Mission/Vision Statement and Funding

Community Public Charter (36G) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

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

* Mission and/or Vision Statement(s)

Vision:

The vision of the CCS AIG program is to foster a community of empowered learners in an environment built on mutual respect, responsibility, and trust. Our goal is to inspire and challenge every student to grow academically, intellectually, socially, and vocationally. At CCS, we recognize that all students possess unique gifts, talents, abilities, and interests that deserve to be discovered, nurtured, and celebrated.

The AIG plan provides gifted students with opportunities to collaborate with a diverse group of advanced peers. Flexible programming options are available throughout the school year, allowing students to access opportunities tailored to their individual needs. This flexibility encourages innovative thinking and supports dynamic learning environments and experiences.

Mission:

CCS's AIG Program enriches the educational experience for gifted students by emphasizing their individual strengths as learners. Dedicated to the pursuit of knowledge and wisdom, the program nurtures creativity and fosters innovative thinking, empowering students to become self-directed and purposeful contributors in a continuously evolving global society. Through engaging activities, the program inspires students to develop into trailblazing individuals capable of addressing and solving both local and global challenges.The AIG program strives to shift the mindset from Deficit Detectors to Talent Scouts. We are here to create opportunities for all students.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 45,646.61	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

Student referrals include referral and screening processes in order to be considered for identification 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 quarterly 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 CCS Council for Gifted Education (CGE), 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 CCS CGE 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.
8. If an identified student does not return parental consent paperwork within a week, the AIG Coordinator will follow-up with the parent/guardian to make sure the paperwork was received. This may be done through ParentSquare messages, emails, and/or phone calls.

Screening:

Screening based on BOG/EOG/EOC/ACT/PreACT scores, NC check-ins, STAR testing data: All school wide standardized assessment results (STAR, Check Ins, EOGs, EOCs, PreACT, ACT) 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. The AIG Coordinator reviews testing data across the school and flags students showing 90%ile or higher in testing data for reading &/or math. The coordinator then looks at the student's historical testing scores, checks the student cumulative file to determine if aptitude testing had been completed previously, and reviews student grades for the current and past year. The AIG Coordinator discusses those students with multiple qualifying factors with the classroom teachers for consideration to refer to the AIG program. EC and EL teachers will notify AIG coordinator when a student is showing signs of giftedness to ensure screening opportunities.

Universal screening is completed in 2nd and 6th grades to be administered in the spring using the OLSAT 8. The test is administered by trained teachers and scored/evaluated by the AIG Coordinator. If further screening is necessary for identification, the AIG Coordinator will perform observations of students in the regular education classroom. OLSAT 8 testing is available on an individual basis, for any student in grades 4-8 during the school year, as needed. Testing requests outside the testing window can be made to administrators. Administration and scoring

of the test is completed by the AIG coordinator if outside the universal screening window. OLSAT testing will only be administered to a student once during the course of a year. Retesting cannot take place until a full 12 months have passed since the previous testing session.

STEM boxes are available for every classroom and at 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. The AIG coordinator also completes STEM activities with classrooms throughout the school at the beginning of the school year in order to both demonstrate to the teachers what to look for during these lessons and to look for potential in students not yet identified as well as additional data on students who are already identified.

* **Practice B**
Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Definitions:

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.).

Academically Gifted 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 by showing high ability on standardized achievement testing.

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 by showing high achievement on measures of aptitude and measures of achievement.

Talent Development (TD) students are defined as needing significant challenges beyond what is offered in the regular education classroom but lacking the qualifications to be officially identified as AIG, or are between identification windows. This is also for all students in grades K-2 before the universal screening window in spring of 2nd grade.

K-2 (pre-spring screening) Identification

All students in grades K-2 (pre-spring universal screening for 2nd grade) who “perform or show potential to perform at substantially high levels of accomplishment when compared to others of their age, experience, or environment and require differentiated services beyond what are ordinarily provided by the regular education program” will be identified as participants in the TD program. Once universal screening has been completed in the spring of 2nd grade, official AIG identification can begin using the following pathways.

However, when students perform or show potential to consistently perform 2+ grade levels above current grade level, they may be screened for official AG identification before 2nd grade OLSAT screening using the pathways listed below

Grade 2 Spring Identification Pathways

Pathway 1 (IG):

90%ile on standardized measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8

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

Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8

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 if applicable, showing the student is consistently working 1 or more grade levels above their own with a rubric score of 15-20.

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 or scoring in the 8th or 9th stanine on the OLSAT8

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 if applicable, showing the student is consistently working 1 or more grade levels above their own with a rubric score of 15-20

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

3-12 Identification Pathways

Pathway 1 (IG):

90%ile on standardized measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 in any of the following areas: Verbal/Nonverbal/Combined

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

Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8

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

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

Portfolio of student work and anecdotal records, including samples from Talent Development services if applicable, showing the student is consistently working 1 or more grade levels above their own with a rubric score of 15-20.

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 or scoring in the 8th or 9th stanine on the OLSAT8

AND 2 of the following 5

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

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

Portfolio of student work and anecdotal records, including samples from Talent Development services if applicable, showing the student is consistently working 1 or more grade levels above their own with a rubric score of 15-20.

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

TD Identification

All students pre-universal 2nd grade screening will be included in the TD program. In grades 3-12, Talent Development qualifications include a score of 12-14 on the portfolio rubric, TABs score of 25-35, SIGS score of 55-118, 85-89%ile on achievement measures, 85-89%ile on aptitude measures, 85-89% in core class of identification. Students who do not qualify for AIG identification due to missing 2-3 qualifications for AIG identification will be placed in the TD program in order to develop the lacking skills. Ideally, these students will formally qualify for the AIG program at a later time.

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.

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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	* Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 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 1 or more grade levels above their own with a rubric score of 15-20. Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more	* Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 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 1 or more grade levels above their own with a rubric score of 15-20. Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more	* Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 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 1 or more grade levels above their own with a rubric score of 15-20. Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more	* 90%ile on standardized measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8	* Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 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 1 or more grade levels above their own with a rubric score of 15-20 Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more
3-5	* Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 Achievement: 90-99% on standardized measure of achievement based on local norms (EOG/EOC/ACT/PreACT/CheckIn/etc.) OR level 5 on EOG/EOC 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 1 or more grade levels above their own with a rubric score of 15-20. Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more	* Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 Achievement: 90-99% on standardized measure of achievement based on local norms (EOG/EOC/ACT/PreACT/CheckIn/etc.) OR level 5 on EOG/EOC 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 1 or more grade levels above their own with a rubric score of 15-20. Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more	* Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 Achievement: 90-99% on standardized measure of achievement based on local norms (EOG/EOC/ACT/PreACT/CheckIn/etc.) OR level 5 on EOG/EOC 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 1 or more grade levels above their own with a rubric score of 15-20. Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more	* 90%ile on standardized measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 in any of the following areas: Verbal/Nonverbal/Combined	* Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 AND 2 of the following 5 Achievement: 90-99% on standardized measure of achievement based on local norms (EOG/EOC/ACT/PreACT/CheckIn/etc.) OR level 5 on EOG/EOC 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 1 or more grade levels above their own with a rubric score of 15-20. Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more

6-8	* Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 Achievement: 90-99% on standardized measure of achievement based on local norms (EOG/EOC/ACT/PreACT/CheckIn/etc.) OR level 5 on EOG/EOC 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 1 or more grade levels above their own with a rubric score of 15-20. Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more	* Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 Achievement: 90-99% on standardized measure of achievement based on local norms (EOG/EOC/ACT/PreACT/CheckIn/etc.) OR level 5 on EOG/EOC 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 1 or more grade levels above their own with a rubric score of 15-20. Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more	* Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 Achievement: 90-99% on standardized measure of achievement based on local norms (EOG/EOC/ACT/PreACT/CheckIn/etc.) OR level 5 on EOG/EOC 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 1 or more grade levels above their own with a rubric score of 15-20. Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more	* 90%ile on standardized measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 in any of the following areas: Verbal/Nonverbal/Combined	* Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 AND 2 of the following 5 Achievement: 90-99% on standardized measure of achievement based on local norms (EOG/EOC/ACT/PreACT/CheckIn/etc.) OR level 5 on EOG/EOC 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 1 or more grade levels above their own with a rubric score of 15-20. Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more
9-12	* Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 Achievement: 90-99% on standardized measure of achievement based on local norms (EOG/EOC/ACT/PreACT/CheckIn/etc.) OR level 5 on EOG/EOC 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 1 or more grade levels above their own with a rubric score of 15-20. Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more	* Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 Achievement: 90-99% on standardized measure of achievement based on local norms (EOG/EOC/ACT/PreACT/CheckIn/etc.) OR level 5 on EOG/EOC 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 1 or more grade levels above their own with a rubric score of 15-20. Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more	* Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 Achievement: 90-99% on standardized measure of achievement based on local norms (EOG/EOC/ACT/PreACT/CheckIn/etc.) OR level 5 on EOG/EOC 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 1 or more grade levels above their own with a rubric score of 15-20. Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more	* 90%ile on standardized measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 in any of the following areas: Verbal/Nonverbal/Combined	* Aptitude 90-99%ile on standard measure of aptitude or scoring in the 8th or 9th stanine on the OLSAT8 AND 2 of the following 5 Achievement: 90-99% on standardized measure of achievement based on local norms (EOG/EOC/ACT/PreACT/CheckIn/etc.) OR level 5 on EOG/EOC 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 1 or more grade levels above their own with a rubric score of 15-20. Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more

* **Practice C**

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

LEA Demographics and AIG Program Demographics are represented in a table populated by NCDPI for this practice.

Several procedures have been put into place to ensure all students are considered for the AIG program regardless of culture/ethnicity, socio-economic status, race, gender, or services provided by other departments such as EC. These procedures include:

- 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.
- Local school norms will be used when looking at all data.
- 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.

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.

The screening, referral, and identification process is monitored throughout the school year by members of the CCS CGE to determine if the current strategies are effective and equitable across all student populations and offer suggestions for improvement to address any issues.

AIG Student demographics are tracked by the AIG Coordinator. AIG Demographics at CCS may or may not reflect national trends as CCS is a charter school (school of choice) and our enrollment is determined by lottery. Total School and AIG program demographics are tracked using the GT Equity Representation Index form provided by Equity in Gifted/Talented Education.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	8.33%
Male	---	---	---	---	---	---	11.48%
Total	---	---	---	---	---	---	9.93%

Percent of Total AIG Students Identified as Dual Exceptionality

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* **Practice D**

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

The pathways document, outlined in Practice B, clearly indicates qualifications for all students across grade levels K-12 for identification. The pathways document is always refenced with each student referral to determine if the student meets qualifications for identification.

The AIG program employs the use of a summary of eligibility form to evaluate qualifications to enter the AIG program. The Summary of Eligibility Form is used to keep track of student data for identification. The Summary of Eligibility form tracks data for the following data: TABs score, SIGS score, aptitude testing results, Academic testing results, grades, and portfolio work sample score. Work samples are reviewed using subject specific rubrics. This ensures fair and consistent implementation across the school.

This Eligibility Form is kept in student data folders and presented to the CCS CGE at the identification meeting.

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 CCS CGE and forms are included in the student file.

The CCS CGE, which includes AIG Coordinator, teachers, administrators, and parents, determines as a group which students meet criteria for AIG identification. This helps to ensure continuity in the screening, referral, and identification process.

* **Practice E**

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

The AIG Coordinator represents the AIG program throughout the school year at various school functions including, but not limited to: Parent Interest Meetings, Open House, and Curriculum Night. During these functions the AIG Coordinator will distribute information about the screening, referral, and identification processes to all stakeholders.

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

After the school enrollment lottery, the AIG Coordinator creates an AIG Program Orientation Newsletter for all incoming families. This newsletter provides essential information about the screening, referral, and identification processes within the AIG program. It is also made available at school events such as Open House and Curriculum Night, placed in the school lobby for easy access, and linked under the Communications tab on the school's AIG website.

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

The AIG handbook is linked to the school website under Parent Guide to Student Achievement.The handbook details the processes for screening, referrals, and identification.

A "quick guide" has been created for parents detailing the AIG referral process for the school, which is 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.

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.This newsletter will be distributed directly to all AIG parents via ParentSquare, the school's official communication portal. It will also be shared with administrators to be shared in the weekly staff updates and the monthly communication to the school community from the school's Executive Director.

* **Practice F**

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

Once a decision is made regarding a student's eligibility for the AIG program, a letter is sent to the parents/guardians within a week. This letter will detail the decision made by the CCS CGE. If the student is identified, the letter will specify the area(s) of identification and provide the next steps for initiating AIG services, including signing parental consent forms and forms for parents/guardians to provide relevant contact information, and provide details on how to set up an in person conference to discuss their child's education plan.. If the student is not identified, the letter will explain the decision, outline any additional testing required (with consent forms included), and inform parents if the student's file will be reviewed again before the end of the year to allow more time for the student to demonstrate their academic and intellectual gifts or talents.

Upon acceptance into the AIG program, the student's AIG file, containing referral data, will also include the acceptance letter, Tabs forms, work samples and rubrics, testing scores for STAR and EOG/BOG, aptitude testing results, SIGs forms, summary of eligibility form, committee decision forms for inclusion into the program, and any parent consent forms.

