

Mission/Vision Statement and Funding

Concord Lake STEAM Academy (13D) 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)

Mission Statement: CLSA's mission is to create an environment where each student is challenged to reach his or her academic potential and become self-motivated life-long learners through data-driven personalized learning plans, community stewardship, and positive collaboration with families.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 49,126.80	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

At Concord Lake STEAM Academy (CLSA), we are committed to identifying and serving all students eligible for the AIG program. We obtain and analyze data for students in kindergarten through eighth grade, utilizing various assessment tools for our screening processes. Data considered for screening purposes includes, but is not limited to, EOGs, BOGs, iReady, NWEA, North Carolina Summative Assessments, and teacher rating scales such as the HOPE rating scale.

K-3 Screening Process:

For students in kindergarten through third grade, the following criteria determine candidates for participation in the aptitude test:

- Reading at the end of the Lexile range for the next grade level.
- Mastery of the North Carolina End of Year Summative at the end of the next grade level.
- Scoring in the 80th percentile or higher in reading or math on the lowa assessment.
- Scoring in the 80th percentile or higher on their third grade BOG.

A universal screener, such as the CogAT assessment, will be administered to every second-grade regular education student in the spring.

4-8 Screening Process:

For students in grades four through eight, the following criteria will be used:

- Scoring in the 80th percentile or higher on their reading and/or math EOG.
- Scoring in the 80th percentile or higher on extended reading and/or math totals on the Iowa Assessment. This will be administered based on teacher and/or parent/guardian recommendations, alongside achieving 80th percentile on two assessments like the NWEA and iReady that indicate the student is working above grade level.

Data will be reviewed at the beginning of each school year, and students in grades four through eight will be tested in the first semester.

Talent Development Process:

Students who may not meet our criteria for identification but demonstrate high academic or intellectual potential will participate in talent development. These students will be considered for our portfolio process, which includes the following steps:

- Rating by two teachers using the HOPE rating scale.
- If they meet all criteria based on achievement, aptitude, and the HOPE rating scale, they will be asked to create a portfolio piece that will be evaluated by 2 to 3 teachers for possible identification.

Referral Process:

Referrals may be submitted by parents/guardians, teachers, or students in grades six through eight. This process will be made available via the CLSA school website. Referrals will be considered in conjunction with the quantitative data mentioned above to determine if aptitude testing should proceed. Parents/Guardians will be informed of all the decisions made throughout the process either through an email and/or a letter sent home with their child.

Considerations for Inclusivity:

The AIG Coordinator and/or Gifted Specialist will work closely with the multilingual (ML) Coordinator to ensure that the screening and referral measures are fair and accessible to all students.

The AIG Coordinator and/or Gifted Specialist will work closely with the Exceptional Children's (EC) department to build awareness regarding screening and referrals for twice- exceptional (2e) students.

*** 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.

At CLSA, we provide multiple opportunities for identification of students in grades K-8 using both qualitative and quantitative data. Qualitative data may include AIG Coordinator/Gifted Specialist observations and teacher observations to determine if a child may need enrichment activities in and/or out of the classroom. Quantitative data may include aptitude tests such as CogAT, achievement tests such as Iowa and/ or EOG scores (3-8).

Aptitude

- Composite score of 96th percentile or above is 12 points, 89% - 95th percentile is 6 points, 80- 88th percentile is 3 points, 79th percentile or below is 0 points.
- Verbal score of 96th percentile or above is 4 points, 89-95th percentile is 3 points, 80-88th percentile is 2 points, 79th percentile or below is 0 points.
- Quantitative or Quantitative and Nonverbal of 96th percentile or above is 4 points, 89-95th percentile is 3 points, 80-88th percentile is 2 points, 79th percentile or below is 0 points.

Achievement

- Reading score of 96th percentile or above is 4 points, 89-95th percentile is 3 points, 80-88th percentile is 2 points, 79th percentile or lower is 0 points.
- Math score of 96th percentile or above is 4 points, 89-95th percentile is 3 points, 80-88th percentile is 2 points, 79th percentile or lower is 0 points.

Portfolio

Students who do not qualify for identification with an aptitude and quantitative tests may be eligible for the portfolio process in grades 4th - 8th. Two observers will be asked to fill out the teacher rating scale for the student to start the portfolio process.

- Highest achievement score: 89th percentile or above 4 points, 80-88th percentile 3 points, 70-79th percentile 2 points, 60-69th percentile 1 point, 59th and below 0 points.
- Highest aptitude score: 89th percentile or above 4 points, 80-88th percentile 3 points, 70-79th percentile 2 points, 60-69th percentile 1 point, 59th percentile and below 0 points.
- Teacher rating scale: 56 or above 4 points, 44-55 3 points, 43- 33 2 points, 32-22 1 point, below 22 0 points

Students need to score between 10 - 16 points based on their achievement, aptitude, and teacher rating scales to be eligible to complete a performance task. Performance tasks for the portfolio review may include a post assessment task at the end of the grade level Jacob's Ladder books for ELA. In math, performance task for the portfolio review may include creating a design using particular shapes, developing a budget for a party with certain parameters, etc. The portfolio process for reading will use the rubric designed by Jacob's Ladder and the math portfolio process will evaluate indicators such as creativity, accuracy, and advanced language.

The AIG Coordinator/Gifted Specialist will partner with the MTSS Coordinator, EC Lead and the ML Coordinator to gather data regarding the students' strengths on assessments and performance in class to focus on potential of possible students for talent development and/or identification.

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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	* Has an accumulation of 4 points in the verbal portion of the aptitude test, the reading portion of the achievement test, or a combination of both.	* Has an accumulation of 4 points in the quantitative or section of the aptitude test, the math portion of the achievement test, or a combination of both.	* Has an accumulation of 8 points in reading and math using an achievement test and/or an aptitude test or a combination of both.	* After all achievement and informal opportunities have been exhausted, students who score in the 89th - 95th percentile on their composite on a nationally normed aptitude test will be identified as Intellectually Gifted.	* Has an accumulation of 12 points in reading and math using an aptitude test and/or an achievement test or a combination of both.
3-5	* Has an accumulation of 4 points in the verbal portion of the aptitude test, the reading portion of the achievement test, or a combination of both.	* Has an accumulation of 4 points in the quantitative or section of the aptitude test, the math portion of the achievement test, or a combination of both.	* Has an accumulation of 8 points in reading and math using an achievement test and/or an aptitude test or a combination of both.	* After all achievement and informal opportunities have been exhausted, students who score in the 89th - 95th percentile on their composite on a nationally normed aptitude test will be identified as Intellectually Gifted.	* Has an accumulation of 12 points in reading and math using an aptitude test and/or an achievement test or a combination of both.

6-8	* Has an accumulation of 4 points in the verbal portion of the aptitude test, the reading portion of the achievement test, or a combination of both.	* Has an accumulation of 4 points in the quantitative and nonverbal section of the aptitude test, the math portion of the achievement test, or a combination of both.	* Has an accumulation of 8 points in reading and math using an achievement test and/or an aptitude test or a combination of both.	* After all achievement and informal opportunities have been exhausted, students who score in the 89th - 95th percentile on their composite on a nationally normed aptitude test will be identified as Intellectually Gifted.	* Has an accumulation of 12 points in reading and math using an aptitude test and/or an achievement test or a combination of both.
9-12	* N/A	* N/A	* N/A	* N/A	* N/A

*** 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.

At CLSA, we are dedicated to ensuring our AIG screening, referral, and identification procedures are responsive to the needs of underrepresented populations, including students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice exceptional.

Identification of Underrepresented Populations:

Current data indicates that although they are each growing, our African American/Black and Hispanic students are underrepresented in the AIG program at CLSA. We will continue efforts to expand opportunities in our identification processes.

Response to Demographics:

The universal screener in second grade continues to be provided to identify students from underrepresented populations, promoting opportunities for all students to demonstrate their potential. Students scoring in the 70th to 79th percentile range will be closely monitored. Additionally, students who have participated in the K-3 Talent Development Program will be assessed at the end of each year to measure individual progress and programmatic efficacy.

Screening, Referral, and Identification Procedures:

Multiple pathways for identification using both quantitative and qualitative data will be utilized to identify students from underrepresented populations, ensuring all students have opportunities to showcase their talents. We will not create alternate pathways that target specific student populations based solely on race or ethnicity.

A schoolwide tracking system is employed to maintain, disaggregate, and analyze state, district, and classroom data. Data analysis teams—including the AIG Coordinator/Gifted Specialist, Curriculum Resource Teacher (CRT), MTSS Coordinators, ML Coordinator, EC Lead, and administrators—utilize this data to improve identification processes and programmatic efficacy.

Follow-Up Process:

Each year, the AIG Coordinator/Gifted Specialist reviews state assessments for all 4th-8th grade students to identify those meeting the criteria set forth in the rubric featured in Standard 1, Practice B (1B). Additionally, follow-up assessments for K-3 Talent Development students will inform future identification and programming decisions, ensuring that we respond to their evolving needs.

Collaboration with Other Departments:

The AIG Coordinator/Gifted Specialist collaborates with the MTSS Coordinator, EC Lead, and ML Coordinator to review available district and statewide assessment data to determine if students have been overlooked for AIG identification and programming. This partnership is crucial for gathering comprehensive data regarding students' strengths.

Professional Development:

As part of the MTSS team, the AIG Coordinator/Gifted Specialist advocates for opportunities for identification for students who meet our criteria throughout the building. Professional development surrounding expanding opportunities for all of our students will be provided to staff, focusing on effective data points and strategies for identifying students for Talent Development/Nurturing.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	6.98%	---	---	---	---	21.79%
Male	---	9.52%	---	---	---	---	23.40%
Total	---	8.24%	6.43%	---	---	---	22.67%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

To ensure consistent implementation of screening, referral, and identification processes across all schools within our district, CLSA has developed a comprehensive plan that includes clear guidelines and monitoring systems.

Monitoring Systems for Consistent Implementation:

All second-grade students in regular classrooms will be screened using a nationally normed aptitude test, such as the CogAT, in the spring. Additionally, students in kindergarten and first grade will be screened if they are working two or more grade levels above their same-age peers in reading based on assessments like iReady or MClass. For students in grades 3-8, those who are referred and meet the criteria detailed in Practice 1B will be screened using a nationally normed aptitude test in the fall. The administration team will utilize a common school-wide calendar to communicate testing dates to all staff.

Internal Auditing Process:

To ensure consistent implementation, the AIG Coordinator/Gifted Specialist will conduct internal audits of AIG school records. This process will involve reviewing screening, referral, and identification records at CLSA to verify adherence to established guidelines and to identify any discrepancies that need to be addressed. The AIG Coordinator/Gifted Specialist will attend leadership meetings with the administration to share identification information.

Resources:

The AIG Coordinator/Gifted Specialist will provide resources such as forms, rubrics, and a video on our website to assist in following the developed guidelines for screening, referral, and identification. These resources will be accessible to all staff and will serve as practical tools to facilitate the identification process.

Professional Development:

Professional development opportunities will be offered to all staff members at the beginning of the school year, focusing on Article 9B, the AIG screening process, referral procedures, and the rubric for AIG identification. Additionally, ongoing professional development sessions will be scheduled throughout the year to reinforce these practices and address any emerging needs. The plan for Concord Lake STEAM Academy will be monitored by the principal and the AIG Advisory Board.

Collaboration:

The AIG Coordinator/Gifted Specialist will attend leadership meetings with the administration to share identification information, monitor the effectiveness of screening and referral processes, and ensure that all students who are referred and meet our criteria in 1b are included in the appropriate screening and testing sessions. This will be shared in the fall and in the spring when screenings and/or evaluations are completed.

Through the implementation of a comprehensive monitoring system, internal auditing processes, and the provision of resources and professional development, CLSA is committed to ensuring consistent implementation of screening, referral, and identification processes across all schools and grade levels. This approach supports our goal of identifying and nurturing the talents of all students in our district.

