grades is used to identify students in underrepresented populations. The screening tool is the OLSAT 8. This test is given in the spring semester to students.

Before AIG services begin each year the AIG Coordinator will conduct STEM whole class activities across all classes schoolwide in order to activate student potential as well as instruct classroom teachers on how they can utilize these activities in their classrooms yearlong. STEM boxes are developed by the AIG Coordinator which include a lesson and all necessary materials for a variety of grade levels. Teachers may check out the kits to do whole group lessons in the regular classroom setting. This gives teachers the opportunity to observe their students through the STEM process. Observation forms will be provided for each lesson to inform the teacher what they should be looking for and provide a place for teachers to record the observations. These will support portfolio submissions in the referral process.

AIG Coordinator partners with EC, EL, and counselors to determine best service options for twice exceptional and underrepresented student populations.

Student survey of the AIG program is conducted in the 2nd quarter to determine if the program is best meeting the needs of all gifted learners and what services should be added, with particular attention paid to underrepresented populations.

*** Practice 1**
Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

Have a bulletin board for community sponsored programs and events for students. Programs are also added to the school AIG website on the calendar and news pages as well as in the school and AIG newsletters.

Speakers in several fields are invited to campus during STEM Engineering Week to inspire innovation and interest in our AIG student population.

Summer enrichment programs from the community are advertised in the school newsletter and a central bulletin board and will be posted in several languages.

Wednesday Challenges will be established in K-2, 3-5, and 6-8 in order to foster development of thinking skills and creativity in solving a challenge. These challenges will be given on Wednesday and answers will be submitted on the following Monday. The winners of the challenges will be posted on the next Wednesday along with the new challenge.

AIG Service Project: Each school year the AIG student population will work together to complete a service project. The AIG department has partnered with the Appalachian Wildlife Refuge to host a Wands for Wildlife Wandaizer. Students will create posters to be hung around the school, go class to class to present the object and goals of the Wandaizer to peers and teachers, create fliers that will be handed out to students, create a video that can be shared with parents, collect wands from classrooms, clean and package the wands for shipping, and present the service project to the school board at the May board meeting. This service project will tie into our American Values Charter area of "compassion", "mercy", "stewardship", "service" and "charity"

Annual events at CPC have not yet been implemented due to Covid restrictions, however we look forward to offering many opportunities to partner our students with our community, including Biztown and Junior Achievement.

*** Ideas for Strengthening the Standard**

The AIG coordinator will work to seek partnerships with UNCC to offer extracurricular opportunities for our students.

Create AIG Fair (like science fair) to allow AIG students to showcase their talents

Create a pamphlet on student acceleration options as well as best practices on acceleration for teachers, families, and administration.

Planned Sources of Evidence

- * Differentiation logs from classroom teachers AIG Lesson Plans
- * STAR testing data
- * List of resources maintained by AIG Coordinator for all teachers
- * Minutes from meetings with staff members
- * AIG Mentor program Student surveys
- * Master Schedule
- * AIG Lesson Plans
- * AIG Coordinator's lesson plans

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

Standard 3: Differentiated Curriculum and Instruction

Community Public Charter (36G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

CPC teachers are expected to differentiate for ALL students through enrichment, reteach, and extension.

AIG Coordinator provides guidance for classroom teachers when struggling to differentiate learning to help meet an AIG student's particular needs. This includes finding appropriate resources, instruction on differentiated instruction strategies, and acceleration (subject/grade) as well as co-teaching classes as needed. Teachers are expected to log the differentiated strategies they employ with their AIG students on a weekly basis. Students are often differentiated on the same standards being taught to all students by diving deeper into that particular standard topic.

Students are grouped in regular education classrooms in order to work with other students of similar needs, abilities, and interests. These groups are flexible and change to meet student needs.

AIG services in reading and math provide students opportunities to develop critical thinking, higher order thinking, problem solving, communication, social skills, leadership, collaboration, and organizational skills through the use of novel studies and STEM activities. In many instances the AIG Coordinator serves as a facilitator whereas the students take the lead.

CPC would like to have a 1:1 laptop ratio. They use programs including but not limited to Star and Freckle to provide students with targeted individualized instruction. For AIG students, this provides both acceleration and enrichment.

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 during PLC planning times.

The AIG Coordinator is continually evaluating different AIG programs, such as William and Mary, in order to continue serving AIG students at our highest level possible.

*** Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

Upon entry into the AIG program all students complete a learning styles and interest inventory. This data is included on student DEPs and incorporated into the AIG services they receive. Students are also able to choose STEM challenges based on their interests.

AIG lessons can be accelerated or changed based on the student's needs at any particular time.

Regular education curriculum can be compacted as needed to meet student needs. Highly gifted students may be evaluated using the IOWA Acceleration Scale to determine if they are good candidates for grade or subject acceleration.

AIG Coordinator works 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 use pre-assessments at the beginning of each unit to gauge student knowledge and build flexible groups based on student needs. Teachers build on student knowledge in small groups.

All classrooms employ the Learning Based practice of Essential Questions in order to provide a focus for rigor, complexity, and depth in each lesson.

Enrichment and extension activities are planned for each unit to maintain student focus and motivation, as well as build upon student knowledge.

Support for classroom teachers is provided in PLC meetings throughout the year as well as during grade level planning time in order to provide and employ diverse and effective (best practices) instructional practices.

*** Practice C**

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

AIG Coordinator is provided with planning time to research and identify resources to be used with AIG students. AIG Coordinator is also provided time to attend regional and state conferences to stay abreast of new resources available.