If a student is denied admission to the AIG program, their file containing referral data will also include the denial letter, Tabs forms, work samples and rubrics, testing scores for STAR and EOG/BOG, aptitude testing results, SIGs forms, summary of eligibility form, and committee decision forms to evaluate eligibility for the program. This file is kept in the student cumulative file in the office in order to document evidence of attempted referral. It is also considered when a student is re-referred to the program at a later time.

For students identified as needing additional time to demonstrate growth, files will be kept in the AIG Coordinator's office to be re-evaluated at a date specified by the CCS CGE. As the year progresses, more data is added to the file so that when the re-evaluation date comes up, the committee will have a more complete picture of the growth the student has made.

Student referral data and current-year information is kept in AIG files in the AIG Coordinator's office. At the end of each year the current-year data is moved to an AIG file within the student cumulative file housed in the school office. When the end of year transfer happens, essential data is gathered and scanned, along with a cover page showing what is included in the packet, into a digital file which is shared with the school data manager in order to quickly facilitate student transfers to other LEAs. If an AIG identified student transfers to another school/LEA during the school year, the AIG program referral/identification documentation will be digitally scanned and physically included in the student's cumulative folder. The digital scan is shared with the school data manager to be transmitted to the new school placement.

AIG data files for identified students are reviewed annually with parents/guardians at parent teacher conferences with the AIG coordinator.

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

A DEP form is developed and reviewed annually with students and guardians. Guardians are required to meet in person (when possible) upon initial implementation of DEP. Subsequent DEPs are reviewed with parents/guardians in their chosen format (in person, phone, email, virtual). Guardian input is very important in developing the DEP, especially in regards to social/emotional needs.

Every student identified as AIG is provided with a personalized Differentiated Education Plan (DEP). This plan is constructed through collaboration with parents, students, teachers, and the AIG Coordinator. Upon identification as AIG and after a parent has consented to participate in the program, 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 (BOG/EOG/STAR, aptitude testing scores)
- 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

When drafting the DEP for a gifted student, the AIG Coordinator will collaborate with EC, EL, and counseling personnel to ensure the DEP aligns with the goals and needs outlined in the student's existing IEP, 504, or LIEP plans. AIG Coordinator attends IEP meetings for all EC students identified or being considered for AIG Identification. IEP goals are worked into the DEP creating an IDEP for the student.

The DEP outlines growth goals for reading and/or mathematics, along with a personal goal set by the student, which does not have to be academically related. Social-emotional goals may also be included, as determined collaboratively by the guardians, student, school counselor, and AIG teacher. Academic growth goals in the DEP are tailored to the student's identified needs based on their STAR test or NC EOG results in their area of service. Additionally, the student's previous years' testing growth is taken into account to establish realistic and achievable goals for the current year.

The DEP is reviewed with parents annually, and any additional input from parents is incorporated into the plan. DEPs are updated and provided each year to address the student's specific needs, following the same collaborative process outlined above. These meetings are attended by the AIG Coordinator, the student's parent(s)/family, the student, and upon request,

administration, counselor, regular education teacher, and EC/EL teachers, if applicable.

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. 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.

*** Ideas for Strengthening the Standard**

Link the AIG handbook under the parent info page to make it easier to find

Add AIG handbook and AIG plan links to Parent Square

Move to online OLSAT testing if finances allow.

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 the overall CIS staff handbook for all staff members.

Create an AIG TOOLBOX WEBSITE: The AIG Toolbox Website would be a website for administrators, counselors, and AIG Team members. It would contain resources and training videos to use with school staff regarding the processes of referral, screening, identification, and gifted services. This website would provide a consistent training platform available to all schools to ensure compliance with the AIG local plan.

Planned Sources of Evidence

*	Student files in AIG office containing referral forms, SIGS forms, TABS forms, summary of eligibility forms, CCSCGE decision form, parental consent forms, student performance records (grades & portfol
*	Mid and end of year digital transfer packet
*	Pathways document
*	AIG Handbook
*	AIG Referral Quick Guide
*	Event handouts & informational materials

*	School AIG website
*	Classroom observation forms
*	Demographics report from Infinite Campus
*	AIG student demographic tracking form
*	GT Equity Representation Index
*	Local school norms data
*	AIG quarterly newsletter
*	AIG Program Orientation Newsletter
*	Board meeting minutes

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	AIG Referral Form Math Portfolio Rubric ELA Portfolio Rubric CGE Decision Form Summary of Eligibility K-2 Summary of Eligibility 3-12 Middle High Student Goal Planning Elementary Goal Setting Sheet

Community Public Charter (36G) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

* **Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

At the start of each school year, classroom teachers will be informed of the AIG students in their classes and provided with a copy of each student's Differentiated Education Plan (DEP). AIG students spend the majority of their time with their regular education teacher, who is responsible for differentiating instruction to provide rigorous, appropriate work tailored to each student's needs. The AIG Coordinator collaborates closely with regular classroom teachers to assess if additional support is needed in differentiating for AIG students. This may include coaching, resource development, content acceleration training, and support through PLC meetings and Professional Development (PD) training.

TD (Talent Development) 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.

The “Back on Track” program is for students not performing to potential to help them get back to meeting potential and AIG Program expectations. AIG students who begin underperforming in core classes or testing over the course of 1 quarter will meet with the AIG coordinator to discuss the decline in performance. When students are underperforming over 2 quarters (3-12) or testing cycles (K-2), students will begin an intervention process to help students reach their full potential. The following are the steps that will be taken:

1. The classroom teacher will approach the AIG coordinator with their concerns about student performance.
2. The AIG coordinator will provide the classroom teacher with a checklist of underachievement behaviors. The teacher will fill out the student information portion of the sheet and check off the behaviors they are observing in the classroom.
3. The student will be given a Gifted Underachievement Source Identification Survey. Students will mark off any feelings, actions, and events they identify with or experience in order to determine the underlying source of the underachievement.
4. A meeting will be scheduled with the student, parents, classroom teacher, AIG coordinator, and administrators (stakeholder team) to determine a plan of action that best meets the needs of the student. Interventions will remain in place for 9 weeks. Interventions could include, but are not limited to, weekly check-in reports shared with the parents/guardians, tutoring, counseling, and mini lessons on executive functioning skills that are lacking.
5. At the conclusion of the 9 weeks, another meeting will be held for the stakeholder team to determine if the interventions are working. At this point the team determines which course of action to follow:
    a. Continue intervention strategies
    b. Discontinue intervention strategies

c. Further evaluation is needed

6. The team will also determine if the student should maintain pull out services in AIG, modify their services, or temporarily suspend services to best meet the needs of the student.

AIG Services specific to Elementary/Middle School (Grades K-8):

AIG students receive up to 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 encompass a variety of activities such as comprehension exercises, grammar lessons, vocabulary building, art projects, puzzles, and more, all centered around a specific novel. These activities are designed to deepen students' understanding of the text while engaging them in creative and critical thinking.

Students identified as AM spend part of their allotted time focusing on math concepts at their level and the other part engaging in STEM activities that tackle real-world problems aligned with the state curriculum. These students select a series of challenges based on their interests and work to solve them using the STEM methodology (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 one hour of reading services and one hour of math services, working alongside AM and AR students at their respective levels. This ensures that AG students are provided with targeted instruction that meets their academic needs in both areas. AI students will be pulled to work with their AG counterparts.

IG students will receive services within their regular education classroom. These students demonstrate the ability for higher-level thinking, even if their academic progress aligns with that of their grade/age peers. In the regular education classroom, these students will have the opportunity to enhance their academic skills while continuing to be intellectually challenged. The AIG Coordinator will collaborate closely with classroom teachers to provide these students with additional intellectually stimulating opportunities and ensure their needs are met through differentiated instruction.

For grades K-5, AIG services are ideally provided during individualized learning time (What I Need) when possible. If scheduling conflicts prevent this, services will be delivered during the regular classroom block for the student's identified area of need (e.g., AR students will be pulled from their reading class, and AM students from their math class). This ensures that AIG students still receive the necessary support while minimizing disruption to their core subjects.

Grades 6-8 AIG services are provided during the regular classroom block for the student's identified area of need (e.g., AR students are pulled from their reading class, and AM students from their math class) as much as scheduling allows, based on the availability in the school's master schedule and the AIG Coordinator. This approach aims to balance student support with minimal disruption to core instruction.

AIG Services specific to High School (Grades 9-12):

Grades 9-12 AIG services are provided during the regular classroom block for the student's identified area of need (e.g., AR students are pulled from their reading class, and AM students from their math class) based on the school's master schedule. The schedule for grades 9-12 is set prior to the middle and elementary schedules due to the reduced flexibility in high school course offerings and the need to accommodate specialized classes, such as electives, advanced placement courses, and other requirements. This ensures that high school students' schedules are organized and balanced before the scheduling process for younger grades. High School AG, AR, AM, AI services are provided in a variety of ways including:

- Advanced classes

- AIG pull-out services designed to focus on the individual needs of students. These services may include a variety of support options, such as class or social/emotional check-ins, study hall periods to catch up on work, tutoring or one-on-one instruction on topics from core classes, and executive functioning lessons. Executive functioning instruction covers skills like organization, note-taking, time management, task initiation, working memory, self-control, attention, metacognition, flexibility, and perseverance. These services aim to provide tailored support to help students succeed academically and personally.
- Preparing for after high school opportunities
    - College: college applications, writing essays
    - Trade school
    - Job market: writing a resume, interviewing skills
    - Service: Military exam prep, choosing an organization for civil or foreign service

The AIG Coordinator has created a Google Classroom course for all CCS 9th grade students, using Undecided: Navigating Life and Learning After High School by Genieve Morgan. The course is designed to help students explore various post-high school options, including higher education, military service, domestic and foreign service, and work opportunities. It also incorporates lessons on essential executive functioning skills, such as budgeting, to better prepare students for life beyond high school.

Students identified as IG (Intellectually Gifted) will receive AIG services in the regular education setting. The AIG Coordinator will collaborate closely with classroom teachers to provide these students with appropriately challenging academic instruction in conjunction with additional intellectually stimulating opportunities and ensure their needs are met through differentiated instruction.

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

Collaborate with the school librarian to showcase AIG student work in a highly visible location. The librarian can also curate and display books related to the topics featured in the student work, providing other students with opportunities to explore and learn more about these subjects.

The school guidance counselor provides whole class lessons across the school using the Harmony SEL Curriculum. Topics included are connecting emotions, thoughts, and feelings, having a growth mindset, positive self talk, regulating emotions, recognizing others' emotions, thoughts, and contributions, supporting others, social skills, nonverbal behavior, active listening skills, conflict resolution, facilitating healthy relationships, and other topics. Topic specific classes are also taught across classes based on student and class needs looking through the T.H.I.N.K. Before You Speak lens.

CCS 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: 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 remain 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 Coordinator regularly checks in with regular education teachers through grade level PLCs to determine if student academic as well as social and emotional 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 guidance counselor will also be present in the meeting. Dedicated time will be allocated to sharing resources and tools that support teachers in addressing students' social and emotional needs.

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.

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.

CCS hosts annual end-of-year meetings to support students transitioning between grade levels. A meeting is held for 5th-grade students to address questions about moving to middle school, helping to ease anxieties and prepare them for future expectations. Similarly, an end-of-year meeting is held for 8th-grade students to provide guidance and answer questions about transitioning to high school, ensuring they feel prepared and confident for the next stage of their education.

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* **Practice C**

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

The AIG department remains connected to all school initiatives including:

Eureka Math Initiative: CCS implements the Eureka Math program for grades K-8. Teachers are encouraged to share Eureka testing data with the AIG Coordinator to help better tailor AIG services to meet each student's unique needs. Additionally, the AIG Coordinator provides guidance to classroom teachers on enrichment activities and strategies to challenge and engage AIG students within regular classroom settings.

American Values Charter: Novels and STEM activities are aligned with the school's Core Values initiative, which emphasizes respect, responsibility, diligence, gratitude, generosity, courage, honesty, justice, compassion, forgiveness, joy, hope, and heroism. The AIG Coordinator has intentionally connected AIG services to these Core Values to help AIG students better understand how these virtues relate to their unique abilities and potential, fostering both personal growth and a deeper connection to their role as gifted individuals.

Technology Initiative: CCS maintains a 1:1 laptop ratio for students in grades K-8. During AIG service time, students bring their school laptops to complete assignments that require technology. These assignments may include research projects, presentations, and activities focused on enhancing student-specific core class skills, ensuring that technology is effectively integrated into AIG instruction.

Learning Focused Planning Initiative: CCS is implementing the Learning Focused Planning approach schoolwide for all staff who work with students, including those involved in AIG services. This framework emphasizes intentional lesson planning and the use of essential questions to ensure lessons are tailored to meet the unique needs of students, fostering deeper understanding and engagement.

Fidelity of Learning Initiative: CCS implements the Fidelity of Learning framework to ensure high-quality, consistent instruction for all students. This initiative focuses on:

- Aligning lessons and activities with district, state, and national standards.
- Following established frameworks, such as Learning Focused Planning and Eureka Math, to provide equitable and effective instruction.
- Intentionally planning lessons using tools like essential questions, objectives, and differentiated strategies to meet diverse student needs.
- Conducting regular observations, assessments, and evaluations to ensure instructional practices meet expectations.
- Engaging students with meaningful, well-designed activities that promote mastery and critical thinking.
- Encouraging communication and collaboration among educators, coordinators, and administrators to share best practices and support one another in maintaining fidelity.