*** Practice E**

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

CLSA is committed to disseminating information regarding the screening, referral, and identification processes to all stakeholders, including school personnel, parents/guardians, students, and the community at large. Information will be shared in the following ways:

For Parents/Guardians:

- Letters: Parents/Guardians will receive informational letters home or electronically regarding testing dates and the AIG process for those students participating in screening and/or evaluation.
- Automated Calls: An automated call will remind second-grade parents of the CogAT testing dates in the spring.
- Informational Sessions: We will host virtual and/or in-person information sessions specifically for second-grade parents/guardians and other interested stakeholders to explain the universal screening process before testing.
- Newsletters: An email newsletter will be sent to parents at the beginning of the year, detailing the screening, referral, and identification processes, as well as parent expectations.
- Brochures: A brochure explaining the AIG process will be created and made available to prospective parents/guardians, highlighting screening, referral, and identification processes, as well as program highlights and quotes from AIG students.
- Open House Events: Attendance at Open House and other informational nights throughout the year will provide opportunities for parents/guardians to ask questions and receive information.
- Handbook: An AIG handbook will be created that is designed for parents to discuss the characteristics of gifted students, how we identify our students, resources to learn more about gifted children and resources that they can use with their children.
- Translation of materials: We will begin to translate the letters that go home to parents/guardians informing them of testing into their native language and will also translate the brochure for prospective parents/guardians into Spanish.

Translators: Parents and guardians of our Spanish-speaking students will be provided with a staff member who is fluent in Spanish to assist during DEPs meetings and any other discussions regarding their child's progress

For Students:

- Handbook: An AIG handbook will be distributed electronically to each gifted student at the beginning of the year. This handbook will explain the various types of giftedness, outline the characteristics of gifted students, and provide resources they can utilize at home.

For School Personnel:

- PowerPoint Presentations: A PowerPoint will be shared with staff at the beginning of each year to review the screening, referral, and identification processes.
- Handbook: An AIG handbook will be developed and distributed electronically to staff members at the beginning of the year and as needed throughout the year. This handbook will detail the characteristics of gifted students, outline our identification process, and provide resources and examples of various techniques, such as Depth and Complexity Icons, that can be utilized with their students. This will also ensure they are aware of the processes and can provide informed responses to parents.

Community at Large:

- Website Information: Information regarding the screening, referral, and identification process will be included on the school's website, featuring a video explanation for all stakeholders.

Through these comprehensive communication strategies, CLSA is committed to ensuring that all stakeholders are informed about the AIG screening, referral, and identification processes. By engaging with parents, students, and the community.

*** 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.

The AIG Coordinator will ensure that evidence gathered and analyzed to support AIG identification decisions is well-documented and shared with parents/guardians. The following processes will be implemented:

Documentation of Evidence:

The AIG Coordinator/Gifted Specialist will send home results from screenings with students for review by their parents/guardians. Throughout the identification process, parents/guardians will be kept informed and will receive all test results obtained for their records. Students who qualify for identification or further testing will be invited by the AIG Coordinator/Gifted Specialist to discuss the results of testing and the next steps at CLSA, whether that involves a DEP, Talent Development/Nurturing, or remaining in the classroom.

An individual AIG file will be created for each student containing all evidence that led to the AIG identification decision. This documentation will include, but is not limited to, CogAT results, CLSA's rubric, Iowa results, and any other relevant assessments. This evidence will be maintained in the student's cumulative folder. A colored sheet in the cumulative folder will indicate for the school enrollment officer that the student has a DEP.

The AIG Coordinator/Gifted Specialist will also utilize an electronic platform, such as PowerSchool or Infinite Campus, to document identification evidence for students.

Review Process with Parents/Guardians:

If a DEP is created for a student during the results meeting, it will be discussed and signed by the parents/guardians. They will receive copies of all documentation that led to the identification decision, including signatures from all associated parties. This ensures transparency and allows parents/guardians to understand the basis for their child's identification.

Each year, the identified students will participate in a DEP meeting that includes the AIG Coordinator/Gifted Specialist, parents/guardians, classroom teachers, administration, and the student. During this meeting, services for the student will be discussed, along with the data and goals they will be setting for the school year. Once all components of the DEP are finalized, a copy will be sent home with the parents/guardians, and the original will be stored with the cumulative folders.

Maintenance of AIG Documentation:

DEPs from previous years will be maintained by the AIG Coordinator/Gifted Specialist in a locked file cabinet to ensure confidentiality. Students who transition from CLSA to high school or another school will have their DEP retained in their cumulative folder alongside other records. DEPs will be destroyed after the designated retention period established by CLSA for student cumulative folders.

Through these comprehensive documentation processes, CLSA ensures that all evidence gathered to support AIG identification decisions is meticulously documented, reviewed with parents/guardians, and maintained securely in student records. This approach fosters transparency and collaboration in the identification process.

*** 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.

At CLSA, when a student meets the criteria for AIG identification, the following process is implemented to develop and document a Differentiated Education Plan (DEP) that articulates the differentiated curriculum and instruction services tailored to meet the identified needs of the student.

Development of DEPs:

Parents/guardians will be invited to meet with the AIG Coordinator/Gifted Specialist for a results meeting to discuss data and the strengths of their child. Administration, classroom teachers, and any other personnel involved with the student will also be asked to attend the meeting. During this meeting, parents/guardians will be introduced to the rubric used for identification, the benefits of identification and the types of services offered at CLSA. Parents/Guardians may ask clarifying questions before making the determination to continue with the identification of their child. If the parents/guardians decide to continue with the process the AIG Coordinator/Gifted Specialist will start the DEP process and review the DEP with the team. As a team we will discuss the services that would best fit their child for the year.

Services:

The following levels of service will be outlined in the DEP:

- Level 1: Regular classroom environment, flexible grouping, differentiated services by the teacher, indirect support by the Gifted Specialist.
- Level 2: All Level 1 options, clustered classroom, direct support by the Gifted Specialist.
- Level 3: All Level 2 options and subject advancement.
- Level 4: All Level 3 options and grade advancement.

Annual Review Process:

At the beginning of each school year, the AIG Coordinator/Gifted Specialist will meet with parents/guardians, administration, classroom teachers, and any other personnel involved with the student to review and amend the DEP as needed. This meeting will include discussions about the student's progress toward the goals set in the DEP and any necessary adjustments to services. A copy of the newly completed DEP will be sent home once it is signed by all parties for their records, and the original will be housed with the cumulative folders.

Students will meet with the AIG Coordinator/Gifted Specialist annually to discuss their DEP and set academic and nonacademic goals for the school year.

Progress Reporting:

An AIG progress report will be sent home with parents/guardians twice a year, coinciding with the second and fourth quarter report cards. These reports will include information regarding the student's progress toward the goals outlined in the DEP and recommendations for whether services should continue based on their progress throughout the year.

Collaboration:

The AIG Coordinator/Gifted Specialist will collaborate with the EC Lead and ML Coordinator to ensure their inclusion in IEP and LIEP meetings for twice exceptional and multilingual learners. IEPs and/or LIEPs may be utilized as the AIG DEP for the student or as supportive documents when developing the DEP.

Through the development and documentation of individualized Differentiated Education Plans (DEPs), CLSA is committed to providing tailored educational services that meet the unique needs of K-8 AIG students. This collaborative approach, involving parents/guardians and various educational personnel, ensures effective programming and support for student transitions.

*** Ideas for Strengthening the Standard**

- Conduct student interviews or utilize observational tools as part of the evidence collection process.
- Compile talent development work samples to support identification decisions.
- Consider individual student circumstances when gathering data for comprehensive learner profiles.
- Focus on the top 10% of each student group for additional data collection to support identification decisions.
- Provide targeted professional development to enhance identification opportunities using the MTSS framework.
- Collaborate with the MTSS coordinator to identify relevant data sources within the MTSS framework to support identification opportunities.
- Translate all written materials into multiple languages based on community needs.
- Promote procedures in community locations such as Bethel Baptist Church.
- Consistently monitor CLSA's clear and comprehensive guidelines for screening, referral, and identification procedures.
- Conduct internal audits of AIG school records to ensure consistent implementation of screening, referral, and identification processes across CLSA.
- Establish a timeline for ongoing parent/guardian communication to foster a culture of information sharing.
- Collaborate with the EC Lead to engage various stakeholder groups and raise awareness of twice-exceptional students using district policies, practices, and resources.
- Distribute AIG progress reports to parents/guardians 3 to 4 times a year.

Planned Sources of Evidence

* Identification Rubric that shows how we identify our students as well as our portfolio rubric for those who may qualify for identification in another way.

* An example of a testing letter used for our second grade students before testing begins and the link to our video that is posted on our school's website explaining our process of identification.

* CLSA's DEP for our gifted students

* CLSA's handbook for parents/guardians, staff and students

Documents

Document Template

N/A

Type

AIG Standard 1 Additional Resources

Document/Link

-  [Identification Rubric](#)
-  [Portfolio Process](#)
-  [Middle School Math Portfolio Example](#)
-  [Example of second grade testing letter](#)
-  [AIG Video About Identification Practices](#)
-  [CLSA DEP](#)
-  [AIG Parent/Guardian Handbook](#)
-  [AIG Staff Handbook](#)
-  [AIG Student Handbook 2025-2028](#)

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

K-2 Services

- The AIG Coordinator/Gifted Specialist will employ a combination of teacher recommendations, observations, NCDPI assessments, and additional assessments such as iReady and NWEA to identify students requiring services in a pull-out setting.

3-5 Services:

- Students in grades 3-8 will have an opportunity to be nurtured if they score in the 80th percentile or higher on an achievement test such as the EOG or Iowa and/or in the 80th percentile on an aptitude test but are not identified for AIG using the portfolio process. They will be integrated into groups based on their strength.
 - Students will work with the Gifted Specialist during their Success Time as part of the MTSS model of our school.
 - Students in the ELA 4th and 5th grade groups may participate in a Genius Hour passion project where they will research a topic of interest and showcase what they have learned to their classmates, teachers, other staff members, and parents/guardians.

Collaboration and Support:

- The AIG Coordinator/Gifted Specialist will provide teachers, specialists, and all other personnel that work with the student access to information on the student's Differentiation Education Plan (DEP) once they are created. The AIG Coordinator/Gifted Specialist will meet with the teachers to ensure they are notified of identified students in their classroom and the services that they will be receiving. All DEPs will be placed in a centralized location, with a notation in the student's cumulative folder to ensure that relevant stakeholders have access to their information.
- The AIG Coordinator/Gifted Specialist will give direct and indirect support for the regular classroom teachers in grades K-8 and other instructional staff by attending PLCs to share resources and support their students who need acceleration. This will be ongoing throughout the school year.
- The AIG Coordinator/Gifted Specialist will work with teachers who have clustered classes to accelerate content as needed. Clustered classrooms will consist of 4 to 6 students with similar identification. Content acceleration will be based on benchmark data, as well as classroom assessment that shows the scholar's mastery of a standard.
- Professional development will be given to all classroom teachers throughout the school year to help with differentiation.
- A staff handbook will be created as a resource for teachers to reference when thinking about the different differentiation techniques as well as the characteristics of gifted students.

- 6-8 Services

- Middle School ELA students may participate in a Genius Hour passion project or a similar research project where they will create a podcast with their topic of interest. Students will be able to choose whether they work on their own, with a partner, or in a small group.
- Collaboration with Specialists:
 - The AIG Coordinator/Gifted Specialist will collaborate with the ML Coordinator and EC Lead to ensure that service delivery can be delivered by each specialist to ensure that the student is getting the services that they need in all areas of need.
 - Ensure collaboration for service delivery includes consideration of the IEP/504 for a twice-exceptional student or Language Instruction Educational Program (LIEP) for a multilingual learner.