AIG program incorporates novel studies on a variety of topics and levels to maintain student interest while developing high order thinking. The novel studies for each grade level are as follows:

K: The Gruffalo, The Adventures of Beekle, Memoirs of a Hamster, Pigeon books by Mo Willems

1: The Chicken Squad, Winnie the Pooh

2: Rump: the True Story of Rumpelstiltskin, Stuart Little

3: Flora & Ulysses, The One and Only Ivan

4: Tuck Everlasting, Bridge to Terabithia

5: Alice in Wonderland, From the Mixed up Files of Mrs. Basil E Frankweiler

6: Princess Bride, Pay It Forward

7: The Hunger Games, Wrinkle in Time

8: Murder on the Orient Express, Hidden Figures

Novels are chosen for each grade level based on lexile levels, student interests, grade level curriculum topics, issues mirrored in society, and major issues such as good and bad, point of view, etc. Lists of appropriate novels for gifted learners have been consulted from The Davidson Institute, Hoagies Gifted Education, William and Mary, etc.

The AIG program includes math instruction on each child's individualized level through the use of the Eureka curriculum and other resources provided by NCDPI.

The AIG program includes STEM activities where students will be expected to solve real world problems through research, brainstorming, planning, innovation, reflection, and communication both in teams and as individuals.

AIG Coordinator maintains a library on a variety of topics and genres for AIG students to check out. New books for the library are chosen with student reading trends in mind and also by student request.

AIG Coordinator maintains a professional library of books, games, and other resources for use by classroom teachers. A list of available resources is provided to all teachers and posted on the school AIG website and shared staff Google Drive. STEM boxes are also kept and will be available for check out to regular classroom teachers.

Bibliotherapy library is available to all teachers and covers a variety of topics to meet students' needs. This collection is housed in the office of the AIG Coordinator.

*** Practice D**

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

AIG Pull Out Setting

Novel studies focus on higher level vocabulary in order to foster communication. Students have to use Depth of Knowledge Levels to answer the questions about the stories at a higher level (strategic thinking and extended thinking). Students work in teams to solve real world problems. Teams include a leader and students are encouraged to solve the problems using novel approaches.

AIG students engage in a service project in the spring semester to help foster leadership skills and collaboration.

In Regular Education Settings

Students are seated in flexible groups and encouraged to take leadership roles in the groups. Leadership roles change frequently, giving everyone an opportunity to demonstrate leadership. Students are given guidance lessons on a range of topics including, but not limited to, leadership, growth mindset, communication, friendship, and organization

STEM boxes are provided to teachers to encourage students to think critically to solve problems as teams.

Critical thinking skills are embedded in all curricular areas.

*** Practice E**

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

AIG Pull Out Setting:

Flexible and student groups are formed based on data collected in the classroom, both formative and summative. Students are formally assessed 3 times each year using STAR and NC Check Ins. EOG/EOC data is also collected at the end of each school year.

AIG Coordinator uses the information from the NC Check Ins to reteach missed skills during AIG services. NC Check Ins provide data showing what concepts a student is lacking and where more instruction is needed.

AIG Coordinator prepares students for EOG/EOC testing by reviewing released tests with students and re-teaching as needed.

Students use personal reflection to determine if they need additional help with a concept or if they fully understand the 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.

The AIG Coordinator provides a PD on the use of assessments, both in administering and in analyzing data, in order to meet the needs of gifted learners and how to differentiate curriculum based on the outcome of the assessment process.

Regular education setting

Students are formally assessed 3 times each year using STAR and NC Check Ins. Students are also assessed at the end of the school year using EOG/EOC format.

Flexible groups based on benchmark data and unit assessments are used in the classrooms on a regular basis to differentiate for each student. The classroom teacher and AIG Coordinator work together to determine the best flexible grouping strategies to meet student needs of interest and readiness.

Classroom teachers in grades 3-8 use data from the 3 NC Check Ins to provide more instruction on areas of weakness in mathematics.

Classroom teachers routinely use unit 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 MTSS department, of which AIG is a part, will determine at the end of the school year exact areas students need more instruction based on end of year testing. This data will be provided to all teachers (Classroom, EC, EL, 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**

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

Classroom teachers and the AIG Coordinator teach students to set personal and academic goals that are realistic and measurable. Oftentimes the personal goals address each students' own social and emotional needs.

A professional library is provided to all teachers with a variety of topics related to the social and emotional needs of gifted students including titles such as How the Gifted Brain Learns, 101 Success Secrets for Gifted Kids, Educating Gifted Students in Middle School, and The Social and Emotional Development of Gifted Children.

Bibliotherapy library is provided to teachers and covers a wide variety of topics to meet students' needs. This collection is housed in the office of the AIG Coordinator.

Novel study themes are built around "big ideas" such as truth, service, compassion, prejudice, coming of age, death, and giftedness to support social and emotional development of gifted students. These studies often expose students to multiple points of view on a range of topics as well as exposing students to cultural truths that are outside their purview to help combat stereotypes.

The AIG specialist works closely with MTSS and counseling departments to gather, monitor, and discuss social emotional data, such as behavior referrals, attendance data, discipline data, observations of students, to determine interventions that can be implemented by appropriate staff members to meet the needs of gifted learners throughout the school.

*** Practice G**

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

CPC is a K-8 charter school. AIG identification opportunities begin in Kindergarten. All students in early kindergarten enrollment are identified as AIG. Beginning in the second semester, Kindergarten students who excel in their classrooms are referred by their teachers for consideration for AIG identification.

A Talent Development program has been established for K-8 students who need extra opportunities to qualify for the AIG program. These students work with the AIG Coordinator for 30 minutes each week to develop areas of weakness that keep them from being formally identified as AIG.

STEM boxes are available for elementary teachers to check out to use with their full classes. All materials and lessons are provided in the box. This allows all students to have access to advanced content and gives classroom teachers the opportunity to observe students' behaviors through a variety of educational experiences and challenges.

All teachers at CPC are expected to provide differentiated lessons to their students. The AIG Coordinator works closely with regular classroom teachers to provide appropriate level work for all AIG students while in the regular classroom setting. Differentiated work and strategies for AIG students are tracked by classroom teachers and recorded on a differentiation log. The log is then submitted to the AIG Coordinator monthly.