By implementing this framework, CCS ensures that all students receive consistent, purposeful, and high-quality instruction that supports their academic growth and success.

The AIG Coordinator maintains a comprehensive resource library to support teachers in meeting the needs of AIG students across various classroom settings. These resources, housed in the AIG Coordinator's office, are available to all teachers and include STEM bins, teacher-directed books on gifted education, subject enhancement materials, and class sets of books. A list of available resources is shared with teachers during the first PLC grade-level meetings each school year and is continuously updated on the school staff shared drive as new materials are acquired. Teachers can access and check out these resources at any time during the academic year.

The AIG Coordinator meets regularly with administration, EL and EC Coordinators, and the school board to stay informed about policy updates, communicate changes to AIG policies, and advocate for the needs of AIG students and their families. The AIG Coordinator regularly reviews all AIG-related policies at the school and proposes changes as needed to better advocate for and support AIG students. In addition, the CCS CGE has a member that is also a member of the school improvement team, ensuring AIG interests are represented and integrated into decision-making at higher levels.

* **Practice D**

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

AIG pull out sessions with the AIG Coordinator are scheduled by grade level according to the school's bell system. During these sessions, students may work in teams, small groups, or individually, depending on the activity and the needs of the group.

In cases where students are subject accelerated or whole grade accelerated, data is carefully examined by the classroom teachers, AIG Coordinator, and administration to assess whether acceleration is the most effective option for meeting the student's academic needs using the IOWA Acceleration Scale. This analysis considers the student's current performance, growth potential, and overall well-being. Based on this review, the administration team makes the final decision regarding acceleration, ensuring that the choice is in the best interest of the student’s academic progress and social-emotional development.

For students who are subject-accelerated—meaning they are participating in math or ELA at the next grade level without whole-grade acceleration—they will be grouped and receive services according to the grade level for that specific subject area. For example, a 5th grader taking 6th grade math will have AIG services with the 6th graders.

Talent Development Program: Students participating in the Talent Development (TD) program will work with the AIG Coordinator during designated AIG service times, grouped according to their academic level. This structure allows TD students the opportunity to collaborate with peers working at a higher academic

level, fostering an environment that promotes advanced thinking and skill development. The goal is to help these students build the skills necessary for future formal identification as AIG, positioning them for academic success and growth.

Within the AIG program, including TD, students are monitored through assessment data collected at the beginning, middle, and end of the year. This data is used to create flexible groupings for AIG sessions, ensuring students are placed according to their individual needs and progress. Additionally, AIG students are grouped in flexible groupings within their regular education classrooms (K-8), based on this assessment data, allowing for targeted and differentiated instruction.

Classroom teachers utilize flexible grouping based on benchmark data to tailor lessons to the specific needs of their AIG students. To ensure consistency and track their efforts, teachers maintain a Differentiation Log, where they record the specific differentiation strategies they implement for AIG students. This helps ensure that lessons are appropriately challenging and supports individualized growth for each student.

The school typically groups students heterogeneously to create classes, but in a previous school year, the administration experimented with homogeneous grouping. To inform future decisions, the AIG Coordinator will provide the administration with research on best practices for grouping AIG students. This research will help guide decisions on whether heterogeneous or homogeneous grouping better supports the academic needs and development of AIG students, ensuring that the approach aligns with evidence-based strategies for promoting student success.

* **Practice E**

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

At the start of the school year, classroom teachers are informed of any AIG students in their classes and the areas in which they are receiving services. Once a DEP (Differentiated Education Plan) is developed for the student, a copy is provided to each teacher to ensure that differentiated learning strategies are implemented to meet the student's goals and service options across all subject areas. The AIG Coordinator meets with each teacher to review the goals outlined in the DEP and to ensure the teacher understands the objectives and how to effectively incorporate them into classroom instruction.

The AIG Coordinator regularly meets with PLC (Professional Learning Community) groups to discuss AIG-related topics and regulations. Updates regarding changes in AIG policies and regulations at the state or national level are posted in the "news" section of the school AIG website. Additionally, professional development is provided throughout the school year for staff, covering topics such as specifics of the AIG plan, state legislation related to gifted education, services available for AIG learners, and the role of each stakeholder within the AIG schoolwide plan.

All members of the CCS CGE receive a full text version of the school AIG plan, which is also posted on the school’s Staff Shared Google Drive for access by all staff. A link to the document is provided for parents to access on ParentSquare under the Links section of the Explore tab.

The CCS AIG Plan At a Glance pamphlet is shared with staff members on the shared drive for quick reference regarding AIG identification requirements. A digital version of the pamphlet is provided to office staff to share with current and prospective parents.

A PowerPoint presentation has been created to share with school staff regarding the screening, referring, and identifying of AIG students. This presentation has also been posted to the school’s shared Google Drive.

An "AIG Process and Policies Handbook" will be developed to provide staff with a clear understanding of the processes and policies related to AIG. This handbook will be shared with all staff members digitally, and printed copies will be available upon request. It will include sections on frequently asked questions and common myths about gifted students, helping to promote a better understanding of the unique needs of AIG students and how best to support their growth and development.

* **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 start of each academic year, the AIG (Academically or Intellectually Gifted) coordinator creates a comprehensive spreadsheet documenting all AIG students across the school. This database includes each student's grade level, assigned teachers, and specific areas of service. The coordinator then organizes this information by grade level. Each teacher receives a customized version of the spreadsheet containing only information about their AIG students. Additionally, teachers receive copies of their students' Differentiated Education Plans (DEPs), which outline individual academic and personal goals, along with specific social and emotional needs.

Vertical alignment teams conduct regular meetings as part of their Professional Learning Communities (PLCs). During these vertical planning sessions, the AIG Coordinator meets with each grade level to advocate for and address the specific needs of AIG students. To ensure continuity of service, AIG student designations are maintained in Infinite Campus, allowing teachers to identify these students throughout their academic journey. When the school year begins and class schedules are finalized, the AIG coordinator distributes a detailed roster to teachers, highlighting each AIG student's specific areas of service. This information helps teachers understand both the support services their students will receive and their responsibility to provide differentiated instruction within the regular classroom environment.

To support AIG students transitioning from elementary to middle school or from middle to high school, the AIG coordinator arranges collaborative meetings with key school personnel. These meetings ensure that each student's Differentiated Education Plan (DEP) includes appropriate transitional support strategies. The collaborative team includes school counselors, receiving teachers, EC staff, MTSS team members, and administrative leaders. This comprehensive approach helps create a seamless transition while addressing each student's unique academic and social-emotional needs.

* **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.

CCS provides a range of acceleration opportunities to meet the diverse needs of its student population. Staff receive professional development on different acceleration methods, including whole-grade acceleration, subject-level acceleration, and curriculum compacting. These training sessions ensure that educators are equipped to identify and implement the most effective acceleration strategies for their students.

Grade-level and subject-level acceleration are available for highly gifted students across all grade levels. The Iowa Acceleration Scale is used to evaluate whether a student is a suitable candidate for acceleration, considering input from all stakeholders, including teachers, staff, parents, and the student.

When acceleration is approved, an Individual Differentiated Education Plan (IDEP) is developed, outlining the services provided. These may include virtual learning options through NC Virtual Academy or other distance learning platforms, along with a long-term academic plan for future coursework and programming.

Advanced math and ELA opportunities begin in grade 4 for students who scored a Level 5 on their previous Math or ELA End-of-Grade (EOG) assessment. Rising 8th graders who scored a Level 5 on the 7th-grade Math EOG are automatically enrolled in Math 1. In compliance with the Advanced Mathematics Course Enrollment legislation (NC General Statutes 115C-81.36), students scoring a Level 5 on the Math EOG are included in AIG Math services, even if they have not been previously identified as AIG, ensuring their advanced mathematical needs are met.

Credit by Demonstrated Mastery: Students are identified for potential CDM opportunity through transcript review, interview with a counselor, or by parent request. Once a request is sent to the HS Principal, the principal makes arrangements to procure the assessment, proctor the assessment, and grade the assessment. If the student has successfully demonstrated mastery in the class of question, the principal submits a grade change form to the data manager in order for the HS transcript to show credit for that course.

Honors: In year 2 of this AIG plan, CCS will begin instituting honors classes for qualifying students. By year 3 of this plan honors classes will be available to all grade levels 9-12. Classes that will be offered are Math 3 honors, English 2 honors, and PreCalculus honors. Although there is no set GPA to take honors classes, students will qualify through a transcript review to determine if students would be successful. Students also qualify through earning the highest level (5) on the EOC in the previous year.

AP Courses: In year 3 of this AIG plan CCS would like to begin offering AP courses to high school students. Although there is no GPA requirement, prerequisites will need to have been met (set by the course itself) for student qualification. If a student qualifies, they may request an AP course being offered during class registration the previous school year. Courses we hope to provide include Calculus and Social Studies offerings.

Dual Enrollment: Students in grades 11-12 have the opportunity to take classes through the Gaston County College Early College program. Students must have an unweighted GPA of 2.8 or higher. In our initial planning phase 15 students qualified for dual enrollment , out of which 7 have signed up for classes. The process for student participation are as follows:

- Transcripts are checked for weighted and unweighted GPA qualification.
- The principal sends an invitation to qualifying students to consider signing up.
- Students notify the principal within a week of their choice.
- Students create a CFNC account.
- Students apply to Gaston County College on their website.
- Students meet with a representative from the college to get them prepared.
- Students begin the dual enrollment course in the following year.

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

Since formal AIG identification does not happen in most cases until the end of second grade except when a student is showing ability 2 grade levels above their current level, a Talent Development (TD) program has been established for K-3 students who are excelling beyond their age/grade peers and require differentiated services beyond those ordinarily provided in the regular classroom. These students will meet with regular AIG groups in order for them to develop the skills that are keeping them from being formally identified. Beginning in the second semester, Kindergarten teachers can meet with the AIG Coordinator to determine which students are working well above grade level and need opportunities in the TD program to excel and develop their talents. First and second grade students (pre-universal screening) can become participants in the TD program after completing 2 rounds of STAR testing. This testing data may include testing from the previous year.

At the beginning of the school year, the AIG Coordinator delivers a STEM lesson to each K-3 classroom to model STEM-based instruction and highlight the types of problem-solving data used to identify advanced learners. Following this demonstration, teachers can check out STEM boxes to use with their entire class throughout the year. This initiative allows the AIG Coordinator to observe all students for potential inclusion in the AIG or Talent Development (TD) program while also providing all students with access to advanced content. By actively integrating STEM activities, teachers can observe students' problem-solving approaches, recognize hidden potential, and address opportunity gaps—particularly among students who may otherwise go unnoticed.

Additionally, the AIG Coordinator shares biweekly Advanced Learning Lab links with teachers for distribution to families, ensuring that all students have access to enrichment opportunities beyond the classroom.

* **Practice I**
Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

The Talent Development Program is available to students in grades 3-12 who narrowly miss AIG qualification by one or two criteria. The AIG Coordinator provides targeted support in areas of identified weakness to help students build the skills necessary for potential future identification. Students in the Talent Development Program are reassessed throughout the school year to monitor progress and determine eligibility for formal AIG identification. Program data is reviewed multiple times annually to ensure responsive support for individual students and to educate stakeholders on reframing perspectives, shifting mindsets, and shaping future policy.

AIG Student Mentoring Program:
Beginning in Plan Year 2, older AIG students will mentor younger AIG students to provide academic, social, and emotional support. This mentorship program aims to foster a sense of community within the AIG population and support underrepresented students by offering guidance from peers who have navigated similar experiences.

Mentors will assist younger students with key transition points, frontloading important concepts they will encounter in upcoming coursework, and sharing strategies for academic success. This program not only benefits younger students by offering additional support but also helps mentors develop leadership, communication, and advocacy skills.

Community Charter School (CCS) implements universal screening in second and sixth grades to identify gifted students from traditionally underrepresented populations. The Otis-Lennon School Ability Test, 8th Edition (OLSAT 8) serves as the district's primary screening instrument. This standardized assessment is administered to all students in these designated grade levels during the spring semester. The universal screening approach has proven effective in identifying previously overlooked talent, enabling educators to discover and nurture gifted potential across diverse student populations that traditional identification methods might have missed.

To promote student engagement and identify potential talent, the AIG Coordinator begins each academic year by conducting schoolwide STEM activities in all classrooms. These demonstrations serve two purposes: activating student potential and modeling effective STEM instruction for classroom teachers.

The AIG Coordinator develops comprehensive STEM boxes, each containing complete lesson plans and all necessary materials calibrated for different grade levels. These ready-to-use kits are available for teachers to check out and implement whole-class lessons in their regular classroom settings. Through these hands-on STEM activities, teachers gain valuable opportunities to observe their students' problem-solving abilities, creativity, and critical thinking skills.

To facilitate meaningful observation, each STEM kit includes structured observation forms that guide teachers on specific behaviors and characteristics to note during the activities. These forms provide a systematic way to document student responses and achievements during STEM lessons. The documented observations become valuable evidence that can support future AIG referrals through the portfolio submission process.

The AIG Coordinator maintains ongoing monitoring of student academic performance through careful analysis of class placements and assessment data collected throughout the year (beginning, middle, and end-of-year evaluations). This comprehensive monitoring enables the coordinator to implement targeted academic preparation strategies for students advancing to more challenging grade levels, advanced courses, or complex content areas.