Whenever possible, students will work with the Gifted Specialist during their success time or the last 30 minutes of their instructional block as part of the MTSS model of our school.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	* Academically Gifted: Students will work with the AIG Specialist 2 times a week for 30 minutes for reading and 2 times a week for 30 minutes for math.	* I- Intellectually Gifted: Students will work with the AIG Specialist 2 times a week for 30 minutes in problem-based activities and/or STEAM activities. If the numbers do not support a small group of IG scholars, they will be integrated into either math or reading depending on their area of strength, and STEAM activities will be incorporated into the curriculum. IG students may also work on problem-based activities twice a week for 30 minutes in either a lunch bunch and/or breakfast bunch with AI students.	* Academically and Intellectually Gifted: Students will work with the gifted specialist 2 times a week for 30 minutes for reading and 2 times a week for 30 minutes for math. In addition, they may also work with the intellectually gifted students in a lunch or breakfast bunch.	* Academically Gifted in Math: Students will work with the gifted specialist 2 times a week for 30 minutes in math. Academically Gifted in Reading: Students will work with the gifted specialist 2 times a week for 30 minutes in reading.
3-5	* Academically Gifted: Students will work with the AIG Specialist 2 times a week for 30 minutes for reading and 2 times a week for 30 minutes for math.	* - Intellectually Gifted: Students will work with the AIG Specialist 2 times a week for 30 minutes in problem-based activities and/or STEAM activities. If the numbers do not support a small group of IG scholars, they will be integrated into either math or reading depending on their area of strength, and STEAM activities will be incorporated into the curriculum. IG students may also work on problem-based activities twice a week for 30 minutes in either a lunch bunch and/or breakfast bunch with AI students.	* Academically and Intellectually Gifted: Students will work with the gifted specialist 2 times a week for 30 minutes for reading and 2 times a week for 30 minutes for math. In addition, they may also work with the intellectually gifted students in a lunch or breakfast bunch.	* Academically Gifted in Math: Students will work with the gifted specialist 2 times a week for 30 minutes in math. Academically Gifted in Reading: Students will work with the gifted specialist 2 times a week for 30 minutes in reading.

6-8	* Academically Gifted: Students will work with the AIG Specialist 2 times a week for 30 minutes with the AIG Specialist 2 times a week for 30 minutes for reading and 2 times a week for 30 minutes for math. Students will also have an opportunity to be placed in an honors or advanced reading and math class.	* - Intellectually Gifted: Students will work with the AIG Specialist 2 times a week for 30 minutes in problem-based activities and/or STEAM activities. If the numbers do not support a small group of IG scholars, they will be integrated into either math or reading depending on their area of strength, and STEAM activities will be incorporated into the curriculum. IG students may also work on problem-based activities twice a week for 30 minutes in either a lunch bunch and/or breakfast bunch with AI students. Students may also have an opportunity to be placed in an honors or advanced reading and/or math class.	* Academically and Intellectually Gifted: Students will work with the gifted specialist 2 times a week for 30 minutes for reading and 2 times a week for 30 minutes for math. In addition, they may also work with the intellectually gifted students in a lunch or breakfast bunch. Students will also be given the opportunity placed in either an honors or advanced reading and math class.	* Academically Gifted in Math: Students will work with the gifted specialist 2 times a week for 30 minutes in math. Students will also be placed in an honors or advanced math class. Academically Gifted in Reading: Students will work with the gifted specialist 2 times a week for 30 minutes in reading. Students will also be given the opportunity to be placed in an honors or advanced reading class.
9-12	* N/A	* N/A	* N/A	* N/A

*** 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.

- K-2 Services:
- Students will read and discuss books such as *The Good Egg*, *The Bad Seed*, and *The Big Cheese* by Jory John and Pete Oswald, which address various social and emotional topics, including perceptions and appropriate school behavior.
 - Discussion topics may include concepts such as perfectionism, kindness, and friendship.
 - Each identified student in grades K-2 will develop a non-academic goal, such as making new friends or trying new activities.
- 3-5 Services:
- Students may read and discuss books such as *Weslandia* by Paul Fleischman and *Dancing in the Wings* by Debbie Allen to explore topics like Dabrowski's overexcitabilities and cognitive differences.
 - We may utilize books such as *Survival Guide for Gifted Kids* by Judy Galbraith to discuss the nature of giftedness and issues like perfectionism.
 - Jacob's Ladder social and emotional ladders may be used to address various topics.
 - Each identified student in grades 3-5 will develop a non-academic goal, such as trying new activities or seeking help when needed.
- 6-8 Services:
- Students may use resources like Jacob's Ladder social and emotional ladders to explore various topics.
 - Topics such as Dabrowski's overexcitabilities may be reviewed.
 - Students may engage in projects such as photographing what it means to be gifted and writing accompanying phrases or creating personal business cards.
 - We may also use *The Gifted Teen Survival Guide: Smart, Sharp and Ready for Anything* by Judy Galbraith.
 - Students may discuss topics from *Philosophy for Kids* by David A. White, Ph.D.
 - Each identified student in grades 6-8 will develop a non-academic goal, such as self-advocacy, seeking help or enrichment, or trying new activities.

Collaboration and Support:

- Strategies will be given to parents when discussing their child's social and emotional goal(s) during the DEP process if needed, and resources will be provided in the AIG parent handbook as well as on the school's website.
- The AIG Coordinator/Gifted Specialist will meet with the Dean of Students, counselor, or other personnel hired to discuss the social and emotional needs of identified scholars.
- The AIG Coordinator/Gifted Specialist will meet with teachers on an ongoing basis during PLCs to share tools and resources that support the social and emotional needs of AIG students with teachers. Characteristics of gifted students will also be shared in their staff handbook.
- The AIG Coordinator/Gifted Specialist will collaborate with the ML Coordinator, EC Lead, and MTSS leads using existing district-level department meetings to share information and problem-solve issues around supporting the holistic development of AIG students. These departments might include the leadership team. In cases of more intense student needs, teams can escalate these discussions to school-level MTSS Teams for further problem-solving and intervention planning.

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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 Coordinator/Gifted Specialist will participate in leadership meetings, SIP (school improvement plan) meetings, PLCs, and MTSS team meetings to advocate for gifted students. Active participation in these meetings will address the needs of gifted learners by discussing the impact of the curriculum, finances available, etc., on programmatic efficacy.

The AIG Coordinator/Gifted Specialist will collaborate with classroom teachers to extend and enrich the activities gifted learners participate in the classroom. Special area teacher expertise will be sought to support the integration of STEAM into the AIG Coordinator/Gifted Specialist's lessons. The AIG Coordinator/Gifted Specialist will also collaborate with the dean of students, counselor, or other personnel to ensure that the social and emotional needs of students are being met, the CRT to ensure programs are connected and resources are available to regular classroom teachers, and administration/leadership team to ensure that the needs of gifted learners are addressed at all levels through effective policies, planning, problem-solving, and data review.

CLSA will consider adding a task force to review/create policies and practices for serving twice exceptional (2e) students and multilingual students. The task force will consist of the AIG Coordinator/Gifted Specialist, ML Coordinator, and EC Lead.

*** Practice D**

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

After looking at the 2024 EVAAS achievement growth for AIG students, we realized that our AIG subgroup did not make growth in math and reading. In fact, we had negative growth in both subjects, with reading being a much bigger priority. As a leadership team, we have placed a bigger emphasis on how we group our students and what is being done outside of just going to the AIG Coordinator/Gifted Specialist for services. This has changed the mindset of the leadership team and staff about what needs to be done with gifted and high-achieving learners to ensure that they too are growing. We will continue to analyze the growth twice a year to ensure that our gifted subgroup continues to grow and will make adjustments based on the data gathered.

Grouping practices are conducted throughout the school year. Students have flexible grouping for success time based on their achievement on assessments such as NC Check-ins, NWEA DIBELS, iReady, benchmark tests, classroom assessments, etc. A schoolwide data sheet is used to show each student's progress on the different assessments given throughout the school year. These groupings are developed by the teachers, MTSS Coordinators, and/or CRTs and are shared with the AIG Coordinator/Specialist to ensure that the students are placed in a group that will best help them continue to learn and grow. All

students in the school are grouped during success time, and a teacher is assigned to each grouping. As the year progresses and more data comes in, students are regrouped based on the current data for each student. Groupings are typically reevaluated after each quarter, but they may be reevaluated more frequently based on the needs of each grade level. If a student shows that they need to move groups because they need more challenge or assistance, teachers have the flexibility to move a student to another group if their data shows that the needs of that student are not being met.

Grouping practices are conducted at the end of the year to get ready for the next school year to ensure that students are placed together with similar strengths. During this time, teachers are given cards and/or use the schoolwide data sheet to document and/or look at the services that students receive, including AIG services. The cards and/or schoolwide data sheet are utilized when creating classes for the following year. The AIG Coordinator/Gifted Specialist is an active participant in the discussion of grouping students and advocates for the clustering of students with similar identification (AM students will be placed together, AR students will be placed together, etc.). AG and AI students are added to classroom clusters based on the numbers of AM and AR students. IG students are added to classroom clusters based on their strengths and numbers. Data used to group students include benchmark data such as EOG, NC DPI Assessments, iReady, MClass, classroom assessments, etc.

*** Practice E**

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

The AIG Coordinator/Gifted Specialist will present information regarding the AIG program at the beginning of the year during Returning Teacher Orientation (RTO) to the staff. The staff will also be given a Staff AIG Handbook electronically to reference throughout the year. Legislation and regulations around gifted programs will be integrated into the presentation, so that all stakeholders at the school level are aware of the guidelines surrounding gifted education.

A video has been created for staff members, as well as parents/guardians, that discusses AIG programs and services. The video is posted on the school's website for easy access to all stakeholders.

Professional development sessions will be offered throughout the year to deepen staff understanding of AIG services and regulations. These sessions will include training sessions, and updates during staff and/or PLC meetings.

Here are the following stakeholder's roles and responsibilities for AIG students:

- AIG Coordinator/Gifted Specialist: Facilitate between all stakeholders, develop the AIG program for students, provide resources for classroom teachers, attend PLC meetings, and facilitate the entirety of the AIG program.
- Administration: Coordinate with the AIG Coordinator/Gifted Specialist to provide professional development to the staff, resources, and support the needs of the gifted students at CLSA.
- Teachers: Collaborate with the AIG Coordinator/Gifted Specialist, MTSS, and their CRT to provide enrichment activities for students, implement the enrichment or intervention activities with their students, advocate for their students, and be a talent scout.
- Parents: Communicate the needs of their child with the AIG Coordinator/Gifted Specialist as well as their classroom teacher. They should support all their child(ren)'s teachers and advocate for the needs of their child(ren).
- Students: Be an active participant in their education by advocating for themselves, being an active participant in creating goals during the creation of their DEP, being actively engaged in their learning, and being accountable for their work to make sure it is done to the best of their ability.

*** Practice F**

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

The AIG Coordinator/Gifted Specialist will lead quarterly meetings with the leadership team to discuss AIG services within the school and any programmatic updates.

The AIG Coordinator/Gifted Specialist will provide each classroom teacher at the beginning of the school year the following items:

- A list of the gifted/nurtured students in their classroom and the area that they are served.
- A schedule of when the students will be served within the school day.

Teachers will be notified if there are any changes in identification as the year progresses.

In each student's cumulative folder, there is a colored notification that lets the enrollment specialist know that the child has a DEP. DEPs are kept with the other cumulative folders in another section. Once a parent/guardian enrolls their child in another school and a notification is sent for records, their DEP will transfer along with the rest of their cumulative folder. The enrollment specialist may also send the AIG Coordinator/Gifted Specialist an email to go alongside the records to communicate with the new school directly.

Parents/Guardians of newly enrolled students are asked to select if their child is ML, EC, or AIG when they transfer in. If a parent/guardian has indicated that their child is identified as gifted, the AIG Coordinator/Gifted Specialist will reach out to the parent/guardian to get more information and their former school as well. The AIG Coordinator/Gifted Specialist looks at the newly acquired cumulative folders each year to look for any records of identification that were sent by other schools and has a table at open house so that new families can inquire about gifted services at CLSA.

The AIG Coordinator/Gifted Specialist has reached out and will continue to reach out to surrounding counties such as Kannapolis City Schools, Cabarrus County Schools and Rowan-Salisbury to create a partnership to help with the transition of our students, so that our students are aware of the different programs offered and will have a smoother transition into high school.

The AIG Coordinator/Gifted Specialist will partner with the ML Coordinator and EC Lead to collaborate and discuss transitions for any of the twice-exceptional and ML AIG students.

Transition meetings between grade levels and spans will be conducted to develop student DEPs, involving school counselors, administrators, AIG Specialists, and classroom teachers. These meetings will ensure that all relevant information about student needs and services is shared effectively.