In addition, the AIG Coordinator provides a STEM lesson for each K-3 at the beginning of the school year. Afterwards teachers can check out STEM boxes to use with the whole class at any time of the year. This allows the AIG teacher to observe all students in each class for possible inclusion in the regular AIG/TD program. Through this, teachers can observe students strengths, recognize potential, and respond to opportunity gaps, especially in students that normally go unnoticed.

The AIG Coordinator also sends the Advanced Learning Lab links to teachers for distribution to families of all students. A new lab link will be released to families once every 2 weeks.

*** Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

Regular education teachers routinely share their newsletters with the AIG teacher, informing them of the topics to be discussed each week in reading/math. This helps the AIG teacher coordinate lessons within the regular education setting to make sure AIG students do not have gaps in their core knowledge.

MTSS meets with the AIG Coordinator when setting the PLC agenda for inclusion of AIG topics to be discussed with all teachers. When meeting with teachers the AIG coordinator will use guiding questions to determine if the needs of gifted learners is being met as well as assisting teachers with reflection on their differentiation practices. Monthly PLC meeting times are protected.

Classroom teachers are beginning the implementation of the Learning Focused Lesson Plan which will allow them to take the existing curriculum and adapt it to meet the needs of all students in their classroom. Unit plans are evaluated by classroom teachers, the AIG Coordinator, and administrators using guiding questions to determine if AIG student needs are being met in terms of proper acceleration opportunities, opportunity to expand in areas of interests, learning beyond basic curriculum, and challenge opportunities.

All teachers are expected to differentiate learning for all students in all curricular areas. Coaching and sample materials/lessons are provided by the AIG Coordinator as needed or requested. AIG Coordinator attends grade level planning meetings by request to collaborate on curriculum and instructional practices in the classroom setting.

*** Practice I**
Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Each student is provided with a Differentiated Education Plan (DEP). This plan is constructed through collaboration with parents, students, teachers, and the AIG Coordinator. During the data gathering process before identification, parents are asked to complete a behaviors questionnaire and a strength/weakness inventory of their student. Upon identification as AIG, students meet with the AIG Coordinator to complete a learning style inventory, interest inventory, and set a personal goal they would like to pursue over the course of the school year. Once all this information is collected the AIG Coordinator writes the DEP, which includes:

- Testing information Student strengths Student learning style(s)
- Academic goals in area of service Personal goal set by student
- Learning environment options
- Content modification options
- Enrichment options
- Evidence for differentiation
- Social/emotional needs of student

In writing the DEP for a gifted student, the AIG Coordinator will meet with EC, EL, and counseling personnel to make sure the DEP matches already existing goals and needs for students with IEP/504/LIEP plans.

DEP academic goals correlate directly to the student's needs as identified by the STAR test/NC EOG in their area of service.

| <p>The DEP is reviewed with parents annually and any additional parent input is included in the DEP. DEPs are changed and provided annually to meet student specific needs using the same process listed above. This meeting is attended by the AIG Coordinator, parent/family, student, administration, counselor, regular education teacher, and EC/EL teachers if applicable.</p> <p>AIG Progress reports are sent home each quarter with report cards to provide communication on progress toward DEP goals and overall performance in the AIG setting.</p> <p>AIG Coordinator attends IEP meetings for all students identified or being considered for AIG Identification. IEP goals are worked into the DEP creating an IDEP for the student.</p> <p>Data on student growth is collected over the course of the school year using benchmark data to determine if the DEP is meeting student needs.</p> | | | | | | | | |
|--|-----------|-------------------|-------------------|---------------|-------------------------------------|--|-----|--|
| <p>* Ideas for Strengthening the Standard</p> <p>Research and purchase additional curriculum such as William & Mary, Jacob's Ladder, and M3 to better meet the needs of our AIG students.</p> <p>Develop curriculum guide and maps for each grade level served in AIG setting</p> <p>Begin clubs/teams for students such as Odyssey of the Mind, Science Olympiad, Model UN</p> <p>Meet with EC to develop a menu of modifications to support 2E student challenges and strengths</p> <p>Develop a unit for 3rd grade on "What it means to be gifted" to implement after the 2nd grade OLSAT grade level screening.</p> | | | | | | | | |
| <p>Planned Sources of Evidence</p> <ul style="list-style-type: none"> * Differentiation classroom logs * Student DEPs * Parent meeting logs * PLC meeting notes * AIG Lesson Plans * Resource Library List Bibliotherapy Library list * Differentiation log | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="1356 73 1437 2037">Type</th> <th data-bbox="1356 73 1437 2037">Documents</th> <th data-bbox="1356 73 1437 2037">Document Template</th> <th data-bbox="1356 73 1437 2037">Document/Link</th> </tr> </thead> <tbody> <tr> <td data-bbox="1437 73 1534 2037">AIG Standard 3 Additional Resources</td> <td data-bbox="1437 73 1534 2037"></td> <td data-bbox="1437 73 1534 2037">N/A</td> <td data-bbox="1437 73 1534 2037"></td> </tr> </tbody> </table> | Type | Documents | Document Template | Document/Link | AIG Standard 3 Additional Resources | | N/A | |
| Type | Documents | Document Template | Document/Link | | | | | |
| AIG Standard 3 Additional Resources | | N/A | | | | | | |

Standard 4: Personnel and Professional Development

Community Public Charter (36G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

An AIG Coordinator has been hired with an Academically Gifted Professional Educator's License granted by NCDPI. Since CPC is a small charter school the only AIG teacher currently working within the AIG department is the AIG Coordinator.

The AIG Coordinator manages the AIG program and works with students identified in the AIG program, as well as maintaining all paperwork related to the AIG program. The AIG Coordinator provides PD at the beginning of and throughout each school year on various topics related to AIG students and updates an AIG website to communicate information about the AIG program with all stakeholders. In addition, the AIG Coordinator is responsible for meeting with district leadership, including administration and the school board, as needed or requested to advocate for gifted students.

The AIG Coordinator monitors the implementation of the AIG program in conjunction with administration. Throughout the 3-year AIG Plan cycle, the AIG Coordinator and committee review the implementation of the current plan, make necessary changes, and work to improve the plan for the next plan cycle.