Through this proactive approach, students receive specialized support and preparation before transitioning to more rigorous academic environments. This strategic frontloading addresses both academic readiness and social-emotional preparation, ensuring students develop the necessary skills and confidence to succeed in their advanced academic placements.

During the second quarter of each academic year, the AIG program conducts a comprehensive student survey to evaluate program effectiveness and identify potential areas for improvement. This assessment tool specifically measures how well current services meet the diverse needs of all gifted learners. Survey

responses are carefully analyzed to determine which additional services or modifications might enhance the program, with particular emphasis on ensuring equitable support for students from traditionally underrepresented populations. This feedback-driven approach helps maintain a responsive and inclusive gifted education program that serves all qualified students effectively.

* **Practice J**

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

CCS enriches AIG student development through comprehensive in-school and extracurricular opportunities. Students engage with diverse guest speakers throughout the academic year, while curriculum-aligned field trips for grades K-12 enhance classroom learning and deepen subject matter understanding. During STEM Engineering Week, CCS welcomes industry professionals to campus who showcase diverse career paths and inspire scientific innovation across the student body. Additionally, CCS partners with the Scripps National Spelling Bee program to cultivate spelling excellence across the entire student body.

CCS offers monthly logic puzzles from the Advanced Learning Labs, available to all students. The Wednesday Challenges are designed to enhance critical thinking and creativity across four grade bands: K-2, 3-5, 6-8, and 9-12. A new challenge is introduced on the first Wednesday of each month, with submissions due by the third Monday. Winners are announced alongside the next month's challenge on the following first Wednesday.

CCS offers diverse extracurricular activities beyond the academic day. Our comprehensive athletics program includes swimming, cheerleading, basketball, baseball, soccer, volleyball, cross country, and softball. Through parent partnerships, CCS facilitates special-interest clubs, such as the Chess Club, Choir Club, Bible Journaling Club, and actively seeks to expand these enrichment opportunities.

Future expansion plans include participation in prestigious academic competitions such as Odyssey of the Mind, Battle of the Books, and Mathletes, as well as membership in the NC Association for Scholastic Activities. These initiatives reflect CCS's commitment to providing comprehensive extracurricular opportunities that serve our students' diverse interests and talents.

A bulletin board will feature community-sponsored programs and events for students. These opportunities will also be shared in the school AIG newsletters sent through ParentSquare and posted on the ParentSquare calendar of events.

CCS promotes summer enrichment opportunities, including the prestigious North Carolina Governor's School for upperclassmen, through multilingual communications in the school newsletter, AIG website, and on central bulletin boards.

*** Ideas for Strengthening the Standard**

Add clubs for students to develop skills in areas of interest.

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

* 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 Documentation
* Annual survey records
* Scheduling documents including Master Schedule, pull out scheduling, program scheduling documents
* Differentiation logs from classroom teachers AIG Lesson Plans
* Intervention forms including: referral checklist, gifted underachievement source ID survey, stakeholder meeting notes, intervention tracking, follow up meeting notes
* AIG service records, including HS service
* TD student records
* Collaborative logs with teachers for IG student services
* Advanced Learning Labs distribution records
* AIG Processes and Policies handbook
* Assessment data and flexible grouping records
* Extracurricular and athletic records, including SCRIPPS National Spelling Bee, Wednesday Challenge, summer enrichment programs, guest speakers, field trips

*	Advanced Math Placement records
*	CDM/Dual Enrollment/Honors/AP records
*	AIG Plan and Accessibility records
*	AIG Plan at a Glance pamphlet
*	AIG Plan Renewal meeting records

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	Underachievement Intervention Strategies Checklist Gifted Underachievement Source Identification Teacher Underachievement Checklist CCS AIG Website CCS AIG Quick Guide 2024-2025 AIG Handbook STEM Boxes Descriptions Student Progress Monitoring Form

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Standard 3: Differentiated Curriculum and Instruction

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

* **Practice A**
Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

At CCS, all teachers, including student services such as AIG, are expected to provide differentiated lessons to meet the diverse needs of their students. Differentiation involves adjusting instruction, assignments, and assessments to ensure that all students are appropriately challenged, regardless of their skill level or learning style. This includes providing students with varying levels of support, resources, or tasks based on their individual strengths, weaknesses, and interests.

The AIG Coordinator works closely with regular classroom teachers to ensure that AIG (Academically or Intellectually Gifted) students are given appropriately challenging tasks and opportunities. This collaboration ensures that AIG students, while in the regular classroom setting, are engaged with work that aligns with their abilities and provides appropriate levels of complexity, depth, and enrichment.

The AIG Coordinator oversees a comprehensive repository of classroom resources hosted on the school's supported platform, Google Drive. This repository equips teachers with various resources, worksheets, and instructional plans designed to enhance the learning experience for AIG students within the regular education classroom.

The resources are organized by grade level to align with specific standards and further categorized by distinct skills within the core curriculum. Teachers inform the AIG Coordinator of the standards they are addressing, and the Coordinator curates relevant resources, worksheets, and plans aimed at accelerating, deepening, or challenging the knowledge and skills of higher-level students.

Classroom teachers are responsible for tracking and documenting the differentiated work and strategies used with their AIG students. This information is recorded on a differentiation log, which serves as a way to monitor how each AIG student is being supported within the classroom. The differentiation log includes details about specific strategies, assignments, or modifications made for each AIG student, allowing for consistency and accountability in meeting their needs.

At the end of each month, teachers submit their differentiation logs to the AIG Coordinator. This process ensures that the AIG Coordinator can review the support and challenges provided to AIG students, offering additional guidance or resources as necessary. It also provides a clear record of the work being done to support these students' growth and development in the classroom.

Classroom teachers group students in regular education classrooms based on a variety of factors, including their needs, abilities, and interests. This grouping is an intentional and dynamic strategy that supports personalized learning and ensures that students receive the appropriate level of challenge and support. For instance, students who need more guidance in a particular subject may be grouped together for targeted interventions or to work on foundational skills. Alternatively, students who are excelling in a certain area may be grouped together to engage in more advanced tasks or project-based learning.

The key aspect of this grouping is its flexibility. It is not a static arrangement, but one that adapts over time based on ongoing assessments of student progress. Teachers may change groupings to ensure that students are continuously challenged or given additional support as their needs evolve. For example, a student

who initially needed more assistance in a math concept might later move into a group of students who are ready for more independent work or enrichment activities. Conversely, students who may need additional support can be grouped with peers who can provide encouragement or share strategies.

This approach also helps meet students' diverse interests. Grouping based on shared interests—whether academic or personal—allows for deeper engagement and motivation. When students are paired with others who share similar curiosities or passions, they are more likely to engage actively in discussions and projects. Additionally, teachers can create interdisciplinary groups where students can apply their strengths in different subjects, fostering collaboration and developing a broader range of skills.

At CCS, the 1:1 laptop ratio ensures that every student has access to a personal device, which enhances their learning experience by providing them with tools to engage in individualized instruction. Programs like Star and Freckle are used across all grade levels to deliver targeted, personalized learning experiences. These programs adapt to each student's current skill level, allowing them to work at their own pace and providing immediate feedback to guide their progress.

For AIG students, these programs offer both acceleration and enrichment. Acceleration occurs because the programs adjust to the students' abilities, allowing them to work ahead of the classroom pace and practice skills that align with their advanced capabilities. This helps AIG students challenge themselves beyond what they may be doing in traditional classroom activities.

Additionally, the programs provide enrichment by offering a variety of topics that can spark curiosity and align with students' interests. For example, AIG students can explore subjects in greater depth or work on projects related to areas they are passionate about, such as STEM, the arts, or humanities. This not only nurtures their intellectual curiosity but also helps them develop a well-rounded set of skills. These personalized programs ensure that AIG students receive the right balance of challenge and interest, allowing them to grow at their own pace and explore their academic passions.

Students in middle and high school also get acceleration and enrichment opportunities through the Failure Free Vocabulary section of the Failure Free Reading Program. It focuses on teaching critical academic vocabulary through connected text that controls elements crucial to reading success, such as repetition, sentence structure, and meaningful story content and aims to accelerate vocabulary, comprehension, and fluency.

At CCS, time is intentionally set aside for classroom teachers and the AIG Coordinator to collaborate and strategize on how to best support AIG students. This collaboration typically occurs during Professional Learning Community (PLC) planning times, where teachers and the AIG Coordinator come together to discuss strategies for enriching, extending, and accelerating learning for AIG students.

During these sessions, teachers and the AIG Coordinator review available resources, such as curriculum materials, digital tools, and enrichment activities, to determine the most effective ways to challenge AIG students. They discuss how to modify or extend current lesson plans, create opportunities for deeper learning, and provide differentiated instruction that meets the individual needs of each AIG student.

Collaboration also focuses on identifying new strategies or interventions that can help accelerate the progress of AIG students. For example, teachers and the AIG Coordinator may plan how to incorporate project-based learning, independent research opportunities, or mentorship programs to foster the students' advanced learning needs.

The goal of these PLC meetings is to ensure that AIG students consistently receive the appropriate level of challenge and support, whether through acceleration (moving at a faster pace) or enrichment (exploring topics more deeply). By working together, teachers and the AIG Coordinator ensure a coordinated approach that aligns with CCS's overall commitment to providing a rigorous and supportive learning environment for all students.

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

Upon enrollment in the AIG program, all students participate in a comprehensive learning styles and interest inventory. The data collected from this inventory is documented in the students' Developmental Education Plans (DEPs) and is utilized to tailor the AIG services they receive. Advanced Math (AM) students have the opportunity to select STEM challenges that align with their personal interests. Additionally, Advanced Reading (AR) students can choose from a curated

selection of grade-specific novels to commence the academic year, also based on their interests. AIG lessons are designed to be flexible and can be adjusted or accelerated to meet the specific needs of students at any given time.

The AIG Coordinator collaborates closely with classroom teachers to enhance instructional practices that cater to the diverse needs of all students, ensuring that AIG students receive appropriate recognition and support. This collaboration occurs through Professional Learning Community (PLC) meetings held throughout the academic year, as well as during designated grade-level planning sessions. These interactions aim to implement a variety of effective instructional strategies (best practices).

To better meet student needs, the regular education curriculum may be compacted as necessary. Additionally, highly gifted students can be assessed using the IOWA Acceleration Scale to identify their suitability for grade or subject acceleration.

Regular education teachers are encouraged to implement pre-assessments at the onset of each unit to assess student knowledge effectively and to establish flexible groupings tailored to individual student needs. Instruction is designed to build on existing student knowledge through targeted small group interactions. To sustain student engagement and motivation, enrichment and extension activities are thoughtfully integrated into each unit, further enhancing the learning experience.

All classrooms adopt the Learning Based practice of Essential Questions, which serves to provide a clear focus on rigor, complexity, and depth within each lesson. This approach ensures that instruction is both meaningful and aligned with the diverse learning objectives of students.

* **Practice C**

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

The AIG Coordinator is allocated dedicated planning time to research and identify appropriate resources for AIG students. Additionally, the AIG Coordinator has the opportunity to attend regional and state conferences and other PD to remain informed about the latest resources and developments in the field.

The AIG program integrates innovative literature studies across diverse topics and grade levels to sustain student engagement while fostering higher-order thinking skills. The literature studies tailored 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, Abigail Adams In Her Own Words

4: Tuck Everlasting, Bridge to Terabithia, Lost Colony of Roanoke

5: Alice in Wonderland, From the Mixed up Files of Mrs. Basil E Frankweiler, Born to Fly: The 1st Women’s Air Race

6: Princess Bride, Pay It Forward, The In Between

7: The Hunger Games, Wrinkle in Time, Radium Girls: The Dark Story of America’s Shining Women

8: Murder on the Orient Express, Hidden Figures, Fever Year: The Killer Flu of 1918

9-12: Undecided: Navigating Life and Learning After High School

Novel selections for each grade level are carefully curated using multiple evidence-based criteria. Primary considerations include quantitative measures like Lexile levels to ensure appropriate reading complexity, along with qualitative factors such as thematic content and student engagement. The selection process prioritizes texts that align with grade-specific curriculum objectives while incorporating universal themes such as empathy, civic responsibility, and diverse perspectives. These choices are further validated through established reading lists from recognized gifted education organizations, including The Davidson Institute, Hoagies Gifted Education Page, and The Center for Gifted Education at William & Mary. This comprehensive approach ensures that selected novels both challenge students academically and resonate with their developmental needs and interests.

The AIG mathematics program delivers differentiated instruction through a multi-faceted approach that combines rigorous curricular resources with hands-on STEM applications. Core instruction utilizes the Eureka Math curriculum, supplemented by the adaptive Freckle platform and enrichment materials from the North Carolina Department of Public Instruction (NCDPI). This foundation is enhanced through the integration of "Applying the Standards STEM" activities, which challenge students to tackle authentic, real-world problems using a systematic engineering design process. Students progress through distinct phases: conducting research, collaborative ideation, strategic planning, innovative solution development, critical reflection, and professional communication. This methodology cultivates both independent problem-solving abilities and essential teamwork skills, preparing students for advanced academic challenges while developing practical engineering and design thinking competencies.