*** 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.

Grade Advancement

Grade advancement is a level 4 in our service model. Students in grades kindergarten through seventh who are already enrolled at CLSA will be rated using the Iowa Acceleration Scale to determine if grade advancement is the best placement for them. This will be determined by a team of people including, but not limited to, the AIG Coordinator/Gifted Specialist, administration, the classroom teacher, and the parents/guardians. Students who are grade advanced will have a plan for advancement that will be closely monitored by the AIG Coordinator/Gifted Specialist, and an update will be communicated monthly to the parents/guardians to ensure that the placement is successful for the student.

Subject Advancement

- K-5: Subject advancement is a level 3 in our service model. In grades K-5, students who are eligible for subject advancement will be determined by looking at data such as scoring in the 96th percentile or higher on the EOG, teacher observations, 96th percentile or higher on assessments such as

NWEA, mClass assessments, iReady assessments that put the student 2+ years ahead, etc.

- 6-7 and 8th ELA: Students in middle school will be placed into honors classes that will move through the curriculum at a faster pace.
- 8th Grade Math: We will review the EOG scores at the end of 7th grade to determine if a student should be placed in Math 1. To be eligible for this, students must score in the 80th percentile or higher and have the motivation and interest to be in the class. We will be looking into other virtual opportunities for our middle school students to participate in.

Compacted Curriculum

Students may be given the opportunity to take a pre-test to determine if they know the material that is being taught by the teacher. A student who shows mastery of 80% or higher of the curriculum may be given the opportunity for compacting the curriculum. The regular teacher and the AIG Coordinator/Gifted Specialist will meet to determine how the curriculum will be compacted and what project the student will work on instead of the regular curriculum. Some examples of projects that a student might take part in would be a problem-based learning project or possibly a genius hour project.

Early Admission to Kindergarten

CLSA strongly discourages early enrollment of students before the age of 5. It is our experience and belief that students benefit from the stimulation and preparation of preschool. If a parent/guardian chooses to apply for early admission to kindergarten all the criteria below must be met. This policy is aligned with NC state education board policy. NC State Board of Education Policy 16 NCAC 6E.0105, delineates the standards for early admission to kindergarten, and is stated below. To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:

1. Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence on either the Stanford-Binet or The Wechsler Preschool and Primary Scale of Intelligence administered by a licensed psychologist.
2. Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on one or more of the following standard tests of achievement: the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), and/or the Test of Early Reading Ability (TERA). The test must be administered by a licensed psychologist, a member of the psychologists' professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.
3. Performance. The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions.
4. Observable Student Behavior/Student Interest. The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.
5. Motivation/Student Interest: The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days notice before exiting the child from school so the parent may arrange child care, if needed.

Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated education plan for the child.

*** Practice H**

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

Different materials are looked at to ensure that we are intentionally cultivating the potential of K-3 students and using research evidence-based curriculum and resources. Some of the resources that may be used are Jacob's Ladder, PETS, and Challenge Math by Edward Zaccaro. Students in grades K-3 are encouraged to communicate their ideas using textual evidence as well as explaining how they solved a problem in math.

The AIG Coordinator/Gifted Specialist collaborates with the classroom teachers, CRTs, and specialists who work with students in grades K-3 when creating the groups that work directly with the gifted specialist. The AIG Coordinator/Gifted Specialist goes to PLCs throughout the year to discuss data to determine students that potentially need more than the regular curriculum provides. Data to be used when determining the groups worked with include, but are not limited to, BOG, NWEA, iReady assessments, DIBELS, and running records.

The AIG Coordinator/Gifted Specialist encourages teachers to be talent scouts and to look at the strengths of their students to help cultivate an environment where we are focused on a student's potential. When supplemental materials such as choice boards are created for teachers, they are encouraged to give these materials to any child they feel needs something a little more in the classroom.

The AIG Coordinator/Gifted Specialist collaborates with the classroom teachers to help differentiate their curriculum and instruction and discuss best practices for students identified or demonstrating gifted characteristics.

*** 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 AIG Coordinator/Gifted Specialist will utilize talent development strategies to cultivate potential across the K-8 curriculum. The gifted specialist will work with K-8 teachers to facilitate differentiation strategies to meet the needs of gifted students. The gifted specialist will work with students who are showing signs of giftedness to work on different programs. Depending on staffing, those students will work in conjunction with their gifted peers or in a separate setting with other nurtured students. They will work on programs such as Jacob's Ladder and Challenge Math by Edward Zaccaro to support the development of their critical thinking skills. NCDPI data such as DIBELS, EOG scores, BOG scores, district assessments such as iReady and NWEA, and teacher observations are utilized to determine the students who will work with the gifted specialist throughout the building.

At the end of each school year, the AIG Coordinator/Gifted Specialist will look at the data from the previous year to identify potential students based on their EOG data in 3rd-7th grade to determine if they should be given the opportunity for services and potentially identified the next school year. Data will also be reviewed for incoming students at the beginning of the year to ensure that all students are accounted for. BOG data in third grade, as well as assessments such as iReady, NWEA, and MClass, will also be analyzed in K-2.

All second-grade students are given the opportunity to participate in a universal screening using a nationally normed test such as the CogAT assessment.

All scholars in grades 2-8 may be given the opportunity to have their curriculum compacted if they choose to take a pretest before the unit is taught and demonstrate mastery of 80% or more of the material that will be taught.

Students in grades 4th and 5th may have the opportunity to learn algebra by being introduced to the program "Hands on Equations" by Henry Borenson. These lessons will hopefully get them ready for the content that they will be exposed to in middle school and will help them be ready for the type of material that they will eventually see in Math 1.

Opportunities such as National Junior Honor Society in grades 6th-8th and leadership club in grades 1st-8th will be given to students who have demonstrated leadership abilities and have met the other criteria of NJHS and leadership club. Chess was added as a club after school that students can choose to be a part of. This was added after several students specifically asked for it to be added on their student survey.

A survey will be given to all students to determine what is working well with each grade level and what they would like to change or add to continue to meet the needs of all our students outside of the traditional school setting. This will be given to identified and possibly nurtured. An informal conversation will be had to address underrepresented students to ensure that their voice is heard.

Our AIG headcount will help with determining the progress of our underrepresented groups and the progress we are making in each category with our identified students. Students K-2 who may not be identified yet or nurtured in 3rd-5th and honors classes in middle school will be examined as well to ensure that we are mindful that our programs are reflective of our school population. This data will be shared with the administration and/or leadership team to ensure that we are responding to the needs of all our students.

The AIG Coordinator/Gifted Specialist will partner with the ML Coordinator and EC Lead to discuss the needs of 2e and ML students and to ensure the programming offered is meeting the needs of those students. We will also discuss potential students and their strengths.

*** Practice J**

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

CLSA offers many after-school activities for students, so that they can find their passion and learn and grow beyond just reading and math. All the various clubs that are offered after school are listed on our school's website and are advertised at the beginning of the year at Open House and/or at another designated time at the beginning of the school year.

Elementary Opportunities

Some of the clubs currently offered after school for students are chess club, leadership club, art club, math club, and drama. Chess is a great way for our gifted learners to use their critical thinking skills because their mind is their only weapon in chess. Chess is open to all grade levels and is taught by a chess master. Drama and art allow our gifted students to have a creative outlet to showcase their talents. Our gifted students have participated in various roles in CLSA's production of "The Lion King" and "The Little Mermaid." Math club gives our students a chance to spend more time on what they enjoy in class. Leadership club allows all of our students to focus on giving back to their community, which helps them become better citizens.

Additionally, students in grades 4th and 5th work with the AIG Coordinator/Gifted Specialist on a Genius Hour project where they choose a topic that they are passionate about to research and showcase to their classmates, teachers, staff members, and families. This enables students to learn about the topics they would like to learn more about as well as give them the tools that they need to become lifelong learners.

Middle School Opportunities

CLSA offers many different options that middle school students can choose to go along with their academic classes. Some of the options that middle school students have to choose from are STEAM, gym, theater arts, photography and digital editing, life skills, rocket pals, art exploration and production. Students also have the option to participate in sports such as basketball, football, and soccer after school. National Junior Honor Society is also an option for select students who meet the criteria. All of the different options given to all of our students, but especially for our gifted students, give them a chance to be creative, find their passion, and begin to learn skills that they can use beyond our school building. Middle school students also have the option of learning chess after

school as well as participating in one of our school productions. Gifted students have participated in various roles in our drama productions of “The Lion King” and “The Little Mermaid.”

Middle school students may also participate in a Genius Hour project with the AIG Coordinator/Gifted Specialist where they will create a podcast based on a lingering question or topic that they would like to know about.

*** Ideas for Strengthening the Standard**

- Create service delivery options that vary in duration and intensity as part of MTSS for gifted and nurtured students.
- Establish an AIG support team to plan for the social and emotional needs of gifted students.
- Match area mental health professionals or community agencies that specialize in the social and emotional wellbeing with the school counselor, so that we can continue to learn about the unique needs of gifted students.
- Explore more ways to integrate the AIG program into CLSA.
- Provide a “District Plan 101” for CLSA that covers AIG plan specifics.
- Provide AIG personnel specific time to discuss delivery of differentiated services and instruction for AIG students within MTSS and additional opportunities to communicate an collaborate with stakeholders who can support the AIG program.
- Add how students are identified to share with staff members at the beginning of the year.
- Conduct transition meetings between grade levels to develop a student’s DEP that includes all the stakeholders for that student.
- Provide learning outside of the typical classroom environment such as mentoring, one-on-one time with a specialist or expert in a desired area.
- Create a checklist for teachers to observe students to look for their strengths.
- Create a summer bridge program for gifted learners to help with frontloading to activate potential.
- Create a program to support the transition between 5th and 6th grade to prepare them for advanced learning opportunities in middle school AIG programming.
- Find programs that will help middle school students be successful in virtual learning in high school.
- Establish a partnership with local businesses to create new partnerships, so that we can offer extra-curricular opportunities.

Planned Sources of Evidence

* RTO presentation

* Quarterly meeting agendas/notes

* Extracurricular offerings

Documents
Document Template

Document/Link

AIG Standard 2 Additional Resources

N/A

-  [AIG Meeting Notes](#)
-  [extra curricular offerings](#)
-  [AIG Presentation to staff 2024](#)

Standard 3: Differentiated Curriculum and Instruction

Concord Lake STEAM Academy (13D) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

At CLSA, we are committed to developing a differentiated curriculum that meets the diverse needs of K-12 AIG students across all grade levels. The following outlines how we achieve this through enrichment, extension, and acceleration strategies.

K-2 Differentiation:

Students in grades K-2 will receive extension, enrichment, and acceleration activities using materials such as choice boards created by classroom teachers and/or the gifted specialist. The North Carolina Standard Course of Study (NCSCOS) guides the development of these activities. Students will be grouped based on their ability when completing these tasks. Teachers may also use acceleration activities recommended by their curriculum (e.g., HMH Houghton Mifflin Harcourt) when appropriate. Technology programs such as iReady will be utilized in reading and math to personalize learning and allow for accelerated pacing based on each student's performance.

3-5 Differentiation:

In grades 3-5, students will engage in extension, enrichment, and acceleration activities such as utilizing Depth and Complexity Icons to deepen their curriculum engagement. Questions for these icons will be developed by classroom teachers and/or the gifted specialist. Choice boards will also be available. Additionally, students may take pretests on current material to determine if curriculum compacting is appropriate. If a student scores 80% or higher, the regular education teacher will collaborate with the gifted specialist to compact the curriculum, allowing students to delve deeper into subject areas or work on STEM projects. Grouping will occur with peers who are also compacting their curriculum in specific areas. Project-based learning and interdisciplinary units tied to the NCSCOS will be implemented to provide further acceleration and enrichment opportunities. Technology programs such as iReady are used in reading and math to personalize the students' learning and allow for accelerated pacing based on the student's performance for all of our students. Acceleration/extension/enrichment will be provided by the AIG Coordinator/Gifted Specialist by giving students opportunities to work on project-based learning or interdisciplinary units that are tied to the NCSCOS for math and/or reading throughout the school year.