The AIG Coordinator is part of the MTSS Team, which includes MTSS, EC, EL, and AIG.

*** Practice B**

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

The AIG program at CPC is facilitated by a single person, the AIG Coordinator, who is responsible for the AIG program. The AIG model at CPC employs a part time pull out program for students, offering one hour per week in their area(s) of service. The rest of the time AIG students are in regular classroom settings with classroom teachers. CPC does not currently employ AIG certified teachers working in the regular classroom setting, however teachers are encouraged to add AIG certification to their teaching licenses.

The AIG Coordinator works diligently to stay abreast of statewide initiatives and current AIG practices through continued research across several areas of AIG. Binders of research and articles are kept in the AIG Professional Library and shared with staff members and administration. It is updated regularly.

CPC currently employs a heterogeneous student model in the regular classroom settings. As such, the AIG Coordinator works to provide students with resources they need to be successful in the regular classroom setting. AIG Coordinator also provides indirect support for students by providing classroom teachers with resources designed to help meet the needs of AIG students as well as support for teaching lessons that will engage students at all levels. The AIG Coordinator meets regularly with classroom teachers to ensure needed support is provided for both students and teachers.

*** 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 (all staff)

Gifted behaviors (both typical and atypical) (CT, EC)

Myths in gifted education (CT, EC, SS, Coun)

Differentiation in the regular classroom setting (CT, SS) *

Referral process for identifying AIG students (all staff)

Cultural Proficiency Continuum (CT, EC)

Giftedness across different cultures (what giftedness looks like in different cultures represented in our student population) (CT, EC, SS, Coun)

Underachievement in AIG students and ways to address it appropriately (CT, EC, Coun)

Twice Exceptional Students and Gifted EL learners (CT, EC, SS)

CT: Classroom Teachers

EC: Exceptional Children department

SS: MTSS department (MTSS, AIG, etc)

Coun: Counseling department

All staff would also include office staff and administrators

* May be provided through modeling and co teaching lessons in the regular education setting

Office Staff will also receive training in order to answer parent questions about the AIG department with new student enrollment.

Staff meetings and PLC meetings are mandatory for all staff members. When a teacher misses a meeting due to absence they are required to check with the AIG teacher to get the missed material.

AIG Coordinator works to notify staff members of upcoming study sessions provided by the community on the AIG Praxis series. In addition, the AIG Coordinator is working to implement a set of modules that teachers may participate in that will educate them on various topics within AIG and earn CEUs toward furthering education.

Staff survey in the 3rd quarter includes questions to determine AIG in-service training needs for AIG PD direction for the future.

*** 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.

CPC does not currently employ AIG certified teachers working in the regular classroom setting, however teachers are encouraged to add AIG certification to their teaching licenses.

The AIG coordinator recommends that all AIG students be grouped homogeneously with an AIG certified teacher at each level. If an AIG certified teacher is not available, students should be placed with a teacher well versed in differentiation, acceleration, extension, and enrichment. This will help AIG students on many levels, including socially and emotionally, by being able to connect with "like minded" peers on a consistent basis. Students are heterogeneously grouped in the regular education classrooms, but flexible grouping is used within the classroom which takes into account the ability levels, skills, and interests of the students.

Teachers with AIG students are encouraged to pursue AIG add-on certification from the state as well as participate in the CPC AIG Modules with the AIG Coordinator. The process to obtain AIG add-on certification is shared with all teachers during PLC meetings. Teachers who complete AIG certification or complete the CPC AIG Modules will be recognized at Board Meetings and in Weekly Reminders which are sent by administration.

At the end of each school year, current teachers group students into groups that will best meet each student's needs for the following school year. Administration often takes these recommendations into account when formally assigning students to classes in PowerSchool.

AIG students' progress is tracked throughout the school year and students may be reassigned to classes at the administrator's discretion if student needs are not being met.

AIG student DEPs are provided to classroom teachers who serve the student. These outline specific student goals as well as areas of identification and types of services the student will receive.

*** Practice E**

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

Teachers with AIG students are encouraged to participate in the CPC AIG Modules with the AIG Coordinator. The modules are designed in a way that would help a teacher seeking to add on AIG certification through the Praxis exam.

CPC will continue to follow normal hiring practices in seeking candidates that are highly qualified and student centered. The process includes 3 evaluators and a rubric system.

*** Practice F**

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

AIG Coordinator and staff will continue to participate in ongoing and comprehensive professional development directly relating to equity and excellence, both within and from outside the LEA. Information from outside the LEA will be brought back and disseminated to the rest of the staff through PLC meetings.

CPC staff will work to reframe their lenses by reflecting on their personal biases of students and access to the AIG program. We will continue to work to find more ways to include students rather than construct barriers to prevent access. This will in part be aided by the use of teacher surveys designed to identify

biases about gifted education and gifted students.

The AIG Coordinator uses resources provided by NCDPI including the Call to Action Guidebook in order to support goals toward realizing equity and excellence in gifted education and to shift mindsets and reframe lenses.

*** 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.

AIG goals at CPC are to serve all gifted students in the areas of reading and mathematics and to provide them learning experiences that challenge them in all learning environments. As such, teachers are provided PD on recognizing gifted students in all cultures and subgroups.

AIG coordinator works closely with MTSS coordinator to align PD to both ends of the student spectrum and provide quality PD to teachers during monthly PLC meetings.

Teachers are highly encouraged to attend PD outside the school setting and CPC administration keeps track of all CEUs earned for recertification.

Booster Shot series is made available to staff for PD.

Annual training provided on the following topics for new teachers and teachers who need a refresher:

Article 9B

Gifted behaviors (both typical and atypical). Myths in gifted education

Differentiation

Referral process for identifying AIG students at CPC. 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

Training opportunities in AIG topics outside the LEA are announced in Staff Notes sent weekly by administration.