The AIG program maintains three distinct resource collections to support student learning and teacher instruction. The student lending library features diverse genres and topics, with its collection actively expanded based on student reading preferences and specific requests. A comprehensive professional resource center provides classroom teachers with access to instructional materials, including books, educational games, and specialized teaching tools. This collection is fully cataloged and easily accessible through both the school's AIG website and a shared staff Google Drive. Additionally, the program offers specialized resources including STEM activity boxes for classroom integration and a curated bibliotherapy collection addressing various student social-emotional needs. All materials are centrally managed by the AIG Coordinator, ensuring efficient access and utilization by both students and staff. Regular updates to these collections reflect current educational trends and specific school community needs, while the centralized management system facilitates easy resource discovery and borrowing.

CCS Mental Health Plan Overview:

The CCS Mental Health Plan provides a comprehensive framework for promoting student SEL and mental health. It demonstrates a commitment to aligning with state policy, utilizing data for informed decision-making, and implementing a multi-tiered system of support. The plan identifies key needs and leverages existing strengths while outlining concrete action items for building infrastructure, integrating SEL with academics, and establishing effective intervention and referral processes. The emphasis on collaboration and continuous review suggests a proactive and adaptive approach to fostering the well-being of all students within the Community Charter School.

* **Practice D**

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

AIG Pull Out Setting

AR services include using novel studies that 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). The novels used in AR services focus on topics that foster critical thinking, empathy, and taking personal responsibility.

AM students work in teams to solve real world problems. Teams include a leader and students are encouraged to solve the problems using novel approaches. Students must use teamwork skills to communicate ideas, actively listen to others' ideas, compromise, and resolve conflicts within the group.

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

In Regular Education Settings

As part of the American Values initiative, all students in grades K-12 are explicitly taught core virtues daily. These include topics such as responsibility and respect, perseverance, stewardship, service, mercy, humility, diligence, gratitude, honesty and justice, compassion, imagination, self control, and patience.

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.

AIG Pull Out Setting:

The AIG program employs a comprehensive assessment framework to inform individualized instruction, inform flexible grouping, and monitor student progress. Assessment data is collected through multiple channels:

- Triannual formal assessments using STAR and NC Check Ins
- End-of-year EOG/EOC evaluations
- Ongoing classroom-based formative and summative assessments
- Student self-reflection and metacognitive evaluation

The AIG Coordinator leverages this data strategically to enhance student learning:

- Analyzes NC Check Ins results to identify and address specific skill gaps during AIG services
- Provides targeted EOG/EOC preparation using released test materials and focused skill reinforcement
- Updates Student Learner Profiles annually and after initial identification to maintain current documentation of student needs and progress

To ensure effective assessment implementation and data utilization, the AIG Coordinator provides professional development for staff focusing on:

- Assessment administration best practices
- Data analysis techniques specific to gifted learners
- Strategies for assessment-based curriculum differentiation

This systematic approach to assessment and data utilization enables continuous monitoring of student progress while ensuring instruction remains responsive to individual student needs and learning trajectories.

Regular education setting

The comprehensive assessment framework incorporates multiple measures across grade levels to monitor student progress and inform instruction. Primary assessments include:

- Grades K-2: STAR assessments conducted three times annually
- Grades 3-8: STAR assessments and NC Check Ins administered three times yearly, plus end-of-year EOG testing
- Grade 10: PreACT evaluation
- Grade 11: ACT assessment

This robust data collection system supports a dynamic approach to differentiated instruction. Classroom teachers and the AIG Coordinator collaborate to implement flexible grouping strategies based on multiple data points:

- Benchmark assessments
- Unit pre-tests
- NC Check Ins (specifically for mathematics instruction in grades 3-8)
- Student interest and readiness indicators

After collecting assessment data, the AIG Coordinator and classroom teacher use guiding questions to evaluate whether the curriculum provides an appropriate level of challenge for the student. The guiding questions include but are not limited to:

- Curriculum Rigor & Depth

1. Does the curriculum extend beyond grade-level standards to promote deeper learning?
2. Are students encouraged to explore complex, abstract, or interdisciplinary concepts?
3. Does the curriculum incorporate opportunities for critical thinking, problem-solving, and creativity?

- Pacing & Differentiation

1. Is the curriculum flexible enough to allow for acceleration in areas of strength?
2. Are pre-assessments used to determine what students already know, avoiding unnecessary repetition?

3. Are there opportunities for independent or self-directed learning?

- Engagement & Motivation

1. Does the curriculum include open-ended tasks and real-world applications to keep students engaged?
2. Are students given choices in how they demonstrate understanding and mastery?
3. Does the curriculum encourage inquiry-based learning and original thought?

- Social-Emotional & Executive Functioning Support

1. Are students appropriately challenged without becoming frustrated or disengaged?
2. Does the curriculum provide opportunities for collaboration with intellectual peers?
3. Are students supported in developing perseverance, resilience, and self-regulation skills?

If, after evaluating the curriculum using guiding questions, it is found to be insufficient for AIG students, it is adjusted and enhanced to ensure an appropriate level of challenge for each student.

Data analysis and student progress monitoring occur through systematic channels:

- Monthly PLC meetings involving support staff, AIG personnel, grade-level teams, and administration
- Ongoing communication between classroom teachers and the AIG Coordinator to address emerging student needs
- Year-end data analysis to identify specific student needs, informing instructional planning for the subsequent academic year

This integrated approach ensures continuous monitoring of student growth, even across grade levels, while facilitating targeted interventions and enrichment opportunities based on individual student performance data.

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

Regular education teachers consistently share their weekly newsletters with the AIG teacher, providing insight into upcoming reading and math topics. This collaboration ensures that AIG lessons align with the core curriculum, preventing gaps in foundational knowledge for gifted students.

Administration works with the AIG Coordinator to incorporate gifted education topics into the PLC agenda, fostering meaningful discussions with all teachers. During these protected monthly meetings, the AIG Coordinator uses guiding questions to assess whether gifted learners' needs are being met and to support teachers in reflecting on and refining their differentiation practices.

Classroom teachers are beginning to implement the Learning-Focused Lesson Plan, enabling them to adapt the existing curriculum to meet the diverse needs of all students. Unit plans are collaboratively evaluated by classroom teachers, the AIG Coordinator, and administrators using guiding questions to assess whether AIG students have appropriate acceleration opportunities, avenues to explore their interests, enrichment beyond the standard curriculum, and sufficient academic challenges.

All teachers are expected to differentiate instruction across all curricular areas to meet the needs of all students. The AIG Coordinator provides coaching, sample materials, and model lessons as needed or upon request. Additionally, the AIG Coordinator attends grade-level planning meetings upon request to collaborate on curriculum development and instructional strategies within the classroom setting. The AIG coordinator uses a set of guided questions when meeting with teachers to determine if AIG student needs are being met and appropriate challenges are being provided in the regular classroom setting.

*** Ideas for Strengthening the Standard**

Research and purchase additional curriculum such as William & Mary, Jacob's Ladder, and M3 to better meet the needs of our AIG students.

Develop curriculum guide and maps for each grade level served in AIG setting.

Begin clubs/teams for students such as Odyssey of the Mind, Science Olympiad, Model UN.

Meet with EC to develop a menu of modifications to support 2E student challenges and strengths.

Develop a unit for 3rd grade on “What it means to be gifted” to implement after the 2nd grade OLSAT grade level screening.

CCS will work toward expanding the AIG program to allow more co-teaching in regular education classroom settings.

Planned Sources of Evidence

*	Differentiation classroom logs including: pre assessment records, curriculum compacting records, enrichment and extension activity logs
*	Student DEPs
*	Parent meeting logs
*	PLC meeting notes
*	AIG Lesson Plans

*	Resource Library List
*	Bibliotherapy Library list
*	AIG Classroom digital resource repository
*	Grouping strategy documentation and flexible grouping strategy reports
*	EdTech Program data
*	AIG Student work samples
*	Learning style and interest inventories
*	GiftEd reading list resources
*	Applying the Standards STEM activity guides
*	Student lending library catalogue
*	STEM box inventory & usage logs
*	Critical Thinking Integration Plans across curriculum areas
*	Assessment data reports
*	AIG service skill gap analysis and intervention plans
*	AIG Coordinator planning schedule
*	Conference attendance records

*	Professional Development certificates
*	Grade Level Literature study lists
*	Novel study plans and question sets (AR)
*	Problem solving plans (AM)
*	AIG service project plan
*	Program monitoring records
*	Classroom weekly newsletters
*	Unit plan evaluations
*	AIG coaching materials

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	AIG Differentiation Log Learning Styles and Interest Inventories

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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.

CCS has hired an AIG Coordinator who holds an Academically Gifted Professional Educator's License granted by NCDPI. Licensure is current (#983911) and the renewal year is 2025-2026. As a small charter school, CCS currently has only one AIG teacher, who also serves as the AIG Coordinator.

The AIG Coordinator oversees the AIG program, working directly with identified AIG students while managing all related documentation. Additionally, they provide professional development at the beginning of and throughout the school year on various AIG-related topics and maintain an AIG website to communicate program information with stakeholders.

Beyond instructional support, the AIG Coordinator meets with district leadership, including administration and the school board, as needed or upon request, to advocate for gifted students. They also collaborate with the CGE to monitor the implementation of the AIG program.

As part of the ongoing three-year AIG Plan cycle, the AIG Coordinator and CGE regularly review the current plan, make necessary adjustments, and refine strategies to improve gifted education for the next cycle.

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

The AIG program at CCS is managed by a single individual, the AIG Coordinator, who oversees all aspects of the program. CCS utilizes a hybrid AIG model, combining a part-time pull-out program with push-in support in the regular classroom. Identified AIG students receive up to one hour of direct instruction per week in their area(s) of service, while spending the rest of their time in the regular classroom with their teachers. Although CCS currently employs one AIG-certified teacher in a regular classroom setting, all teachers are encouraged to pursue AIG certification.

To stay informed on statewide initiatives and best practices in gifted education, the AIG Coordinator engages in ongoing research across multiple AIG-related areas. Research materials and articles are compiled in the AIG Professional Library, which is regularly updated and shared with staff and administration.

CCS employs a heterogeneous classroom model, meaning AIG students learn alongside their peers in mixed-ability settings. To support differentiation, the AIG Coordinator provides students with resources to enhance their success in the regular classroom and offers indirect support by equipping teachers with strategies and materials tailored to gifted learners. Additionally, the AIG Coordinator collaborates regularly with classroom teachers to ensure both students and educators receive the necessary support for effective instruction.

* **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 for teachers are offered throughout the school year during PLC meetings and staff meetings. Topics covered include, but are not limited to:

- Article 9B (All staff)
- Gifted Behaviors (Typical and atypical) (CT, EC, AD)
- Myths in Gifted Education (CT, EC, SS, Coun, AD)
- Differentiation & Rigor in the Regular Classroom (CT, SS) *
- Referral Process for Identifying AIG Students (All staff)
- Cultural Proficiency Continuum (CT, EC)
- Giftedness Across Different Cultures (Recognizing giftedness in the diverse cultures within the student population) (CT, EC, SS, Coun)
- Perfectionism & Underachievement in AIG Students (Identification and intervention strategies) (CT, EC, Coun)
- Gifted Overexcitabilities (CT, Coun, SS)
- Twice-Exceptional Students and Gifted EL Learners (CT, EC, SS)
- Asynchronous Development (CT, EC, Coun)
- Depth & Complexity (CT, SS) *
- Advocating for Gifted Learners (All staff)
- AIG Plan Overview (All staff)
- AIG Policy updates from state level (AD)

Key:

- CT – Classroom Teachers
- EC – Exceptional Children Department
- SS – Student Services (MTSS, AIG, etc.)
- AD- Administrators
- Coun – Counseling Department
- All staff includes office staff

* Differentiation training may be delivered through modeling and co-teaching in the regular classroom setting.

Office staff also receive training to ensure they can accurately respond to parent inquiries about the AIG program during new student enrollment.

CCS will make it a priority to train all teachers at the beginning of the year in AIG topics and differentiation. Attendance at staff meetings and PLC sessions is mandatory for all staff. If a teacher is absent, they must follow up with the AIG Coordinator to review any missed materials.

Additionally, the AIG Coordinator is developing a year-long set of modules designed to educate certified staff on key AIG topics, provide CEUs for professional growth, and help prepare teachers for the Gifted Education Praxis. These modules will cover characteristics, instructional practices, and social-emotional needs of AIG students, using current research and models.

To guide future professional development, a staff survey conducted in the third quarter will assess AIG in-service training needs and inform PD planning.

* **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.

CCS currently employs one AIG-certified teacher in a regular classroom setting; however, all teachers are encouraged to pursue AIG certification.

The AIG Coordinator recommends that AIG students be grouped homogeneously with an AIG-certified teacher at each grade level. If a certified teacher is not available, students should be placed with a teacher experienced in differentiation, acceleration, extension, and enrichment. This grouping approach supports AIG students academically, socially, and emotionally by allowing them to consistently interact with like-minded peers. While students are heterogeneously grouped in regular education classrooms, flexible grouping strategies within the classroom are used to accommodate students' ability levels, skills, and interests.

Teachers working with AIG students are encouraged to obtain AIG add-on certification from the state and participate in CCS AIG Modules with the AIG Coordinator. The certification process is explained during PLC meetings, and teachers who complete either AIG certification or the CCS AIG Modules are recognized at Board Meetings and in the Weekly Reminders sent by administration.