6-8 Differentiation:

Students in grades 6-8 will have access to honors classes based on their EOG scores and identification areas. Teachers in honors classes will implement strategies shared during honors training, including Depth and Complexity Icons and Paideia Seminars. The extension components of the curriculum will be utilized when appropriate. Technology programs such as iReady are used in reading and math to personalize the students' learning and allow for accelerated pacing based on the student's performance for most of our students. Acceleration/extension/enrichment will be provided when needed by the AIG Coordinator/Gifted Specialist by giving students opportunities to work on project-based learning or interdisciplinary units that are tied to the NCSCOS for math and/or reading throughout the school year.

Support for Differentiation:

The AIG Coordinator/Gifted Specialist will meet regularly with teachers during common planning time to review data, create student groups, and discuss differentiation strategies, including curriculum compacting. Additionally, resources will be provided to teachers at the beginning of the year as part of the AIG teacher handbook. When appropriate, the AIG Coordinator/Gifted Specialist will support classroom teachers through a co-teaching model.

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

At CLSA, we are committed to using students' identified abilities, readiness, and interests to address a range of learning needs K-12. The following outlines how we develop a plan for differentiating instruction for our AIG students:

Use of Student Information:

Each year, students in grades 2-8 are given tools such as the "interest-a-lyzer" or "If I Ran the School" to express their interests and preferred learning topics. The AIG Coordinator/Gifted Specialist uses this information, along with data on students' abilities and readiness, to guide lesson planning throughout the school year. Understanding students' interests, coupled with their learning needs, drives the curriculum development for AIG students across all grade levels.

Instructional Strategies:

- Genius Hour Project: In grades 4-7, ELA students participate in a Genius Hour Project, where they choose a topic to research and present. Students are encouraged to invite someone they admire to listen to their presentation and create an invitation for that person. For grades 6 and 7, a podcast presentation option is also available to enhance their communication skills.
- Extracurricular Activities: All students in grades 6-8 are offered a variety of extracurricular activities to participate in throughout the school year. They can choose up to four activities, which include options such as drama, art, life skills, and Rocket-Pals, allowing them to explore their interests further.
- Collaboration with Teachers: The AIG Coordinator/Gifted Specialist regularly attends grade-level Professional Learning Communities (PLCs) to support regular classroom teachers in employing effective instructional practices. These practices include Depth and Complexity Icons, Choice Boards, and Paideia Seminars, which provide rigor and depth to the learning experience.

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

At CLSA, we prioritize the incorporation of a variety of evidence-based resources that address the academic, intellectual, and social-emotional needs of K-12 AIG students. The following outlines how we achieve this:

Evidence-Based Curricular Resources

Academic and Intellectual Needs:

For students in grades K-2, the AIG Coordinator/Gifted Specialist utilizes resources such as Jacob's Ladder, Junior Great Books, Primary Grade Challenge Math, and Performance-Based STEM projects. These materials are designed to challenge and engage advanced learners.

In grades 3-5, additional resources such as Challenge Math, Hands on Equations, and Depth and Complexity Icons are employed to deepen students' understanding and promote critical thinking. The use of technology programs like iReady personalizes learning and allows for accelerated pacing based on student performance.

For grades 6-8, honors classes incorporate resources like Philosophy for Kids and Depth and Complexity Icons, engaging students in higher-level thinking and discussion. The AIG Coordinator/Gifted Specialist supports the implementation of these resources through project-based learning opportunities and interdisciplinary units aligned with the NCSCOS.

Social and Emotional Needs:

To address the social and emotional needs of AIG students, the AIG Coordinator/Gifted Specialist incorporates bibliotherapy lessons using relevant books such as "Coat of Many Colors," "The Big Cheese," and "Survival Guide for Gifted Kids." These resources facilitate discussions about overexcitabilities, perfectionism, and other traits commonly experienced by gifted students, helping them navigate their unique challenges.

Professional Development

The AIG Coordinator/Gifted Specialist collaborates with classroom teachers to integrate these resources into the curriculum. This includes offering professional development sessions on best practices, and providing ongoing support throughout the school year. Professional development sessions equip teachers with the skills to effectively implement evidence-based resources. Resources such as "Teaching Gifted Kids in Today's Classroom" by Dr. Dina Brulles are available for checkout, ensuring that teachers have access to the latest research and strategies for supporting AIG students. Materials such as Depth and Complexity Icons and Choice Boards are given to teachers through professional development as well as in the AIG Staff Handbook, so that they can be referenced throughout the year.

MTSS Team Involvement

The AIG Coordinator/Gifted Specialist participates in the MTSS Team, where academic and behavioral data is discussed. This collaboration ensures that appropriate interventions are identified and implemented to support AIG students' needs.

*** 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.

At CLSA, we are dedicated to fostering the development of durable skills and mindsets that support post-secondary success for our AIG students. We utilize a variety of evidence-based resources and strategies to ensure that students develop key skills such as adaptability, collaboration, communication, critical thinking, creative thinking, empathy, learner's mindset, and personal responsibility.

Opportunities to Develop Durable Skills:

We leverage tools developed by NCDPI (<https://www.dpi.nc.gov/districts-schools/operation-polaris/portrait-graduate>) to provide students with experiences that foster these essential skills. For example, the collaboration rubric from the Portrait of a Graduate is used to establish expectations for group projects, such as Genius Hour or project-based learning activities, where students assess their collaboration skills at the beginning and end of the project. In grades K-5, coding is introduced in STEAM classes to develop critical and creative thinking skills, preparing students for advanced technology applications. Middle school students are encouraged to participate in honors classes, where teachers implement instructional strategies like Depth and Complexity Icons, the Taba Model, and Paideia Seminars to enhance critical thinking and communication.

Real-World Applications:

Real-world scenarios are integrated into math instruction for grades 3-8, allowing students to engage with practical problems using the NCSCOS framework. Materials such as Zaccaro Math, "25 Real Life Mysteries," and "10 STEM Performance-Based Activities" are utilized to connect classroom learning with real-life

applications.

Support for Social and Emotional Needs:

In grades 6-8, "Philosophy for Kids" is incorporated into the gifted curriculum to develop empathy and critical thinking. This program encourages students to engage in discussions about ethical dilemmas and personal responsibility, promoting social-emotional growth.

*** Practice E**

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

At CLSA, we utilize ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction for our AIG students. The following strategies illustrate how we implement this approach effectively:

Variety of Assessments:

Teachers are trained at the beginning of the year to analyze various data sources in Professional Learning Communities (PLCs), understanding how this data informs instructional decisions. The data presented includes EOG scores, MClass, iReady diagnostics, NWEA, and classroom benchmark assessments. These assessments are administered at key points throughout the academic year to monitor student progress.

Use of Assessment Data:

Throughout the school year, the AIG Coordinator/Gifted Specialist participates in data-focused PLC meetings to discuss the specific needs of gifted students, flexible grouping strategies, and the development of more challenging activities based on the reviewed data. This collaborative approach ensures that instructional decisions are data-driven and cater to the diverse needs of AIG students.

District assessments inform teachers of individual students' strengths and weaknesses in reading and math. Teachers use this data to group students based on their developing skills, allowing for tailored lessons that meet their instructional needs. The AIG Coordinator/Gifted Specialist analyzes growth data from assessments such as iReady and NWEA to determine whether students require intervention, enrichment, or acceleration.

Collaboration and Support:

The AIG Coordinator/Gifted Specialist collaborates with regular education teachers to discuss student progress and instructional strategies. Conversations around student performance inform decisions about pacing and necessary scaffolds to support student learning effectively.

*** Practice F**

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

At CLSA, we prioritize collaboration among instructional personnel to implement differentiated curriculum and instruction that meets the diverse needs of advanced learners. The following outlines how we achieve this:

Collaboration Among Instructional Personnel:

The AIG Coordinator/Gifted Specialist works closely with administration, Curriculum Resource Teachers (CRTs), and MTSS Coordinators to ensure that differentiation is expected and supported for all instructional staff. This collaboration fosters an environment where the unique needs of gifted and high-

achieving students are prioritized.

At CLSA, we prioritize collaboration among instructional personnel to implement differentiated curriculum and instruction that meets the diverse needs of advanced learners. The following outlines how we achieve this:

Engagement in PLC Meetings:

Regular attendance at Professional Learning Community (PLC) meetings allows the AIG Coordinator/Gifted Specialist to advocate for enriching the curriculum tailored for gifted students. During these meetings, the Coordinator provides guidance on implementing differentiation strategies, ensuring that all teachers are equipped to meet the needs of advanced learners.

Differentiation Strategies:

Teachers are provided with professional development on various differentiation strategies, including offering students choices in how they learn and demonstrate their understanding of content. These strategies, such as Depth and Complexity Icons and the Taba Model, are included in the AIG staff handbook for ongoing reference.

Reflective Planning:

In PLCs, the AIG Coordinator/Gifted Specialist will guide discussions using reflective questions to help teachers consider how they are meeting the needs of AIG students. Questions may include:

- Are AIG students able to accelerate when needed?
- Do AIG students have opportunities to expand upon their areas of interest and strengths?
- Are AIG students encouraged to extend their learning beyond basic levels?

Monitoring Implementation:

To ensure that differentiated curriculum and instruction are effectively implemented, the AIG Coordinator/Gifted Specialist will collaborate with teachers to monitor progress and adapt strategies as needed. Feedback from students and teachers will be gathered to assess the effectiveness of differentiation practices.

*** Ideas for Strengthening the Standard**

- Implement a consistent plan of concept-based units for each grade level, incorporating extension and enrichment opportunities.
- Utilize student strengths and areas of identification when selecting instructional strategies and approaches to meet their needs.
- Develop and provide curriculum maps and guides that outline the use of evidence-based resources within CLSA's instructional framework.
- Establish strong connections with student services to collaborate on strategies addressing the social and emotional needs of gifted students.
- Create specialized units of study for targeted grades based on their social and emotional needs, such as a unit on the meaning of giftedness for newly identified gifted students.
- Continue to expand the collection of AIG bibliography books.
- Facilitate access to resources for twice-exceptional and multilingual learners to support teachers, parents, and students.
- Develop integrated curriculum units across all grade levels.
- Seek out real-world learning opportunities, such as robotics, Model UN, and geocaching.
- Form partnerships with community organizations by participating in service learning projects, potentially partnering with groups like Rowan Helping Ministries or Lids for Kids.
- Establish clubs such as speech and debate or an ethics club.

- Administer pre-assessments before teaching the curriculum to aid in student differentiation.
- Include AIG topics in PLC agendas at least once a month to address the needs of gifted students.
- Collaborate with the ML Coordinator to create and provide curriculum examples, supplemental resources, and strategies to engage and challenge multilingual learners.
- Work with the EC lead to develop a menu of modifications and accommodations that ensure support and services address the strengths and challenges of twice-exceptional students.
- Enhance the existing CLSA tool to monitor the implementation of differentiated curriculum and instruction, ensuring that differentiation is effectively supported in the classroom.

Planned Sources of Evidence

* Student interest surveys	
* Formative and summative assessment measures	
* PLC agendas or notes	

Type	Documents	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A		 If I Ran the School Interest-A-Lyzer Elementary Interest-A-Lyzer Primary

Standard 4: Personnel and Professional Development

Concord Lake STEAM Academy (13D) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Concord Lake STEAM Academy's program for gifted learners is coordinated by an AIG-licensed teacher with experience working in a variety of educational settings with gifted learners in both elementary and middle school.

The AIG Coordinator's duties include but are not limited to:

- Overseeing the screening, referral, and identification process
- Maintaining documentation of student identification evidence and services provided
- Meeting with parents/guardians and other stakeholders to develop the DEP for each identified student
- Leading the AIG Advisory Board meetings throughout the year and ensuring that meetings occur at least three times a year
- Providing leadership for the needs of AIG learners at all levels
- Monitoring and implementing the program services with the K-8 students at CLSA
- Participating in professional development opportunities, including regional, charter NCDPI, and other statewide meetings to support the gifted program
- Developing, monitoring, and evaluating the local AIG plan and program
- Providing professional development and resources regarding gifted and advanced students to the instructional staff
- Developing partnerships with families to support our AIG program
- Developing partnerships with the community to support our AIG program
- Advocating for AIG scholars during PLC meetings to ensure the needs of gifted learners are being met consistently across CLSA
- Attending leadership meetings to advocate for gifted learners at CLSA and to ensure that AIG student programming is part of the school community as a whole
- Attending other school-based meetings like MTSS, Autism support, etc., to ensure that all needs of AIG learners are being addressed throughout the school
- Collaborating with the ML Coordinator and EC Lead to ensure equitable identification and service
- Developing and providing an AIG handbook for staff that supports the specialist's role, our goals, and also resources to aid in the local AIG plan and program

To ensure effective leadership and program improvement, the AIG Coordinator will collaborate with other district leadership to synergize efforts on behalf of AIG students. The AIG Coordinator will be included on the MTSS team to effectively represent, provide information about, and advocate for the AIG Program within an MTSS context.