In plan year 2, the AIG Coordinator will be a member of the School Leadership Team and participate in helping to develop the School Improvement Plan each school year, both in advocating for AIG student needs and PD in AIG topics.

AIG Coordinator is encouraged 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. AIG Coordinator is provided with a planning period of one hour each day in order to plan and implement applications of professional development learning. This allows the AIG Coordinator to stay abreast and implement change to address the needs of AIG students using best practices.

Professional development time is allotted during PLC meetings, staff meetings, and early release PD days. This allows time for the AIG Coordinator to share what was learned at meetings and conferences. AIG Coordinator meets with individuals or small groups outside regular meeting times to provide PD missed due to absences.

AIG Coordinator creates a weekly schedule to work with student groups. Time is built into the schedule for coordinator paperwork and non-teaching duties as well as providing training with teachers through PLCs and in-classroom coaching on AIG topics.

CPC maintains a shared Google Drive on the computer network, which includes an area for AIG. Resources are routinely placed in this file for all teachers, including lessons, activities, training, forms, the current AIG plan, and the Booster Shot Series provided by DPI.

*** Ideas for Strengthening the Standard**

Develop modules to help staff become trained and certified in AIG.

Develop study sessions to help staff prepare for the Praxis AIG exam for certification.

Place the Booster Shot series on the school shared drive in an AIG folder for easy access. Develop an explicit list of duties for the AIG Coordinator and duties for the event of an AIG teaching staff joining the AIG department.

Continue to network with AIG specialists in other districts to synergize efforts to advocate for AIG students and provide AIG PD for LEA staff or preparation for the Praxis exam.

Planned Sources of Evidence

* AIG staff shared drive

* PLC and staff meeting agendas and attendance logs

* Staff PD files

Documents

Document/Link

Document Template

AIG Standard 4 Additional Resources

N/A

Standard 5: Partnerships

Community Public Charter (36G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

Post Covid and as a fairly new charter school, CPC is looking to begin planning and implementing community events as well as encouraging parental involvement in extracurricular activities such as after school clubs. CPC would like to provide opportunities for parents to host after school clubs such as Cooking Club, Bricks 4 Kids, Drama Kids, etc throughout the school year.

Visitors have not been allowed on campus due to Covid restrictions, but CPC would like to invite parents to speak to AIG students about different topics, such as the reality of college after high school, and other topics of interest to the AIG students.

CPC would like to host AIG Informational nights once a semester/quarter for parents to get information about the AIG program. Parents are also encouraged to reach out to the AIG Coordinator at any time via email to set up an appointment to discuss any concerns and successes as well as ask questions.

Partner with the PAC and other school departments such as EC and EL to seek further strategies to involve parents and increase engagement.

Parents are a part of the AIG committee so they can advocate for the needs of gifted learners from a home standpoint.

We will use surveys of gifted students, their families, and their teachers to determine the needs of gifted learners in CPC. We will use this information to communicate concise information of these needs to parent networks in order to build partnerships to help support our gifted learner community at CPC.

*** 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 Coordinator will continue to build partnership with University of North Carolina at Charlotte (UNCC) in order to extend conversations about the needs of gifted learners and problem solve ways to meet these needs.

CPC has a partnership with Support, Inc to meet the social and emotional needs of students.

CPC would like to continue our partnerships with UNC Charlotte, Gaston County Police Department, Gaston County Sheriff's department, Gaston County Gazette, Stanley Police Department, and the local fire department.

The AIG Coordinator currently serves as a board member for NCAGT and is able to collaborate with them to provide ongoing support and professional development for CPC teachers, administrators, and school community. We will begin creating partnerships with other organizations such as RESA, NAGC, and other LEAs to extend these opportunities.

In plan year 2, we will begin to create partnerships with local IHEs, such as Gardner Webb, Gaston College, and Cleveland Community College, to support research and strengthen our AIG program.

We will partner with the Scripps National Spelling Bee competition to provide opportunity for our gifted learners. We would also like to provide opportunities for students to participate in other regional competitions such as Odyssey of the Mind and Science Olympiad.

*** 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 MTSS Committee serves as our advisory group. The group is established at the beginning of the school year first with staff members who indicate a preference to serve on the committee. After checking the grade areas and support services represented, other spots are assigned to staff members in areas of the school population not represented. This way we have representation from all areas of the school population. A note of interest is sent through Parent Square for several weeks to provide opportunity for parents from the different areas of the school population to submit interest to join the committee.

The group meets monthly to monitor the plan and determine any changes that need to be made throughout the school year. They also determine ways to improve the plan both during plan renewal and in between renewal cycles. During renewal years they will be provided with a copy of the current plan, brainstorm ways to meet the improved standards, and will be responsible for editing the plan, for a maximum of 2 weeks, before submission to the school board for final approval. If further meetings are necessary they will be agreed upon in the May meeting.

The AIG Coordinator gathers all contact information of the committee members and makes an email group. The AIG Coordinator keeps members updated on the meeting schedule and outcomes of each meeting.

The committee is responsible for fidelity checks throughout the year to determine if the plan is being followed as written. These checks are done randomly during the school year.

The current version of the committee has 1 administrator, 1 parent, 5 teachers, the AIG Coordinator, school counselor, and the Testing Coordinator.