At the end of each school year, teachers collaborate to form student groups that best meet individual learning needs for the following year. These recommendations are considered by administration when formally assigning students to classes in Infinite Campus.

AIG student progress is monitored throughout the year, and students may be reassigned at the administrator's discretion if their needs are not being met. Additionally, classroom teachers receive each AIG student's Differentiated Education Plan (DEP), which outlines specific academic goals, areas of identification, and the services the student will receive.

* **Practice E**

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

The AIG Coordinator is developing Responsive Educators Venture to Empower Advanced Learners (REVEAL), a year-long professional development course. This program will educate certified staff on key AIG topics, provide CEUs for professional growth, and help prepare teachers for the Gifted Education Praxis. The REVEAL modules will be available for teacher participation in Year 2 of this AIG plan. Teachers who work with AIG students are encouraged to participate in the REVEAL Modules. These modules are designed to deepen teachers' understanding of gifted education strategies, including differentiation, acceleration, extension, and enrichment. Additionally, the content aligns with the competencies needed for the AIG add-on certification through the Praxis exam, making it a valuable resource for educators seeking certification. Participation in these modules not only strengthens instructional practices but also enhances teachers' ability to support gifted learners effectively within a mixed-ability classroom. The AIG Coordinator will also inform staff about community-provided study sessions for the AIG Praxis series and Praxis Exams being offered.

CCS remains committed to hiring highly qualified, student-centered educators. The hiring process follows established best practices, incorporating a three-evaluator review system and a structured rubric to ensure consistency and fairness in candidate selection. This rigorous approach helps identify educators who are well-equipped to support diverse student needs, including those of gifted learners.

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

The AIG Coordinator and staff are committed to ongoing, comprehensive professional development that focuses on both equity and excellence in education. This professional learning will include opportunities from both within and outside the LEA, with key takeaways shared and discussed with the broader staff during PLC meetings.

As part of this commitment, CCS staff will engage in reflective practices aimed at examining and reframing their perspectives on students and their access to the AIG program. This reflection will focus on recognizing and addressing personal biases, ensuring that all students have equitable access to gifted education. Efforts will be made to create more inclusive opportunities for students, rather than constructing barriers that limit participation. To support this work, teacher surveys will be utilized to identify biases related to gifted education and the characteristics of gifted learners.

The AIG Coordinator will use resources provided by NCDPI, including the booster shot series and the Call to Action Guidebook, to guide efforts toward achieving equity and excellence in gifted education. These resources will help shift mindsets, reframing how gifted education is viewed and implemented across the school community. By engaging in these practices, CCS aims to foster an inclusive and equitable environment where all students, regardless of background, can thrive.

* **Practice G**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

The goals of the AIG program at CCS are to serve all gifted students in reading and mathematics and provide them with learning experiences that challenge them across all educational settings. To support this, teachers receive professional development (PD) on recognizing gifted students across diverse cultures and subgroups.

The AIG Coordinator works closely with administration to ensure that PD is aligned to meet the needs of all students, from those needing support to those needing enrichment. This collaboration helps provide high-quality PD for teachers during monthly PLC meetings.

Teachers are strongly encouraged to attend PD opportunities outside the school setting, and CCS administration tracks all CEUs earned for recertification. Additionally, the Booster Shot Series is made available to staff for continued professional learning.

Annual training is provided on key topics for both new teachers and those needing a refresher. These topics include:

- Article 9B
- Gifted Behaviors (both typical and atypical)
- Myths in Gifted Education
- Differentiation Strategies
- Referral Process for Identifying AIG Students at CCS

- Cultural Proficiency Continuum
- Giftedness Across Cultures (Understanding giftedness within diverse student populations)
- Underachievement in AIG Students (Identification and appropriate interventions)

Training opportunities on AIG-related topics outside the LEA are announced regularly in the Staff Notes, which are sent weekly by administration.

The AIG Coordinator is encouraged to attend regional, state, and national AIG meetings and conferences. The Coordinator is given dedicated time to participate in webinars and professional growth activities during the school day. Additionally, the AIG Coordinator is provided with a one-hour planning period each day to apply and implement what has been learned in professional development sessions, ensuring that AIG students' needs are met using best practices.

Professional development time is allocated during PLC meetings, staff meetings, and early release PD days, offering opportunities for the AIG Coordinator to share insights from conferences and meetings with the staff. If teachers miss PD sessions due to absence, the AIG Coordinator meets with individuals or small groups outside of regular meeting times to ensure they receive the missed content.

The AIG Coordinator creates a weekly schedule that includes dedicated time for working with student groups. This schedule also accounts for the time needed for paperwork and non-teaching duties, as well as providing ongoing PD for teachers through PLC sessions and in-classroom coaching.

CCS maintains a shared Google Drive that includes a dedicated AIG folder. This folder houses a wide range of resources for all teachers, such as lesson plans, activities, training materials, forms, the current AIG plan, and the Booster Shot Series provided by DPI. These resources are continually updated and accessible to all staff.

*** Ideas for Strengthening the Standard**

Finish developing 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
* PD Session agendas and presentations
* AIG training schedules
* Admin and board meeting documents
* New student enrollment materials
* Staff survey results
* List of AIG certified teachers
* AIG Certification encouragement & recognition records
* Annual student placement records
* AIG Coordinator's professional license
* AIG Coordinator job description & employment contract
* AIG Website
* REVEAL course outline & curriculum including GiftEd Praxis Prep Materials
* Professional development materials including Differentiation resources & strategy guides, Staff reflection & bias surveys, Collaboration & teacher support documents, PD Session agendas and presentatio
* CCS Hiring policies and procedures

*	CGE collaboration documentation including AIG Plan & review adjustments, AIG Program model overview

Documents

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

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.

Parent Communication & Engagement in the AIG Program

- Weekly Progress Updates: Parents of students who are struggling to meet the academic and behavioral expectations outlined in the AIG Handbook receive weekly progress reports. These updates, compiled with input from both classroom teachers and the AIG teacher, provide the student's current grade percentage, a list of any missing assignments, and relevant feedback from teachers.
- AIG Informational Nights: CCS plans to host AIG Informational Nights once per semester to provide parents with an overview of the AIG program. These sessions will cover program details, student support services, enrichment opportunities, and strategies for supporting gifted learners at home.
- Talent Showcase Nights: CCS is excited to offer Talent Showcase Nights as a way to celebrate and highlight the diverse abilities of our gifted students. These events provide an opportunity for students to demonstrate their strengths across a variety of domains, including academics, the arts, innovation, and leadership. These showcase nights not only provide an opportunity for students to share their talents but also foster a sense of community among families, educators, and peers. Parents and community members are encouraged to attend, celebrate student achievements, and engage in conversations about supporting gifted learners.
- Open Communication: Parents are encouraged to reach out to the AIG Coordinator at any time via email or ParentSquare to schedule a meeting. These meetings provide an opportunity to discuss concerns, celebrate student achievements, and ask questions about AIG services.
- Collaboration with School & Parent Organizations: The AIG program will work alongside the PAC and school departments such as Exceptional Children (EC) and English Learners (EL) to explore additional ways to engage parents and increase their involvement in gifted education.
- Collaboration with parents to establish a PAGE chapter: CCS is eager to collaborate with parents to establish a Partners for the Advancement of Gifted Education (PAGE) chapter at our school. PAGE is a network of local groups affiliated with the North Carolina Association for the Gifted and Talented (NCAGT), designed to support and advocate for the needs of gifted students. By forming a PAGE chapter, parents, educators, and community members can work together to provide valuable resources, workshops, and enrichment opportunities tailored to the unique needs of advanced learners. If you are interested in joining or learning more about this initiative, please reach out to the AIG Coordinator.
- Parent Representation on the AIG Council: Parents play an essential role on the AIG council (CGE), serving as advocates for gifted learners and providing valuable insight from a home perspective. Their involvement helps shape program improvements and ensures that student needs are addressed.

- Surveys & Data-Driven Support: To better understand the needs of gifted students, CCS will gather feedback from students, parents, and teachers through surveys. This data will be used to communicate key findings to parent networks and strengthen partnerships that support the gifted learner community at CCS.

* **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.

CCS Partnerships & Collaborative Opportunities

- Blum Internships: CCS offers internship opportunities through the Blum program, providing students with hands-on experience in various career fields.
- NCVPS Course Offerings: In partnership with North Carolina Virtual Public School (NCVPS), CCS provides middle and high school students with access to courses such as Success 101, Leadership, and other specialized subjects that support academic and personal development.
- Student Well-Being Support: Through a partnership with Kintegra, CCS ensures that students have access to social and emotional support services to promote their overall well-being.
- Early College Access: CCS collaborates with Gaston College to provide students with opportunities to enroll in Early College programs, allowing them to earn college credits while still in high school.
- Community & Safety Partnerships: CCS is committed to maintaining and expanding partnerships with key organizations, including UNC Charlotte, the Gaston County Police Department, the Gaston County Sheriff's Department, the Gaston Gazette, the Stanley Police Department, and local fire departments. These partnerships support student learning, career exploration, and community engagement.
- Professional Development & AIG Support: The AIG Coordinator, a former board member of the North Carolina Association for the Gifted and Talented (NCAGT), collaborates with NCAGT to provide ongoing support and professional development for CCS teachers, administrators, and the school community. Additionally, CCS will establish new partnerships with organizations such as RESA, the National Association for Gifted Children (NAGC), and other Local Education Agencies (LEAs) to expand training and learning opportunities.
- Higher Education Collaborations: CCS has developed a partnership with Gaston College. This collaboration will support research initiatives and strengthen the AIG program.
- Academic & Enrichment Competitions: CCS will partner with the Scripps National Spelling Bee to provide competition opportunities for gifted learners. Additionally, the district aims to support student participation in other regional and national competitions, such as Odyssey of the Mind and Science Olympiad, to foster creativity and critical thinking.
- Community Service & Outreach: CCS values service learning and community engagement. Partnerships with the Stanley Fire Department and local nursing homes will provide students with opportunities to give back through service projects, such as the Angel Tree Program, food drives for local food banks, and resource initiatives for homeless families.

* **Practice C**
Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

The CCS Council for Gifted Education (CGE) is responsible for monitoring and supporting the implementation of the AIG plan. The council is composed of:

- The AIG Coordinator
- A school administrator
- One elementary teacher
- One middle or high school teacher
- The Curriculum Facilitator
- One member of the School Improvement Team
- One AIG parent
- One non-AIG parent

The CGE meets quarterly during the first two years of the plan to assess its effectiveness and ensure the program is being implemented with fidelity. In plan renewal years, the council meets monthly to review the plan's progress, identify areas for improvement, and recommend necessary revisions throughout the school year. During the quarterly meetings, the CGE also reviews student candidates for the AIG program to evaluate whether they meet the established qualification criteria. This review process ensures that all eligibility requirements are met before a student is formally identified as AIG.

During renewal cycles, council members receive a copy of the current plan, collaborate to align with updated standards, and revise the plan as needed before submitting it to the school board for final approval. At each quarterly meeting, council members will review and refine two specific standards to ensure continuous improvement. One week before each meeting, members will receive a copy of the standards under review, allowing time to examine the current wording and prepare recommendations for revisions or enhancements. Additionally, a PowerPoint presentation will be provided, outlining key areas of concern identified through stakeholder feedback from the AIG survey. This structured approach ensures that council discussions are well-informed and focused on meaningful improvements. The CGE also works to refine and enhance the plan between renewal periods.

To facilitate communication, the AIG Coordinator has compiled contact information for all CGE members and established a ParentSquare group for updates. The AIG Coordinator keeps members informed about meeting schedules, discussions, and decisions made during each session.

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

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

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

CCS provides multiple communication channels to ensure all stakeholders, including students, parents, staff, and community members, stay informed and engaged. By utilizing a range of communication tools, CCS strives to maintain transparency, accessibility, and strong connections with its stakeholders.

- Multilingual Communication: CCS makes every effort to provide information in the native languages of our families. A percentage of students and families within CCS speak a language other than English, and translation services are available to ensure equitable access to AIG resources.
- AIG Plan: The full AIG plan can be found in the following places:
  - School AIG website (https://sites.google.com/cpcsnc.org/community-charter-aig?usp=sharing
  - ParentSquare links page
  - School website under Academics, AIG information (https://cpcsnc.org/aig-information/)
  - A copy can be sent digitally upon request from a community stakeholder
- AIG Website: CCS maintains a comprehensive AIG website, accessible through the district's main website. The AIG website includes:
  - A direct link to the full AIG plan
  - Details about available AIG services, including Talent Development (TD)
  - Information on screening and identification processes, including types of identification
  - Characteristics of gifted and twice-exceptional (2E) students
  - Common myths about gifted education
  - Links to academic and parent resources, including recommended books for families
  - An AIG calendar, regularly updated with advanced learning opportunities for students and families
- AIG Information Meetings: Bi-annual AIG informational meetings are held in the fall and spring to keep families informed about services, identification, and student opportunities. Communication is sent weekly via ParentSquare, and paper copies of information are available for families without internet access.
- School Board & Community Presentations: The AIG Coordinator presents updates at Board Meetings multiple times throughout the year. These meetings are open to all members of the school and community. Additional in-person opportunities to share AIG information include Curriculum Night, Open House, and Round Table meetings.
- AIG Quick Information Guide: A concise AIG Quick Information Guide is available both digitally and in the front office for families seeking additional information. Every effort is made to provide materials in the preferred languages of CCS families.
- DEP Meetings: Families are kept informed about AIG services and student options through Differentiated Education Plan (DEP) meetings, where individual student needs and academic goals are discussed. During these meetings, parents are encouraged to actively contribute to the DEP by suggesting goals, identifying social-emotional needs, and highlighting their child's strengths. They can also provide input on the learning environment, recommend content modifications, and share feedback on instructional approaches. Additionally, parents have the opportunity to express interest in specific programs or talent development opportunities they would like their child to participate in.
- ParentSquare Communication & Brochures: ParentSquare is frequently used to update parents on AIG events, opportunities, and key topics. Several AIG brochures are available to help families navigate the identification process and program services, with translations provided based on the needs of the student population.