An AIG Handbook will be provided for staff that supports an understanding of the specialist role within the larger context of implementing and supporting the vision, mission, and goals of the Local AIG Plan and program.

*** 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.

Concord Lake STEAM Academy employs one AIG Gifted Coordinator who also serves as the gifted specialist. The AIG Coordinator/Gifted Specialist serves students in grades K-8.

The AIG Coordinator/Gifted Specialist's duties include but are not limited to:

- Assisting in the identification, assessment process, and placement of each scholar
- Coaching teachers in the best practices for AIG instruction
- Providing professional development addressing AIG practices
- Helping differentiate lessons and assignments
- Teaching students in small pull-out groups or pushing into classes
- Administrative responsibilities for the program

All the work indirectly or directly addresses the needs of advanced learners.

Academic:

- Compacting the Curriculum, Subject Acceleration, and Grade Acceleration
- Working with PLCs to look at data when flexibly grouping students
- Directly providing services through a push-in or pull-out group focusing on reading and/or math

Intellectual:

- Project/Problem-based learning
- Passion projects for scholars who are intellectually gifted

Social and Emotional:

- Working with parents/guardians to gather information on DEP
- Providing articles on our website about social and emotional needs of gifted learners
- Working collaboratively with school personnel to address needs found by parents and teacher observations
- Using Williams and Mary Jacob's ladder Social/Emotional texts and ladders
- Using resources like "The Survival Guide for Gifted Kids" by Judy Galbraith to discuss what it is like to be gifted

The AIG Coordinator/Gifted Specialist will remain informed on current best practices for gifted learners by using NCDPI resources, Honors training, reading articles, books, attending professional development such as the NCAGT, or attending Confratute at the University of Connecticut, and/or attending webinars on gifted education given by experts in the field of gifted education.

The AIG Coordinator/Gifted Specialist will collaborate with other AIG Coordinators and Gifted Specialists by attending meetings such as charter meetings provided by NCDPI, NCDPI institutes, and regional meetings. The AIG Coordinator/Gifted Specialist will reach out to other coordinators when applicable to ask questions and get feedback about CLSA's AIG program and plan.

The AIG Coordinator will promote a variety of professional development opportunities such as the webinars given at the University of Connecticut that are geared towards gifted education. The honors training is given by NCDPI to help with middle and high school honors programs. The AIG Coordinator/Gifted Specialist will also keep the AIG Advisory Board up to date on the statewide initiatives to support gifted programs and advanced learners.

The AIG Coordinator/Gifted Specialist will also collaborate with the MTSS Coordinators to ensure that AIG is included in CLSA's MTSS team to represent, provide information for, and advocate for the AIG program within MTSS.

*** 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.

Concord Lake STEAM Academy looks at the competencies of the staff members each year when determining the professional development needed. All staff at RTO (returning teacher orientation) are given an overview of the AIG program and identification policies to ensure that all staff members are knowledgeable about the program and how we identify students. At the end of the training, the AIG Coordinator/Gifted Specialist asks every staff member to fill out a form to ensure any questions are answered and asks about what topics they feel they need more support in. Surveys from RTO also help the AIG Coordinator/Gifted Specialist determine when, where, and what material needs to be covered at some point during the school year.

All teachers will be trained on a social and emotional aspect of gifted learners using the AIG Booster Shots developed by NCDPI and/or resources such as "Teaching Kids in Today's Classroom" by Dina Brueles, Ph.D., "On the Social and Emotional Lives of Gifted Children" by Tracy L. Cross, Ph.D. and "Mindsets in the Classroom" by Mary Cay Ricci. They will also be trained on ML and 2e students by the AIG Coordinator/Specialist in conjunction with the ML Coordinator and EC Lead teacher.

Concord Lake STEAM Academy will begin to implement tiered professional development for teachers during our half day planning, PLCs, etc.

Classroom Teachers:

- All teachers will be trained on the social and emotional aspects of gifted learners using the AIG Booster Shots developed by NCDPI and/or resources such as "Teaching Kids in Today's Classroom" by Dina Brueles, Ph.D., "On the Social and Emotional Lives of Gifted Children" by Tracy L. Cross, Ph.D., and "Mindsets in the Classroom" by Mary Cay Ricci.
- They will also begin to be trained on ML and 2e students by the AIG Coordinator/Specialist in conjunction with the ML Coordinator and EC Lead teacher.
- K-1 teachers will be trained on how to use differentiation techniques such as choice boards using the AIG Booster Shots at DPI.
- 2nd-grade teachers will be trained mid-year on how to go over the practice questions for the CogAT and how we identify scholars in second grade using our universal screener. They will also be trained on differentiation topics such as choice boards and Depth and Complexity Icons.
- 3rd-5th grade teachers will be trained on differentiation techniques such as choice boards, RAFT, and Depth and Complexity Icons.
- 6th-8th grade honors level teachers will attend honors training and bring back knowledge to those teachers unable to attend. We will also use the AIG Booster Shots created by DPI to go deeper into the social and emotional tendencies of gifted students.

It is expected that all teachers with AIG clusters will be active participants and will take back what they have learned and implement the new technique into their classroom with their students.

Student Services Personnel:

- Collaboration with the ML Coordinator and EC Lead teacher to ensure professional learning on gifted multilingual learners and twice exceptional students.

School Administrators:

- Overview of the AIG program and identification policies provided during RTO to ensure all staff members are knowledgeable about the program and how we identify students.

*** Practice D**

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

The AIG Coordinator/Gifted Specialist will partner with administration to determine the staffing needs of gifted students and the personnel in each grade level who could meet these needs.

Cluster Grouping:

- Cluster grouping will occur in grades 1st - 5th grade classes. Students in grades 1st and 2nd will be grouped according to whether they receive talent development from the AIG Coordinator/Gifted Specialist. Students will be grouped by their identification in grades 3rd - 5th. Clusters will have 4-6 students depending on the grade level.
- When possible, students in a cluster group will be placed with a teacher who has participated in gifted professional development beyond what has been given at CLSA and with a teacher who has also been shown to move gifted and high-achieving students according to EVAAS. Students will be placed with the teacher that has a strength in the area that the scholar is identified.
- Students who are placed in a classroom will be monitored to determine whether it was a good placement for those students. This will be monitored by the schoolwide data sheet. Data will be shared with the administration and will determine if the teacher receives a similar cluster the following year.

Honors Courses:

- Students in grades 6-8 are placed in honors courses based on their EOG scores and identification in the area. Teachers who are teaching honors courses will participate in honors training from NCDPI whenever possible.
- Teachers will work closely with their CRT to ensure that the material they are giving students meets the standards of an honors class. They will periodically meet with the AIG Coordinator/Gifted Specialist when needed.

To ensure effective service delivery, the AIG Coordinator/Gifted Specialist will partner with school-based administrators to ensure effective AIG student grouping with an AIG-licensed teacher or one who has met the LEA requirements for the position.

*** Practice E**

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

Recruitment: The AIG Coordinator/Gifted Specialist will partner with the principal to discuss staffing needs and create question(s) that will be added to the interview process to gauge the candidate's understanding and ability to meet the needs of gifted students and advanced learners.

The AIG Coordinator/Gifted Specialist will reach out to higher learning institutions like UNCC to come and speak with the teaching staff about coursework that will allow them to earn their add-on licensure for gifted education.

The AIG Coordinator/Gifted Specialist will provide teachers who are interested in the add-on licensure for gifted education the opportunity to take additional coursework using the AIG Booster Shots to help them prepare for the Praxis. The AIG Coordinator/Gifted Specialist will reach out to other characters in the CSUSA to gauge the interest of their teachers for a possible partnership to aid in more teachers acquiring their add-on licensure in gifted education.

Retention: To retain AIG-licensed teachers, Concord Lake STEAM Academy will consider developing a teacher commitment agreement for the teacher to continue to serve the district after earning an AIG add-on license funded by the district/charter.

*** Practice F**

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

CLSA has identified the needs for expanding opportunities in gifted education by analyzing the data from our current students using EVAAS and by examining the population of students being identified. Through this analysis, we have realized that we are growing in our identification of underrepresented subgroups, but there is still much work to be done. We also determined that we need to concentrate more on growing our identified students. Looking at EVAAS and our gifted population has helped shift the mindset to working as a team to help grow this population of students.

Professional Learning Opportunities:

- Professional development has been given and will continue to be provided to expand understanding of giftedness and address misconceptions about our differing populations. This includes looking at areas like overexcitabilities in gifted students and examining the traits that gifted students often have. Gifted traits are placed in the staff handbook for teacher reference to ensure they are using those traits with our special populations such as ML and 2e students.

Implementation Plans:

- The AIG Coordinator/Gifted Specialist will collaborate with the leadership team at CLSA to develop and implement a plan for professional development regarding our expanding excellence initiative throughout the school year. This plan will ensure that the needs of our teachers, staff, and students are met. We will use the Call to Action Guidebook, Guidebook 2.0, and other guides to support the goals of CLSA.

Collaboration:

- The AIG Coordinator/Gifted Specialist will collaborate with the EC lead, ML Coordinator, and MTSS leads using resources such as “Strategic Actions to Realize Equity and Excellence in Gifted Education for Multilingual Learners,” “Critical Actions to Reach and Teach Students who are Twice Exceptional (2e),” and “Integrating Academically or Intellectually Gifted Services in a Multi-Tiered System of Support.”

*** Practice G**

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

AIG Perspective and Integration: The AIG Coordinator/Gifted Specialist will work “to be at the table” by:

- Discussing professional development of staff with the leadership team (administration, CRTs, ML Coordinator, MTSS leads, EC lead)
- Serving on different committees such as SIT (School Instructional Team), MTSS, BTSP (beginning teacher support person), and STEAM Committee
- Collaborating with the leadership team on ways to help support the social and emotional needs of gifted scholars
- Collaborating with the ML and EC leads to help support students who may be gifted and ML and/or EC
- Providing professional development on a variety of topics addressing the needs discussed

Local AIG Program Goals: The AIG Coordinator/Gifted Specialist will connect the needs of gifted learners with the School Improvement Plan by continuing to be an active member who helps work towards and create the goals of the school. The goals in the Local AIG Plan will be established and aligned with the AIG professional development required to achieve those goals.

Professional Development Opportunities: The AIG Coordinator/Gifted Specialist will use the Booster Shots created by DPI on various topics as a way for teachers to learn more about gifted education. The AIG Coordinator/Gifted Specialist will keep track of who is participating in this professional development when collaborating with the principal on what teachers should have each cluster.

The AIG Coordinator/Gifted Specialist will post different professional opportunities for AIG Advisory Board Members and teachers to participate in throughout the year, such as the taste of Confratute given by the University of Connecticut on various topics in gifted education.

Collaboration and Structures: The AIG Coordinator/Gifted Specialist will be an active member of the MTSS team and will explain the AIG program goals and ensure that they align with MTSS and the school goals.

The AIG Coordinator/Gifted Specialist will use the systems in place already at CLSA when considering the appropriate time to administer professional development. Professional development will take place during early release days, district-wide professional development days, and periodically at the Professional Learning Communities (PLCs).