*** Practice D**

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

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

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

| |
|--|
| <p>AIG information, policies, plan, opportunities, needs, and legislative updates are published on the AIG website for parents. The website is updated by the AIG Coordinator. The AIG plan can also be found on the AIG page of the school's main website.</p> <p>Bi-annual AIG information meetings will be held in the fall and spring. Communication is sent to all parents weekly through Parent Square. Paper copies can be provided to any family who indicated a lack of internet access at home.</p> <p>AIG Coordinator presents information at the Board Meetings several times 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 Round Table meetings.</p> <p>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.</p> <p>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 or parents within CPC 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 grades can also serve as translators if they are trustworthy.</p> <p>Families are kept informed about the services and options available to AIG students through the AIG website and DEP meetings. The website offers several language translations based on the population of the students of the LEA. Information is also available through direct contact with the AIG coordinator through email, phone, or in person meetings by appointment.</p> <p>Parent Square is frequently used to keep parents informed about events and topics in AIG. Several brochures are available to help parents and families navigate the AIG process, which are available in several languages based on student population. Every effort is made to communicate with families in their native languages.</p> <p>Contact information sheets are sent home with students at the beginning of the school year to make sure updated contact information is on file in the AIG office. This information will be used to communicate AIG events and opportunities, such as speakers, field experiences, camps, etc, as well as changes in policy (state and local).</p> <p>We will partner with local media outlets such as the Gaston Gazette to share student accomplishments among the local communities.</p> <p>Local school meetings such as board meetings, principal meetings, parent conferences, and PAC meetings will be utilized to share information about the AIG program with various stakeholders.</p> |
| <p>* Ideas for Strengthening the Standard</p> <p>Begin to explore the option of starting a PAGE chapter at CIS.</p> <p>AIG Coordinator will develop a parent handbook for AIG students and families in several languages.</p> <p>Utilize PAC Facebook page to announce meetings for parents.</p> <p>Partner with PAC to create access to several opportunities on campus, such as the PBL Project and access to Newsademic, for all students.</p> <p>Work to build partnerships with local area districts to provide PD opportunities.</p> <p>Develop an AIG handbook for parents and students.</p> |

Work to develop opportunities for AIG students to showcase their work through after school AIG events in which all families are welcome.

Planned Sources of Evidence

- * AIG website LEA website
- * Extracurricular list Communication with PAC
- * Minutes from AIG Bi-Annual meetings Board Meeting minutes
- * AIG Quick Information Guide MTSS Committee minutes
- * Student Information Sheets
- * Communication with UNCC/CPCC/RCCC/Duke and other community partners

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

Standard 6: Program Accountability

Community Public Charter (36G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

In order to develop an AIG plan in accordance with state legislation and SBE policy, an advisory board was gathered, including AIG personnel, administrators, EC personnel, teachers from elementary and middle schools, and parents. This board meets once a month. 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. The AIG Coordinator input the ideas for the plan into the APEX 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 in order to give them time to review the plan. AIG Coordinator presented the AIG plan to the local school board on September 13, 2022 for approval. This will provide time should any changes need to be made before submitting the plan to NCDPI by October 15, 2022.

Going forward the advisory board will continue to meet monthly (excepting over the summer break months) to review and improve the plan as needed.

The program will be assessed annually through student, parent, and staff surveys and formal as well as informal discussions provided throughout the school year.

*** 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.

An AIG Coordinator has been established to lead in the development and implementation of the AIG plan.

AIG Coordinator, administrator, and MTSS Committee will continue working to develop rubrics for the monitoring of the AIG program. Random fidelity checks will be completed by MTSS Committee members using a Fidelity Check Observation Form.

Observations of the AIG Coordinator will be completed by administration using the NCEES Teacher Evaluation. Should any additional staff be hired for the AIG department, they will be evaluated using the NCEES Teacher Evaluation.

Interim reports provided by NCDPI will be completed by the AIG Coordinator to assess progress toward program implementation goals.

Annual updates on the progress of the AIG program will be made at the Board Meeting in May as well as through the AIG website and Parent Square.

*** 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.

ADM for 2022-2023 school year was $609 \times .04 = 24.36$ 1340.97 (per pupil) $\times 24.36$ (ADM) =

\$32,666.03 for the AIG budget under PRC-034. Charter schools, such as CPC, receive a PRC-036 instead of the PRC-034. However, if the formula remains the same regardless of which fund it comes through, our budget SHOULD remain the same. Therefore we have developed the budget plan outlined below.

AIG coordinator will attend an annual meeting with the Finance Department to determine if additional funds are available for the AIG department and that the funds used are spent in accordance with all charter procedures and policies.

AIG budget will be used to pay the salary of the AIG Coordinator. For the past few years this has paid the majority of the Coordinator's salary with the rest being supplied through another area of school funding. Should any funds remain, they will be used to provide PD for staff on AIG related topics, AIG classroom supplies, and universal screening supplies (OLSAT testing booklets and forms).

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 has partnered with the testing coordinator. Data from benchmark testing has been made available on Google Drive. Student achievement is tracked through a spreadsheet by the AIG Coordinator. Spreadsheet includes benchmark data collected over the course of the school year. Data that shows growth over 3 points is color coded green on the spreadsheet. Data showing a 10+ points growth are color coded blue. Data that shows a drop of more than 2 points are color coded yellow. Data with a drop of 10+ points are color coded red. This data will be shared with the MTSS Committee members at the last meeting for the school year. The data consists of STAR testing results 3 times a year, NC Check Ins, EOGs and benchmark testing using Renaissance.

Testing data is used to help determine if the current goals of the CPC AIG Plan are adequate or in need of revision and improvement. Special attention is paid to traditionally underserved populations.

Attrition rates in the form of student transfers are tracked throughout the school year on a spreadsheet. The Admissions office keeps track of where students transfer to.

CPC does not have a graduating class. Therefore we cannot track AIG dropout rates at this time since schooling is compulsory until age 16.

Annual updates of the state of the AIG plan, data, and recommendations to improve the data are shared with school administration and MTSS/MTSS.

*** 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.

Referral, identification, and retention data is collected in a spreadsheet. This data includes teachers who are referring students in order to see if teachers are referring disproportionately or not at all. When an issue is recognized the AIG Coordinator will conduct observations in the classroom setting to determine the cause of the issue and will make recommendations to correct it.

AIG referral, identification, and retention data is maintained by the AIG Coordinator. The data is analyzed for patterns in referrals, identification, and retention in the program for disproportionality in referrals of traditionally underrepresented populations. Special attention is paid to possible factors that may lead to disproportionality.

AIG Coordinator keeps track of LEA and AIG program demographics through a spreadsheet, shared with administrators and board members. As students are added throughout the school year the spreadsheet is updated to reflect new demographics.