- Contact Information Updates: At the beginning of each school year, contact information sheets are sent home to ensure the AIG office has current family contact details. This information is used to share updates on AIG events, field experiences, guest speakers, summer camps, and policy changes at both the state and local levels.
- Community & Media Outreach: CCS partners with local media outlets, such as the Gaston Gazette, to highlight student accomplishments and share AIG program updates with the broader community.
- Stakeholder Engagement: AIG program updates and discussions are integrated into various local school meetings, including Board Meetings, principal meetings, parent-teacher conferences, and PAC meetings and gatherings, to keep stakeholders informed and engaged.

*** Ideas for Strengthening the Standard**

Begin to explore the option of starting a PAGE chapter at CCS.

AIG Coordinator will translate the parent handbook for AIG students and families into several languages.

Utilize PAC Facebook page to announce meetings for parents.

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

Expand the AIG Advisory Council to include EC, school counselor, and high school students.

Planned Sources of Evidence

*	AIG website including screenshots and updates, analytics
*	CCS website
*	Extracurricular list
*	Communication with PAC
*	Minutes from AIG Bi-Annual meetings
*	AIG Quick Information Guide
*	AIG Gifted Council meeting minutes

*	Communication with community partners
*	ParentSquare communication
*	Survey results & feedback
*	PAGE Chapter planning documentation
*	Early College/Dual Enrollment data
*	SCRIPPS registration & participation records
*	Gifted Council meeting agendas, communication, & attendance records
*	Translated AIG documents
*	Parent Contact forms
*	News articles and press releases
*	Service projects documentation
*	Internship agreements

Documents

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	Weekly Progress Update CCS AIG Website

Community Public Charter (36G) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

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

To develop an AIG plan in compliance with state legislation and SBE policy, an advisory council (CCS CGE) was established, consisting of AIG personnel, administrators, teachers, the curriculum coordinator, and parents. This council convenes monthly to collaborate and provide input.

The revision process began with CCS CGE members receiving a copy of the AIG Standards and Practices to guide their contributions. The council met monthly to systematically address each AIG standard, generating ideas to enhance best practices. Each month, the council focused on two standards, prioritizing those deemed lower in urgency first.

To ensure productive discussions, a Google Slide deck detailing updates and changes for the targeted standards was shared with council members ahead of each meeting, allowing ample time for review and idea development. During the meetings, members collaboratively reviewed the slides, discussed proposed changes, and provided feedback. This iterative process continued until all standards were thoroughly examined and refined. Ideas were collected from the group, and the AIG Coordinator compiled them into the NC CCIP system. Once a draft was completed, the AIG Coordinator distributed copies of the plan to CCS CGE members for review and edits. Members had a two-week window to submit final remarks and suggestions, which the AIG Coordinator incorporated into the plan.

The finalized plan was printed and shared with the local school board to allow ample time for review. On May 13, 2025, the AIG Coordinator will formally present the plan to the school board for approval. This timeline ensures that any necessary adjustments can be made prior to submitting the plan to NCDPI by the July 15, 2025, deadline.

Going forward, the CCS CGE will continue to meet quarterly (with the exception of summer break months) to review and make improvements to the AIG plan as necessary. This ongoing process ensures that the plan remains current, effective, and aligned with the needs of AIG students and evolving state and district requirements. At each meeting, data will be reviewed to assess whether the AIG Plan requires further revisions and to identify specific areas for improvement. The data sources include:

- Testing Scores: Benchmark assessments, EOGs, EOCs, ACT, PreACT, and other standardized measures.
- Stakeholder Survey Responses: Feedback from parents, students, and staff regarding the effectiveness of AIG services.
- Student Goal Tracking Data: Progress toward academic and personal goals outlined in Differentiated Education Plans (DEPs).

This ongoing analysis ensures that the AIG program remains responsive to student needs and continues to foster academic growth and equity.

* **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 designated to lead the development and implementation of the AIG plan. The AIG Coordinator, along with the administrator and CCS CGE, will continue to work on developing rubrics for monitoring the AIG program. Random fidelity checks will be conducted by CCS CGE members using a Fidelity Check Observation Form to ensure that the program is being implemented with consistency and effectiveness.

Observations of the AIG Coordinator will be carried out by administration using the NCEES Teacher Evaluation system. If additional staff are hired for the AIG department, they will also be evaluated using the NCEES Teacher Evaluation.

The AIG program will be assessed annually through surveys of students, parents, and staff, as well as formal and informal discussions held throughout the school year. Parent, student, and staff surveys are reviewed with the CCS CGE shortly after the survey window closes (students and staff in the 3rd quarter, parents in the 4th quarter). Additionally, the minutes from any roundtable meetings discussing the AIG program are reviewed with the CCS CGE during the quarterly meeting following the roundtable. Quarterly checks are conducted with AIG students through interviews or small group discussions to assess the effectiveness of the program and determine if any changes need to be made to the program or plan.

Benchmark data collected throughout the year is reviewed to assess whether the AIG program is effectively meeting student needs and the goals outlined in their DEPs. If adjustments to the program are needed based on feedback from parents, students, staff, or state-level evaluations, the AIG Coordinator will add the area of concern to the next CCS CGE agenda. This allows the advisory council to explore ways to revise the program to better meet the needs of the students being served and enhance the program in areas of weakness. Any proposed changes to the AIG Plan are then presented to administration and, ultimately, to the school board for approval. This process ensures that the program remains responsive to student needs and continues to align with best practices.

Interim reports provided by NCDPI will be completed by the AIG Coordinator to assess progress toward program implementation goals. Additionally, annual updates on the progress of the AIG program will be presented at the Board Meeting in May and shared through the AIG website and Parent Square to keep the community informed.

Additionally, LEA and AIG demographics are reviewed annually with the CCS CGE, administration, MTSS, EL, and EC departments to identify opportunities to improve AIG identification, particularly among underrepresented populations. This collaborative review helps ensure equitable access to AIG services for all students.

* **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 851. 851x.04=34.04 1340.97 (per pupil) x 34.04 (ADM) =$45646.61

The AIG budget under PRC-034 amounts to $45,646.61. As a charter school, CCS receives funding through PRC-036 instead of PRC-034. However, if the funding formula remains unchanged regardless of the fund, the AIG budget should remain consistent. Based on this understanding, the following budget plan has been developed:

1. The AIG Coordinator will attend a quarterly meeting with the Finance Department to evaluate the availability of additional funds for the AIG department and ensure that expenditures align with charter school procedures and policies.

2. The AIG budget will primarily be used to cover the salary of the AIG Coordinator. For the past several years, the majority of the Coordinator’s salary has been paid through this budget, with the remainder funded by another area of school funding.

3. Any remaining funds will be allocated to support professional development (PD) for staff on AIG-related topics, AIG classroom supplies, and universal screening supplies (such as OLSAT testing booklets and forms).

4. The AIG Coordinator will actively seek to increase funding for the AIG department through grant writing and cultivating community partnerships to ensure the continued growth and enhancement of AIG services.

This plan aims to maximize the use of available funds while ensuring that the AIG program remains well-supported and aligned with the needs of students.

* **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.

Testing data is analyzed to evaluate whether the current goals of the CCS AIG Plan are effectively supporting student growth or if revisions and improvements are needed. Particular attention is given to traditionally underserved populations to ensure equitable identification and support. By closely monitoring performance trends, the AIG program can adapt to better meet the needs of all students and foster continued academic success. The AIG Coordinator has partnered with the testing coordinator to streamline data collection and analysis. Benchmark testing data is stored on Google Drive and student achievement is tracked through a comprehensive spreadsheet managed by the AIG Coordinator.

The spreadsheet includes benchmark data collected throughout the school year and utilizes a color-coded system to highlight student progress:

- Green: Growth of more than 3 points
- Blue: Growth of 10 or more points
- Yellow: Drop of more than 2 points
- Red: Drop of 10 or more points

This data will be shared with the CCS CGE during the final meeting of the school year to assess program effectiveness and identify areas for improvement. The dataset includes results from STAR testing (administered three times a year), NC Check-Ins, EOGs, EOCs, ACT, PreACT, and benchmark testing conducted through Renaissance. This structured approach ensures that student performance trends are monitored closely and used to inform instructional decisions.

Annual updates on the state of the AIG Plan, including data analysis and recommendations for improvement, are shared with school administration and the school board. These updates provide insight into program effectiveness, highlight areas for growth, and guide decision-making to ensure the AIG program continues to meet student needs effectively.

CCS dropout rate tracking plan: With the expansion of our high school, the administrative team is in the final stages of completing the dropout tracking plan. Once the plan is finalized it will have to go through the local board for approval. Once the plan is approved we will update all pertinent information sources with the plan.

* **Practice E**
Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

The following approach ensures equity and accuracy in AIG referrals, identification, and retention:

- Data Tracking & Analysis: The AIG Coordinator systematically maintains a spreadsheet tracking referral, identification, and retention data. Patterns are analyzed to identify disparities, particularly among traditionally underrepresented populations.
- Teacher Referral Monitoring: Data includes records of which teachers are making referrals. This helps determine if certain teachers refer students at disproportionately high or low rates.
- Addressing Disparities: If discrepancies are detected, the AIG Coordinator conducts classroom observations to assess instructional practices and possible barriers to equitable identification.
- Action & Recommendations: Following observations, the AIG Coordinator provides recommendations to teachers and administration to address any identified concerns and improve access to AIG services.

This structured monitoring ensures that all students, regardless of background, have equitable opportunities for AIG identification and support.

This structured approach ensures ongoing monitoring and support for AIG students:

- PowerSchool Monitoring: The AIG Coordinator reviews student performance at key points throughout the school year, particularly during progress report periods.
- AIG Progress Reports: Students receiving pull-out services receive dedicated progress reports to track their development in AIG programming.
- Teacher Collaboration: The AIG Coordinator maintains open communication with classroom teachers, addressing performance concerns as they arise and working together to support student success.
- Benchmark Data Tracking: Growth is monitored through a spreadsheet, tracking beginning, mid-year, and end-of-year benchmark assessments. This data helps evaluate student progress and the effectiveness of AIG interventions.

This process ensures that student progress is continuously assessed and that timely interventions are implemented when needed.

Holding conferences for underperforming AIG students ensures timely intervention and support. These conferences:

- Identify Challenges: Discussions focus on academic struggles, executive functioning issues, or other barriers to success.
- Collaborate on Solutions: Teachers, parents, AIG staff, and support personnel work together to develop strategies for improvement.
- Monitor Progress: Follow-ups ensure that interventions are effective and adjustments can be made as needed.

By involving all stakeholders, these meetings help maintain high expectations while providing the necessary support for student success.

This tracking system ensures transparency and informed decision-making regarding AIG program demographics:

- LEA & AIG Demographics Spreadsheet: The AIG Coordinator maintains an up-to-date record of student demographics, ensuring accurate representation of AIG-identified students.
- Real-Time Updates: As students are added throughout the year, the spreadsheet is updated to reflect the most current demographic data.
- Shared Access: The data is shared with administrators and board members to support discussions on program effectiveness, equitable identification, and areas for improvement.

By consistently monitoring demographic trends, the AIG program can address potential disparities and refine identification practices to ensure inclusivity.

Tracking continued enrollment and attrition rates provides valuable insights into the effectiveness of the AIG program. By maintaining a detailed spreadsheet, the AIG Coordinator can:

- Identify Trends: Recognize patterns in student retention and transfers to other LEAs.
- Analyze Causes: Determine factors influencing student departures, such as academic challenges, school culture, or family relocation.
- Improve Support Strategies: Use data to enhance program offerings, address concerns, and strengthen retention efforts.
- Inform Decision-Making: Share findings with administrators and the school board to guide improvements in student services.

This data-driven approach ensures that the AIG program remains responsive to student needs and promotes long-term engagement.

* **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.

Tracking CEU progress and AIG module completion ensures that staff members receive the necessary professional development to support AIG students effectively. By maintaining regular communication with administration, the AIG Coordinator can:

- Monitor Professional Growth: Ensure that teachers are completing AIG-related training.
- Support Staff Development: Provide resources or guidance to help teachers meet professional learning goals.
- Maintain Compliance: Align with district and state requirements for continuing education.
- Enhance Instruction: Ensure teachers are equipped with strategies to challenge and support AIG students.

This collaborative approach helps build a strong foundation for AIG services within the school.

By attending these professional development opportunities, the AIG Coordinator stays informed about best practices, policy updates, and innovative strategies for gifted education. These trainings also provide networking opportunities with other AIG professionals across the state, ensuring that the program remains aligned with current research and state guidelines.