*** Ideas for Strengthening the Standard**

- Develop a robust support system for the AIG program to ensure effective leadership and continuous improvement, considering the dual roles of the AIG Coordinator/Gifted Specialist.
- Investigate the provision of dedicated time for professional work sessions or workdays to develop the competencies required for the AIG specialist role.
- Provide support for teachers and instructional personnel to earn an AIG add-on license or complete district or regional professional development requirements.
- Gather data to create an annual AIG needs assessment.
- Facilitate opportunities for AIG specialists and support staff to collaborate with classroom teachers, modeling and coaching on differentiation strategies.
- Explore ways CLSA could support individuals pursuing an AIG add-on license, potentially including financial assistance for classes or the Praxis exam.
- Collaborate with the state team at CSUSA to refine the application system for candidates with AIG licensure or Gifted Certification from outside North Carolina.
- Consider establishing a teacher commitment agreement for AIG add-on licenses funded by CLSA.
- Investigate the possibility of board recognition for teachers completing local requirements.
- Create a book club based on professional literature provided by NCDPI.
- Develop an AIG 101 professional development program covering topics such as the characteristics of gifted scholars, effective instructional practices, current research in gifted education, and the social and emotional needs of gifted students.
- Ensure the AIG Coordinator/Gifted Specialist allocates time for coaching, implementation, and reflection on professional development to ensure teachers understand how to apply it in their classrooms.
- Integrate the perspective of gifted education throughout all professional development sessions conducted during the year.
- Provide exemplar lessons that illustrate the theories and concepts learned during professional development, aiding in differentiation and co-teaching as part of AIG coursework.

Planned Sources of Evidence

*	Professional Development Given to Teachers	
*	PLC agendas or notes	
*	PD feedback	

AIG Standard 4 Additional Resources

N/A

 [AIG RTO Survey After Presentation](#)

 [AIG RTO Presentation](#)

 [Differentiation PD](#)

Standard 5: Partnerships

Concord Lake STEAM Academy (13D) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

CLSA will plan and implement community events and enrichment activities to increase partnerships with families and engage AIG students. Some examples of community events that have taken place include Hispanic Heritage Night, Winter Wonderland, our Black History Program, STEAM night, and our EOG carnival where all stakeholders were invited to participate in learning. To encourage participation, local vendors and food trucks are invited to come out. The food trucks are advertised leading up to the event. These events are open to as many grade levels as possible.

Students in grades 4th and 5th participate in Genius Hour where they can research anything they would like and present it to the school community as well as their families. Students are asked to create an invitation to invite a special person to come out, and it is also advertised via the AIG Coordinator's/Gifted Specialist's newsletter that is sent out once a month.

The AIG Coordinator/Gifted Specialist will host a night for parents/guardians of identified students to come out for a night of learning and fellowship. The goal of the meeting is to have parents/guardians learn more about what it means for their child to be gifted as well as mingle with other parents/guardians of gifted students. This will be planned once a year.

To engage parents/guardians, the AIG Coordinator/Gifted Specialist will send out a survey at the end of the school year to elicit feedback regarding family involvement in the AIG program. Current options for parent/guardian involvement include the AIG Advisory Board, being a guest speaker, referring a guest speaker, or sponsoring an AIG program.

CLSA will encourage parents/guardians at the DEP conference and throughout the school year to ask questions, voice any concerns, and celebrate successes. Events, activities, and successes will be shared in the parent/guardian newsletter that is sent out once a month. These are also opportunities for parents/guardians to provide anecdotal feedback.

The AIG Coordinator/Gifted Specialist will work with the marketing and enrollment specialist to ensure that all newsletters and meeting notes are posted on the AIG part of the website. Other materials on the website will include websites that the scholars can access to work on engaging activities, articles for parents/guardians, and other resources on gifted education.

*** 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.

The AIG Coordinator/Gifted Specialist will continue to work with CLSA's leadership team to discuss increasing involvement of business and community leaders to support the needs of the local AIG program. Some of the needs may include after-school enrichment clubs such as Debate, Math Olympiad, Science Olympiad, additional funding, and volunteerism.

The AIG Coordinator/Gifted Specialist will advocate for gifted programming by reaching out to existing community organizations like the Kannapolis Chamber of Commerce to support additional after-school clubs and enrichment clusters.

Concord Lake STEAM Academy Partnerships Include:

- Partnering with Kannapolis City Schools and Rowan-Salisbury School District to ensure that when our students transition to high school, they are able to inquire about the different program offerings for gifted education in their districts.
- Beginning a partnership with UNCC to speak with teachers about their AIG add-on licensure yearly, so that all teachers can have the opportunity to inquire about their program and gather information needed to consider the pursuit of an add-on licensure in gifted education.

Concord Lake STEAM Academy will continue to reach out to different organizations such as the Kannapolis Cannon Ballers and local faith-based organizations in its community to increase its community involvement to enhance the local AIG plan and showcase the achievements of AIG students.

*** 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.

Concord Lake STEAM Academy has been dedicated to including all stakeholders in the decision-making process for creating our plan. Through surveys and test analysis, we sought data from constituents including scholars, parents/guardians, and teachers. The current plan was designed in response to that data and the conversations throughout the year at our AIG Advisory Board meetings.

Each year, the program's offerings, policies, and action plan are created through collaboration between the AIG Coordinator, faculty, and Concord Lake STEAM Academy stakeholders (which includes parents/guardians and community members). The AIG Advisory Board meets at least three times a year to review the current policy, programming, and parent/guardian education opportunities. Members are asked to serve on the AIG Advisory Board for a term of two years.

Concord Lake STEAM Academy recruits parents/guardians in different ways. One method is during the DEP meeting itself, where the AIG Coordinator/Gifted Specialist asks the parent/guardian if they are interested in serving on the AIG Advisory Board. If they confirm, they are added to the calendar invites. Another method is through the parent/guardian survey, which asks if they would like to serve on the advisory board and provides their information. The AIG newsletter sent home monthly also gives the date of each advisory board meeting to remind parents/guardians and invite those who may not be on the board yet. Parents/Guardians at this time represent the various grade spans throughout the school to ensure that all stakeholders are at the table.

Concord Lake STEAM Academy continues to pursue community members to ensure that all stakeholders are represented. The AIG Coordinator has reached out to former parents/guardians of students who have moved on to high school and community members with current partnerships with CLSA. We will continue to reach out into the community to ensure better representation at our AIG Advisory Board Meetings.

Concord Lake STEAM Academy ensures that each grade band is represented, including the ML Coordinator, EC Lead Teacher, MTSS Coordinators, Administration, CSUSA state team member, special area teachers, and middle school student(s) on our AIG Advisory Board. Members were recruited by a survey and/or a personal invitation by the AIG Coordinator/Gifted Specialist.

To increase participation, the AIG Advisory Board Meetings offer a virtual option for all stakeholders. Technology is used so that all stakeholders can participate in the discussion whether they are in person or participating virtually.

Before each meeting, the AIG Coordinator/Gifted Specialist will reach out to the AIG Advisory Board members to inform them of the topic of conversation, so they are prepared. An agenda will be created to help focus the meeting and provide structure. Meeting topics are shared with the AIG Advisory Board before the next meeting.

After the meeting has concluded, all AIG Advisory Board members will receive notes from the meeting and will be asked to add feedback that was either missed or thought of later. The notes will be posted on the CLSA website for all to view.

The advisory group assists with developing, monitoring, evaluating, and revising the local AIG program and plan by reviewing AIG program data and stakeholder feedback, supporting the development and revision of the Local AIG Plan, and making recommendations for future programming.

To further support participation, Concord Lake STEAM Academy will provide opportunities for both in-person and virtual meeting options.

*** 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.

Communication is ongoing and responds to the diverse language needs of the community by ensuring that interpreters are available at our results and/or DEP meetings, so that parents/guardians can ask questions when needed. Communication will also be sent to current parents/guardians using a system such as Google Translate or a staff member for any information sent home that needs to be translated into another language. Opportunities for various grade levels are shared with parents/guardians during the DEP meetings when possible, so that they can ask questions through their interpreter.

To develop new partnerships and maintain existing ones, Concord Lake STEAM Academy will continue regular updates to the school's website. This will include information on identification, services, and assessment. A video was created and posted on the website to inform parents/guardians about the identification process. In addition, a virtual meeting will be held for parents in the second grade before their universal screener to go over the types of questions that they will see on the CogAT, our identification policy, and to address any questions they may have after the presentation.

The local AIG plan will be located on the school's website on the homepage of the AIG page, so that the community has access to our current plan. The AIG Plan will be shared with the AIG Advisory Board through email and/or paper copy. Any new members will receive a copy of the plan upon joining the AIG Advisory Board. Paper or electronic copies of the plan will be given to any other stakeholders upon request.

A brochure was created for prospective parents/guardians with information about the AIG processes at CLSA. These brochures will be disseminated to prospective parents/guardians by the Enrollment Officer. Brochures will be translated to Spanish to meet the needs of our Spanish-speaking families.

Stakeholders stay informed in the following ways:

- The administrator presents an action plan and progress to the Board of Directors each Spring.
- The AIG Coordinator meets with Concord Lake STEAM Academy stakeholders (staff, parents/guardians, scholars, community members) at least three times annually. A reminder will be posted in the AIG specialist's newsletter each month, updating parents/guardians on any upcoming events so they can mark them on their calendar.

- Concord Lake STEAM Academy will post meeting notes from the AIG Advisory Board Meetings on the school's website listed under AIG for all community members.
- An outline of information regarding the plan and policies related to gifted education will be updated on the school's website. The plan will also be available on the school's website for all stakeholders to view.
- Pictures of projects and activities such as Genius Hour are shared with families via the school's Facebook page and the school's website to showcase all the great things happening in AIG.

CLSA will create and maintain a handbook for parents/guardians to be emailed to parents/guardians of identified scholars at the beginning of the year or when their child is identified and will be posted on our school's website for parents/guardians and all stakeholders. The handbook will include information about CLSA's plan and policies related to gifted education and an explanation of each identification and what it means. A handbook will be created and maintained for staff members that will be emailed to them as well as posted on the school's website. This handbook will include information about CLSA's plan and policies as well as different examples of techniques that can be used with gifted students, such as choice boards and depth of complexity icons. A handbook will be maintained for students as well that outlines our plans and policies as well as information that pertains to students. This will be given with the parent handbook electronically to parents/guardians as well as listed on our website for viewing. Both the student and parent handbooks will also be included in a newsletter that goes out to parents/guardians at the beginning of the year.

The AIG Coordinator will reach out to the faculty member of the PTC (Parent Teacher Committee) to share information with parents/guardians about the AIG program and answer any questions they may have at least once a year. CLSA will share opportunities with families about events such as guest speakers, informational sessions, articles, and camps. This will be done through the virtual newsletter that is sent home once a month and/or through our schoolwide system such as TalkingPoints. Articles will also be available for parent/guardian viewing as well as other stakeholders on our school's website listed under AIG.

All extracurricular activities offered at CLSA will be listed on the CLSA website, complete with detailed descriptions of each program. Representatives involved in these activities may be available to answer questions during Open House and/or at an additional meeting in the fall.

*** Ideas for Strengthening the Standard**

- Collaborate with ML and PTC to share successes and explore strategies to enhance parent and family engagement partnerships.
- Identify leaders from various parent and family networks who may be willing to partner with CLSA to brainstorm and support programming options and services for AIG students.
- Pursue volunteers and sponsorships through parent/guardian engagement and the district-wide AIG Advisory Group via committee and open forum sessions.
- Establish a PAGE chapter through NCAGT.
- Advocate for new and additional programming options and services for AIG students by communicating their needs to parent networks such as PTC.
- Establish strong, collaborative partnerships with families of multilingual learners, communities, and students to overcome language barriers and facilitate participation in educational opportunities.
- Partner with Institutes of Higher Learning, Regional Service Alliances, or the North Carolina Association of Gifted and Talented Children.
- Seek volunteers and sponsorships from various community organizations to support AIG students in areas such as competitions and clubs.
- Engage with community organizations such as Bethel Baptist Church and the City of Kannapolis.
- Provide childcare for meetings, facilitated by NJHS.
- Offer interpreter services for meetings to encourage participation from family members of multilingual learners.

Planned Sources of Evidence

* Parent/Guardian Night Slides

* Monthly Newsletters to Parents/Guardians	
* AIG homepage with the AIG plan listed	
* Genius Hour Activities	
* Staff, Parent and Student AIG Handbooks	

Documents

Document Template

N/A

Type

AIG Standard 5 Additional Resources

Document/Link

-  [AIG Parent/Guardian Night Slides](#)
-  [Link to Monthly Newsletters](#)
-  [AIG Website with Plan listed](#)
-  [Gifted Guide Site for Genius Hour Activities](#)
-  [Monthly Newsletters](#)
-  [AIG Staff Handbook 2025-2028](#)
-  [AIG Student Handbook 2025-2028](#)
-  [AIG Parent/Guardian Handbook 2025-2028](#)

Standard 6: Program Accountability

Concord Lake STEAM Academy (13D) 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.