The LEA demographics are as follows:

Total enrollment: 612 students

Male: 304

Female: 308

(AM) American Indian or Alaska Native: 1

(AS) Asian: 1

(BL) Black or African American: 12

(PI) Native Hawaiian or other Pacific Islander: 1

(WH) White: 540

Hispanic or Latino: 23

Multi-ethnic: 34

EC: 89

AIG Demographics

A total of 10 students transferred to CPC who were previously identified as AIG.

Male: 4

Female: 6

(AM) American Indian or Alaska Native: 0

(AS) Asian: 0

(BL) Black or African American: 0

(PI) Native Hawaiian or other Pacific Islander: 0

(WH) White: 9

Hispanic or Latino: 0

Multi-ethnic: 1

EC: 0

AIG Coordinator monitors student performance through PowerSchool throughout the school year at times of progress reports. Students in AIG are provided progress reports for the time that they are receiving pull out services. AIG Coordinator partners with classroom teachers to discuss any concerns teachers have about student performance at any time of the year. AIG Coordinator works with teachers and students to resolve performance concerns. All benchmark data is tracked through the school year.

Conferences will be held as needed for all students who are underperforming, involving students, parents, core area teachers, AIG coordinator, administration, EC, MTSS, and other professionals working with the student.

All benchmark testing data is monitored throughout the year (beginning, mid, and end) and maintained in a spreadsheet along with the amount of growth shown.

Universal screening will be added in 2nd 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.

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Percent Ethnicity Identified as AIG

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

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

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

Administration retains all information relating to CEU's for all staff, including AIG Coordinator. Progress toward CPC AIG Module completion by classroom teachers is communicated with administration on a regular basis.

AIG Coordinator has been re-certified within the past year. The AIG Coordinator has attended several Professional Development opportunities for CEU credit toward future re-certification.

Any staff earning AIG add-on licensure or participating in AIG professional development are encouraged to notify the AIG Coordinator.

*** Practice G**

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

AIG Coordinator utilizes a student survey during the 2nd quarter, a staff survey in the 3rd quarter, and a parent survey in the 4th quarter to elicit feedback about the AIG program effectiveness and utilization. The surveys used are modified versions of the surveys provided by the NCDPI Advanced Learning Department.

Round table sessions are held throughout the school year where parents and students are offered the opportunity to share their concerns and feedback about the AIG program.

Parents and students are asked informally about the AIG program throughout the year in passing and at scheduled meetings (such as DEP or conferences). Teachers are asked in passing and at scheduled meetings (such as staff meetings or PLC groups) for feedback on the AIG program.

All feedback data is analyzed to determine the effectiveness of the AIG program and indicate weaknesses and areas that need improvement. This is done after the collection of each survey type and throughout the school year.

*** Practice H**

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

Parent, student, and staff surveys of the AIG program are reviewed with the MTSS Committee (advisory board) soon after the survey window is completed (students in 2nd quarter, staff in 3rd quarter, parents in 4th quarter). The minutes of any round table meetings involving the AIG program are reviewed with the MTSS Committee (advisory board) and reviewed at the monthly meeting following the round table.

Monthly checks are completed with AIG students in the form of interviews or small group discussions to determine if changes need to be made to the program and/or plan.

Benchmark data collected through the year is reviewed to determine if the program is effectively meeting student needs and goals set in DEPs. If the Plan needs to be adjusted during the course of the year due to feedback from parents/students/staff/state level, the AIG Coordinator will include the area of concern in the next MTSS Committee agenda to determine ways the program could be revised to better meet the needs of the students being served. Possible changes are reviewed by administration and the school board for approval before changes take effect.

LEA and AIG demographics are reviewed annually with the MTSS Committee, administration, MTSS, EL, and EC departments for the purpose of determining ways to improve AIG identification among underrepresented populations.

In May, all data sources and the AIG Plan are evaluated to determine effectiveness of the program and areas of needed improvement. The MTSS Committee meets to determine how best to improve the program and plan in areas of weakness. Any changes made to the Plan are then presented to administration and,

finally, to the school board for approval.

*** Practice I**

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

Survey data from parents, students, and staff are consolidated into reports and/or spreadsheets for reporting to the stakeholders. These reports and/or spreadsheets will be communicated by various methods listed below:

School AIG website on the "information" page

Parent Square, which is emailed to parents on a weekly basis

Weekly reminders, which are emailed to staff on a weekly basis

School Fact Sheets, which will be available to all visitors in the main office area and can be sent digitally and shared by the Director of the school with prospective partners in the community

Shared with staff during PLC meetings

Shared at the School Board meetings

Communications will be translated into the languages of each stakeholder as needed.

All surveys are done anonymously. Student data is protected to adhere to FERPA rules when shared with the public.

Program evaluation data will be shared with the MTSS Committee and administration as soon as it becomes available. The 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 J**

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Informed Consent:

Parents are notified of the intent to 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 MTSS Committee a decision letter is sent home notifying the parents.

Included in the letter is 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. Parents of students who are transferring 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 will be provided to families within 48 hours of written request.

A clear outline of AIG student rights is provided in the AIG Parent and Student Handbook.

Reassessment Procedures:

Students in the AIG program will be reassessed as determined by the MTSS Committee if they are borderline on being identified for the AIG program. A parent will be notified that further testing is required and parental permission for testing is 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 core class content. Parents will be included in the process from the beginning and modified services will be provided with parental approval. In severe cases, parents 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.

Transfers from other LEAs:

AIG students transferring to CPC are flagged by the admissions department and the AIG Coordinator is notified. In the case they are not provided with transfer paperwork, the AIG Coordinator makes every effort to contact the previous LEA's AIG department to have AIG records sent. AIG information is pulled from PowerSchool records as well. Students will continue AIG services in the areas identified by previous LEA. In the case a DEP is provided, AIG and regular education teachers will continue following the DEP to the best of our school's ability. In the case CPC cannot provide services based on the previous DEP, AIG coordinator will develop a new DEP in conjunction with student, parent, administration, and classroom teachers.