Additionally, participation in these events helps:

- Enhance instructional strategies for AIG students
- Advocate for AIG needs at the district and state level
- Bring new ideas and resources back to CCS educators
- Ensure compliance with state and national AIG standards

Staff members who earn AIG add-on licensure or participate in AIG professional development are encouraged to inform the AIG Coordinator and should update their licensure status with administration.

Data on staff AIG licensure certification is used to make informed decisions about student placement each year, ensuring that students are assigned to teachers who are equipped to meet their specific academic and intellectual needs.

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

Annual surveys are sent to staff, students, and parents. These surveys include questions about their knowledge of the AIG program, the referral process, communication with stakeholders, and invite suggestions for improving the overall program.

In the 3rd quarter the AIG Coordinator administers an in-class student survey and a classroom teacher survey during a PLC. In the fourth quarter, two parent surveys are conducted—one for families of students in the AIG program and one for those whose children are not—to gather feedback on knowledge of the program, the program's effectiveness, and utilization. These surveys are adapted from the NCDPI Advanced Learning Department's templates to better align with CCS's specific needs.

Parents and students are informally asked for feedback about the AIG program throughout the year, both in casual conversations and during scheduled meetings, such as DEP meetings or conferences. Teachers are also asked for feedback during informal discussions and at scheduled meetings, including staff meetings or PLC groups.

All feedback data is analyzed to assess the effectiveness of the AIG program and identify areas of weakness that need improvement. This analysis occurs after each survey is collected and throughout the school year. This data analysis is shared with the CCS CGE to inform decision-making within the program and remain updated on current stakeholder perceptions.

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

CCS shares AIG program evaluation data with all stakeholders to ensure the community remains informed and up to date on the program's progress and impact. Program evaluation and survey data are shared with the CCS CGE and administration as soon as they become available, ensuring timely access to relevant insights for informed decision-making.

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
- ParentSquare
- Weekly reminders, which are sent through ParentSquare 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

- A powerpoint presentation with infographic data from the surveys

All surveys are conducted anonymously to protect respondents' privacy. When sharing survey data with the public, all personally identifiable information is safeguarded in compliance with FERPA regulations. Ensuring anonymity in student surveys encourages more open and honest feedback about their experiences and perceptions of the AIG program.

All communications will be translated into the preferred language of each stakeholder as needed to ensure accessibility and inclusivity.

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

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 CCS CGE, 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 if deemed necessary by the CCS CGE, especially if they are borderline for AIG identification. Parents will be notified when further testing is required, and parental permission will be sought for this additional testing.

Once screening testing is completed, there is a 12-month waiting period before a student can be retested, unless mitigating factors (such as illness) impacted the student's initial performance.

AIG student performance is closely monitored throughout the school year to ensure that AIG services are supporting, rather than hindering, the student's ability to perform well in class and on assessments. If a student's performance starts to decline, the AIG Coordinator, classroom teacher, and parents will meet to discuss strategies for improving the student's performance. If the student's performance continues to decline, the AIG Coordinator and classroom teacher may recommend modified AIG services to reduce the student's missed core content. Parents will be involved in the decision-making process from the outset, and modified services will only be provided with parental approval.

In more extreme cases, parents may request a suspension of services in writing. Students may also request a suspension, but this must be done with parental consent, documented via signature, before services can be suspended.

Transfers from Other LEAs:

AIG students transferring to CCS are flagged by the admissions department, and the AIG Coordinator is promptly notified. If transfer paperwork is not provided, the AIG Coordinator makes every effort to contact the previous LEA's AIG department to obtain the student's AIG records. Additionally, AIG information is retrieved from PowerSchool records.

AIG services will continue in the areas identified by the previous LEA. If a DEP (Differentiated Education Plan) is provided, AIG and regular education teachers will make every effort to follow the DEP to the best of CCS's ability. In cases where CCS cannot fully implement the services outlined in the previous DEP, the AIG Coordinator will collaborate with the student, parent, administration, and classroom teachers to develop a new DEP that aligns with the student's current needs and the services available at CCS.

Military Transfer Policy:

In accordance with Senate Bill 1541, Article V (Interstate Compact on Education Opportunities for Military Children), students from military families who enroll at Community Charter School and have been identified for AIG services in a previous school system are eligible for AIG services at CCS. To ensure eligibility, official records and paperwork documenting prior identification must be provided to the AIG team before services can be initiated.

LEA Level Conflict Resolution Policy:

This board approved policy is outlined in the Parent/Student Handbook which is located on both the school website and ParentSquare Links page under the explore tab.

Purpose and Procedure

The purpose of this policy's guidelines and directions is 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. If an informal resolution to any grievance does not resolve, the student or guardian may file a formal grievance. The grievance must be filed in writing, within 10 days of the circumstances and include: (1) the name of the individual whose decision or action instigated a grievance; (2) the specific decision(s) or action(s); (3) any board policy, state or federal law, regulation or procedure believed to be misapplied, misinterpreted, or violated; (4) the specific resolution desired.

Procedure

The School Board is ultimately responsible for ensuring the process for resolution of grievances is followed. Individuals with grievances should proceed through the grievance process beginning with step 1, unless approved by the Executive Director. All levels of grievance resolution shall be in writing.

Step 1:

Step 1 begins with a conversation between both parties. If the grievance is not resolved, the aggrieved party has 21 days to submit, in writing to the Executive Director, a formal grievance. If the grievance is with the Executive Director, the formal grievance should be submitted to the School Board's Grievance Committee.

Step 2:

Upon receipt of the written grievance, the Executive Director will facilitate a 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 written formal appeal, within 5 days, to the School Board's Grievance Committee. If the grievance is with the Executive Director, a representative(s) from the Grievance Committee will facilitate the meeting. Any decision rendered by the Board will be final.

Step 3:

Written formal appeals directed to the School Board will be given to the Grievance Committee to resolve. The Grievance Committee will review the written documentation and the decisions of the Executive Director. The aggrieved party will be allowed to make a brief statement. The Grievance Committee will

make a recommendation to the School Board for approval. The School Board will then issue a final written decision within 30 calendar days of receipt of the formal written grievance to the Grievance Committee.

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 with an administrative law judge 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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*** Ideas for Strengthening the Standard**

Develop AIG Policies and Procedures Handbook for staff.

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

Planned Sources of Evidence

*	AIG website
*	Staff meeting notes
*	Parent, student, and staff surveys and reports
*	Fidelity check forms
*	Enrollment,attrition, and transfer data
*	NCEES Teacher Evaluation reports for AIG Coordinator

*	AIG Budget report including PD Expenditure report
*	Classroom screening & testing supply records
*	Draft and final versions of AIG plan
*	Data analysis report
*	Student goal tracking dataand Student achievement tracking spreadsheet
*	CGE meeting agendas & minutes
*	Annual AIG program update reports
*	Dropout rate tracking plan
*	Teacher rate of AIG referrals data
*	Conference meeting notes and Intervention plans
*	Grievance policy
*	AIG Referral, identification, & retention spreadsheets

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	Yearly Performance Review K-2 Yearly Performance Review 3-5 Yearly Performance Review 6-8 AIG Progress Report

- EOY Progress Report
- Parental Consent for AIG Library Use
- Parental Consent to Participate in AIG Program

Local Board of Education Approval

Community Public Charter (36G) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
05/13/2025

AIG Related Documents

Community Public Charter (36G) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents

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

Optional Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	AIG Referral Form Math Portfolio Rubric ELA Portfolio Rubric CGE Decision Form Summary of Eligibility K-2 Summary of Eligibility 3-12 Middle High Student Goal Planning Elementary Goal Setting Sheet
AIG Standard 2 Additional Resources	N/A	Underachievement Intervention Strategies Checklist Gifted Underachievement Source Identification Teacher Underachievement Checklist CCS AIG Website CCS AIG Quick Guide 2024-2025 AIG Handbook STEM Boxes Descriptions Student Progress Monitoring Form
AIG Standard 3 Additional Resources	N/A	AIG Differentiation Log Learning Styles and Interest Inventories

AIG Standard 4 Additional Resources	N/A	REVEAL Course Outline
AIG Standard 5 Additional Resources	N/A	Weekly Progress Update CCS AIG Website
AIG Standard 6 Additional Resources	N/A	Yearly Performance Review K-2 Yearly Performance Review 3-5 Yearly Performance Review 6-8 AIG Progress Report EOY Progress Report Parental Consent for AIG Library Use Parental Consent to Participate in AIG Program

Phrase	Definition
504	formal plans that schools develop to give kids with disabilities the support they need
2E	Twice Exceptional; used to describe students who receive both EC and AIG services
Acceleration	Moving curriculum at a faster pace
ACT/Pre-ACT	a standardized test used for college admissions in the United States
ADM	Average Daily Membership; Used in the first 20 days of school to determine student population to be used for calculating school funding
Advanced Mathematics Course Legislation	NC General Statute 115C-81.36; state legislation requiring advanced mathematics courses for students who achieve the highest level (5) on the EOG
AG	Academically Gifted; used to label students who excel academically in both reading and math and are officially identified for the AIG program
AIG	Academically and Intellectually Gifted
AI	Academic and intellectual; Used to label students who excel in both academic and intellectual endeavors and are officially identified for the AIG program
AM	Academic Mathematics; Used to label students who excel academically in mathematics and are officially identified for the AIG program
AR	Academic Reading; Used to label students who excel academically in reading and are officially identified for the AIG program
AP	Advanced Placement; courses in high school that also help students earn college credit
Article 9b	the current legislation mandating identification and services for gifted education K-12 in North Carolina
Asynchronous development	uneven development across different areas like intellectual, emotional, social, and physical abilities, where some areas mature faster than others
BOG	Beginning of Grade; state test for reading given to 3rd grade students at the beginning of the school year
CCS CGE	Community Charter School Council for Gifted Education; a group of teachers, administrators, and parents who help write, monitor, and revise the AIG plan. This group is also in charge of reviewing qualifications of students for AIG program.
CDM	Credit by Demonstrated Mastery; the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content; without course enrollment or seat time

CEU	Continuing Education Unit; typically used to document professional development and maintain licenses and certifications
CFNC	College Foundation of North Carolina
DEP	Differentiated Education Plan; an individualized plan for education of an AIG student.
EC	Exceptional Children; refers to programs and services designed to support students with disabilities, ensuring they receive an appropriate individualized education in the least restrictive environment
EL	English Learners; a student whose primary language is not English, and who is in the process of acquiring English proficiency
ELA	English Language Arts
EOC	End of Course, state test given to high school students at the end of course
EOG	End of Grade; state test given to students in grades 3-8 at the end of the school year
Enrichment	exploring curriculum topics more deeply
Essential Questions	open-ended, thought-provoking inquiries that encourage higher-order thinking, promote deeper understanding, and spark meaningful discussions
Frontloading	deliberately providing students with essential information, vocabulary, or concepts before they engage in a specific activity or lesson, aiming to enhance comprehension, engagement, and retention
GPA	Grade Point Average; used to determine student ranking among their grade level
GT Representation Index	a metric used to assess representation of demographics within a gifted and talented population compared to its representation in the overall student population
IEP	Individualized Education Plan; a plan for education for students being served by the EC department
LEA	Local Education Authority (school district/charter)
MTSS	Multi-Tiered Support System; a framework schools use to provide targeted support to students, ensuring all learners receive the support they need to succeed academically, behaviorally, and socially
NC Check In	State tests given in grades 3-8 throughout the year to determine level of learning before the EOG is given
NCAGT	North Carolina Association for the Gifted and Talented
NCDPI	North Carolina Department of Public Instruction
NCVPS	North Carolina Virtual Public School
Novel Studies	an interactive experience where students learn to engage with the novel through guided prompts and teacher and student led discussions, students learn comprehension and critical thinking skills throughout the process

OLSAT	Otis-Lennon School Ability Test; a nationally standardized, multiple-choice assessment used to evaluate a student's reasoning skills, particularly for identifying students for gifted and talented programs
PAC	Parent Advocacy Committee
PAGE	Partners for the Advancement of Gifted Education; parent led group that advocates for gifted students
PD	Professional Development
Perfectionism	the tendency to set excessively high standards for oneself and others
PLC	Professional Learning Community; professional learning groups usually determined by grade level or department
Pull Out	Gifted services where students are pulled out of the regular classroom to a separate location
Push In	Gifted services where the AIG teacher joins the regular classroom setting to provide service to AIG students
REVEAL	Responsive Educators Venture to Empower Gifted Learners; a set of online modules to prepare teachers for teaching gifted students and to take the Praxis in Gifted Education for certification
SEL	Social and Emotional Learning; the process of developing the skills needed for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, which are crucial for academic, professional, and social success
SIGS	Scales for Identifying Gifted Students; an observational instrument available for identifying gifted students grades K-12
STAR	School based assessment; computer-adaptive tests used to measure student growth in reading, math, and early literacy, providing educators with data to inform instruction and support student learning
STEM	Science, Technology, Engineering, Mathematics; a hands on curriculum to help students learn to solve real world problems
TABS	Traits, Attributes, and Behaviors; a form to help teachers describe gifted traits students show in the classroom
TD	Talent Development; a part of the AIG plan to help students achieving at a high level but not officially identified as AIG develop the skills in order to qualify for the AIG program
Underachievement	a discrepancy between potential/ability and actual performance