LEA Level Conflict Resolution Policy:

The purpose of this policy is to provide guidelines and directions for the resolution of grievances.

In this regard, the objective is to perpetuate a climate of collegiality, mutual trust and respect by resolving differences in a timely, objective and equitable manner. When informal resolution is unsuccessful, the student or parent or guardian may file a grievance. Grievance must be filed in writing, as close as possible to the time of the originating circumstances and include (1) the name of the school employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; (4) and the specific resolution desired.

DEFINITION

A grievance is a significant feeling of dissatisfaction or injustice in connection as a parent or guardian that is brought to the attention of the Executive Director or if the grievance is with the Executive Director to the Board. The decision of the Board is final.

SCOPE

This procedure deals with grievances that are not covered by other school policies or practices, such as the Employee Handbook or the Student Code of Conduct. Conflicts are often interpersonal in nature and usually fall into one of the following categories:

- ? Parent conflicts with another parent, a teacher, a student, or a staff member
- ? Teacher conflicts with: another teacher, a parent, a student, or a staff member
- ? Student conflicts with: another student, a parent, a teacher, or a staff member
- ? Staff member conflicts with: another staff member, a parent, or a teacher

Note that grievances involving established school policy are routinely referred to and handled by the Executive Director. This Grievance Policy is intended to apply to situations that are not to be addressed pursuant to other established policies.

BACKGROUND

Disagreement may arise in any community; such differences are an inevitable consequence of human interaction. In most of these situations, the parties involved resolve the problems. This procedure is designed to assist in the resolution of disagreements in those instances where the parties are unable to settle their differences.

RESPONSIBILITY FOR GRIEVANCE PROCEDURE

The Board of Directors ultimately is responsible for ensuring that the process for resolution of grievances are followed. Individuals with grievances should proceed through the grievance process starting with Level 1 and without skipping a level, unless approved by the Executive Director.

However, if the grievance is with the Executive Director the matter may be taken directly to the Board.

PROCESS

All levels of grievance resolution shall be documented.

Level 1: Direct Resolution

The process begins with a conversation between the aggrieved party and the person with whom he or she has a grievance. If the grievance is not resolved, the aggrieved party or person has 21 days to submit, in writing, to the Executive Director, a formal grievance. If the grievance is with the Executive Director, the formal written grievance will be submitted to the Board.

Level 2: Administrative Resolution

Upon receipt of the written grievance, the Executive Director will facilitate the second meeting between the involved parties within 10 days and may propose solutions. If the aggrieved party is not satisfied with the resolution, the aggrieved party may submit a formal appeal to the Board of Directors within 5 days.

If the grievance is with the Executive Director, the Board will facilitate a meeting with the aggrieved party within ten (10) days and will decide and inform the Chairperson of the Board of Directors. The decision rendered by the Board will be final.

Level 3: Board Mediation

Complaints directed to the Board must be made in writing to the Board Chair, and must specify the individual(s) involved, details of incidents giving rise to the complaint (dates, approximate times), efforts taken to resolve the problem, and the requested solution. The grievance process will be managed by a grievance committee that will be formed if a grievance comes to the board. This grievance committee is convened for the sole purpose of resolving grievances escalated to the board. The Grievance Committee will review the written documentation and decisions of the Executive Director and will allow the grievant to make a brief statement. The Grievance

Committee will make a recommendation to the Board Chairperson for approval. The Board Chairperson will then issue a final written decision within 30 calendar days of receipt of the formal written grievance. The Board's decision will be the final decision regarding the matter.

State level Grievance Policy:

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law

Judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

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| Process | Procedure |
|-------------------------------------|------------------------|
| Informed consent for identification | * <input type="text"/> |
| Informed consent for placement | * <input type="text"/> |
| Transfer procedures | * <input type="text"/> |
| Reassessment procedures | * <input type="text"/> |
| Procedures to resolve disagreement | * <input type="text"/> |

*** Ideas for Strengthening the Standard**

Develop AIG Handbook for students and parents as well as MTSS staff.

Continue to look for grant writing opportunities to create more funding for the AIG department.

Planned Sources of Evidence

* AIG website

* Staff notes Round table notes

* Parent, student, and staff surveys and reports

* Demographic data for both LEA and AIG Fidelity check forms

* AIG CEUs earned by staff

* Grant writing applications

* Interim reports provided by NCDPI

* Enrollment and attrition data Transfer data

| Type | Documents | Document Template | Document/Link |
|------|-----------|-------------------|---------------|
|------|-----------|-------------------|---------------|

| | | | |
|-------------------------------------|--|-----|--|
| AIG Standard 6 Additional Resources | | N/A | |
|-------------------------------------|--|-----|--|

Local Board of Education Approval

Community Public Charter (36G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

10/11/2022 

Original Application Submission Date: 11/18/2022

Type Documents Document Template Document/Link

Local Board of Education Approval Signatures [Upload at least 1 document(s)]  [Local Board of Education Approval Template](#)  [AIG Board Approval](#)

AIG Related Documents

Community Public Charter (36G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents

| Type | Document Template | Document/Link |
|--|--|--|
| Local Board of Education Approval Signatures [Upload at least 1 document(s)] |  Local Board of Education Approval Template |  AIG Board Approval |

Optional Documents

| Type | Document Template | Document/Link |
|---|-------------------|---------------|
| AIG Glossary [Upload up to 1 document(s)] | N/A | |
| AIG Standard 1 Additional Resources | N/A | |
| AIG Standard 2 Additional Resources | N/A | |
| AIG Standard 3 Additional Resources | N/A | |
| AIG Standard 4 Additional Resources | N/A | |
| AIG Standard 5 Additional Resources | N/A | |
| AIG Standard 6 Additional Resources | N/A | |

Glossary

Community Public Charter (36G) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

| Phrase | Definition |
|--------|------------|
|--------|------------|

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

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