CLSA developed our plan to reflect the mission and vision of our school-wide community to ensure that AIG is naturally integrated into every aspect of the learning experience. The policies and procedures represented here are used throughout the school building in developing the programming at CLSA.

CLSA developed the local AIG plan strategically, including input from relevant stakeholders through the following actions:

- Surveyed parent(s)/guardian(s) and teachers and reviewed that data to see where we could improve.
- Surveyed students in grades 3rd-8th and reviewed their data.
- Met with the administration team to ensure that the AIG plan is meeting the vision, mission of the charter.
- Contacted teachers, building administration, CSUSA team member, parent(s)/guardian(s) and community member to be on the AIG Advisory Board.
- Met as an Advisory Board several times starting in October 2024 to discuss standards 1-6 given by the state.
- Sent out meeting notes to the Advisory Board members following the meeting.
- Posted AIG Advisory Board meeting notes on the school's website with opportunities to provide feedback.
- Used feedback from the previous plan from NCDPI as guidance as well as the unpacking documents, revised standards and virtual support such as the gifted connection and the videos created on each standard by NCDPI.
- Presented CLSAs local AIG plan to the governing board for approval.

All components of the AIG plan, for all six standards have been addressed by the plan. The plan under review will be approved by the Board of Directors and sent to NCDPI for review and comment.

Assessment data (EOG, NCDPI Assessments, NWEA), survey data (teacher, parent/guardian, and scholar), progress reports, teacher observations, and classroom performance are reviewed regularly by the AIG Coordinator/Specialist and CRT(s). These data points are used to evaluate the program's effectiveness during leadership meetings.

The AIG Coordinator/Gifted Specialist will attend grade-level PLC/planning meetings and participate in data meetings where student progress is discussed.

The AIG Coordinator/Gifted Specialist will meet with the AIG Advisory Board to discuss the program's effectiveness and determine if changes are needed to the local AIG plan mid-cycle, using interim reports and legislative/policy updates from NCDPI. The AIG Advisory Board meets several times throughout the school year. If changes are needed, the AIG Coordinator/Specialist will schedule a meeting to discuss and make revisions, present them to the Board of Directors, and submit revisions to the state following Board approval to ensure the plan meets the standards of Article 9B. Once approved by the board and reviewed by NCDPI, changes will be shared with all stakeholders on the school's website and emailed to AIG Advisory Board members.

*** Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

The AIG Coordinator/Specialist leads the AIG Advisory Board meetings at least three times a year to monitor data, discuss the implementation of the plan, and discuss any updates relevant to stakeholders. The AIG Advisory Board members will be given a copy of the plan to use as a reference at the meetings.

The AIG Advisory Board will review the data and plan at our meetings to decide if any revisions need to take place. This will then be discussed with the administration and go through the revision process if all parties agree. Any revisions will be made, approved by the principal, and sent to our Board of Directors for final approval before being sent to NCDPI for comment and review.

The AIG Coordinator/Specialist meets regularly with the leadership team and classroom teachers to review the implementation of the annual action plan and student performance data. The evaluation summary is submitted to the school's leadership and Board of Directors. Evidence of local AIG implementation will be kept in a binder, organized by standard, and maintained by the AIG Coordinator/Specialist.

Evidence of local AIG implementation will be kept in a binder, organized by standard and maintained by the AIG Coordinator/Specialist.

Mid-cycle revisions to the Local AIG Plan will be determined based on shifts in local or state policy and other updates and changes.

*** 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.

State allotted funds are utilized to purchase materials for staff development. CLSA aims to increase the library of books focused on gifted education available to staff. Books previously purchased and used for professional development of staff include "Teaching Gifted Kids in Today's Classroom" by Diana Brulles, Ph.D. and "On the Social and Emotional Lives of Gifted Students" by Tracy L. Cross.

Professional development outside of CLSA for the AIG Coordinator/Gifted Specialist may include attending conferences such as the NCAGT conference held in March and classes from UCONN such as Confratute.

The funds are also used for classroom materials for gifted and high-flying students that work with the AIG Coordinator/Specialist. These books include, but are not limited to, the Challenge Math Series by Edward Zoccaro, the Jacob's Ladder Reading Comprehension Program by Joyce L. VanTassel-Baska Ed.D. and Tamra Stambaugh, Ph.D., and "The 10 Performance-Based STEM Projects" series for different grade spans by Todd Stanley. Classroom materials such as "Hands on Equations" and "Developing Fraction Sense" by Henry Borenson have also been purchased to enhance our math curriculum. These materials are research-based for gifted students and are focused on increasing our growth in both reading and math to exceed expectations for growth of our gifted students.

Funds are also used for the identification of our students. We use an aptitude test for our universal screener such as CogAT and an achievement test for our younger grades such as the Iowa assessments. A teacher rating scale such as the HOPE scale is also purchased with these funds, as well as the Iowa Grade Acceleration Program. We use these materials to help with our universal screener and our continuation of identification of our 4th - 8th grade students who have shown promise.

These funds are monitored by the administration and the school operations manager. The AIG Coordinator/Gifted Specialist creates purchase orders for materials for gifted professional development and classroom materials, which are approved by the school principal and then move on to the school's operation manager to ensure that funds are available and are used correctly and are in line with the program goals and what is needed for the program to be successful.

*** 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.

Disaggregated EOG and NCDPI assessments for CLSA are reviewed at the beginning of the year and shared with the faculty as a whole and in grade-level teams. The leadership team uses this data to set school-wide goals. The test data for performance and growth for each subgroup, including AIG, is compiled at the end of the year, analyzed by the administration team, and used to inform program revisions. Performance assessments are shared with parents/guardians quarterly. The AIG Coordinator/Specialist collaborates with the Curriculum Resource Teacher(s), administration, MTSS coordinators, EC Lead Teacher, MTSS Coordinator, and teachers to gather, analyze, and share AIG scholar growth and achievement data. Data may include items such as EOG data, NCDPI assessments, NWEA, MClass, and iReady assessments.

Data from aptitude and state-mandated assessments will be analyzed by the AIG Coordinator/Specialist to determine the equity and efficacy of the AIG program and school-wide MTSS. Annual updates on the state of the AIG program will be given at the beginning of the year. At the last meeting, the AIG Advisory Board members will be given the final headcount for the year and the analysis of programmatic efficacy based on the current scholar data. At the first meeting of the year, an analysis of programmatic efficacy based on scholar data from the previous year will be used to determine changes needed to meet the needs of the scholars. Updates will be given throughout the year by the AIG Coordinator/Specialist to the leadership team as data from assessments such as CogAT, NC Check-ins, and NWEA are received.

The AIG growth data in EVAAS has been used to help shift the mindsets of CLSA staff. Our AIG subgroup did not grow in the year 2023-2024 and was the only subgroup not to show growth. Growth was shown in the year 2022-2023. The AIG Coordinator has been collaborating with the MTSS staff to begin to think of their AIG and high-flying scholars and what they are doing to push these students to continue to grow. This has been done in all-day planning sessions with grade levels as well as in PLCs throughout the year when data is discussed. We will continue to look at AIG as a subgroup to ensure collaboration between the AIG Coordinator/Specialist and teachers to continue to grow AIG students.

CLSA will protect confidentiality and adhere to the rules of FERPA when sharing student data with the public.

*** 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.

At the beginning and end of each year in grades 4-8, data from the EOGs for both reading and math are analyzed to identify students who may have been missed for possible identification and/or Talent Development/Nurturing. A rubric for identification is utilized for all K-8 scholars meeting the criteria for identification, and a DEP is created for identified scholars. BOG data is also analyzed after it is taken at the beginning of 3rd grade for possible Talent Development/Nurturing of a student who may need additional support based on the data.

Second grade scholars are tested mid-year using a universal screener such as the CogAT. Results are analyzed, and students are placed with the AIG Coordinator/Gifted Specialist based on the data received according to our rubric.

In grades Kindergarten - 8th grade, teachers and/or parents/guardians can refer a student for possible identification or Talent Development Services. An online referral form has been made available for both teachers and parents/guardians and has been shared on the CLSA website. The AIG Coordinator/Gifted Specialist monitors the Google form. Once a referral is made through the website, the AIG Coordinator/Gifted Specialist reviews the child's data to determine if the child qualifies for services. The student then begins nurturing services with the AIG Coordinator/Gifted Specialist and starts the official identification process if they meet the criteria on our rubric.

Students who do not meet the criteria for testing and/or identification but are referred by their teacher and/or parents/guardians may qualify for Talent Development/Nurturing. At least two data points should show that the student is performing above grade level in the area they are being referred to. Data

points may include, but are not limited to, EOGs, NCDPI assessments, BOG, iReady, and running records. An attendance record will be kept for students in the subject they are receiving Talent Development in. At the end of the year, a determination to continue or discontinue Talent Development/Nurturing services will be made by analyzing data such as the EOGs and the recommendations of the AIG Coordinator/Specialist.

Services are determined in grades 4-8 primarily by EOG data but may include other data points. Students need to score in at least the 80th percentile in either math or reading to be eligible for services. Services in grades K-3 are determined by at least two data points that show they are high in the area they will be nurtured in. Data points may include, but are not limited to, BOG, NWEA, DIBELS, iReady assessments in reading and math, running records, etc. Parents/Guardians are given an update on their student's progress twice a year to ensure they are aware of how their child is performing in class on the different activities presented.

Identification data is shared with the AIG Advisory Board after the fall and spring headcount and analyzed in various ways. We closely examine our subgroups to ensure they are representative of our school as a whole. Subgroups that are under or over-performing are analyzed to ensure no students are overlooked. This data is also shared with the leadership team.

Retention of AIG students is analyzed by the AIG Coordinator/Gifted Specialist. Surveys created for parents/guardians and students are analyzed to ensure the program is effective for the students involved. Conversations are held at DEP meetings, and suggestions are considered in planning.

The AIG Coordinator is part of the MTSS team and collaborates with them to evaluate the AIG program's effectiveness. The MTSS team evaluates the effectiveness of programs for all students and helps group gifted and high-achieving students based on their data from NC Check-ins, benchmark assessments, NWEA, etc. Data is analyzed throughout the year to determine if interventions are meeting the needs of all subgroups. A school-wide data sheet has been coded with students who are identified and nurtured to help each stakeholder see their progress. A system such as Classworks is used by the AIG Coordinator/Gifted Specialist to monitor each child's progress and add data to their DEP throughout the year.

The AIG Coordinator/Gifted Specialist shares the percentages of identified students in each area, including ethnicity and grade level, with the leadership team and the AIG Advisory Board. The data is analyzed again at the end of the year to ensure we are expanding opportunities for all subgroups of gifted students. The AIG Coordinator/Gifted Specialist works with the ML and EC leads to ensure no students are missed in those subgroups, as low identification has been noted as a trend.

We have introduced advanced coursework in both reading and math for our middle school students. This initiative aims to create additional opportunities for students who may not have fully qualified for identification or Talent Development/Nurturing. Middle school teachers engage in professional development, including Honors Training provided by DPI and/or training facilitated by the AIG Coordinator/Gifted Specialist.

*** Practice F**

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

The AIG Coordinator/Gifted Specialist will collaborate with the School Operations Administrator (SOA) to document employees who earn an AIG add-on license and/or participate in professional development geared towards gifted learners. This documentation will be regularly updated and maintained in collaboration with Human Resources staff to ensure accurate record-keeping.

CLSA encourages teachers to enroll in professional development and alerts staff of opportunities aligned with the school's vision. The AIG Coordinator/Gifted Specialist will track participation in these professional development activities and ensure they align with the goals of the Local AIG Plan.

The AIG Coordinator/Gifted Specialist will be part of the leadership team and will discuss with administrators the needs of the AIG program, appropriate placement of gifted and advanced learners, and how they can support the goals of the AIG program. These discussions will take place throughout the year during leadership meetings.

The AIG Coordinator/Gifted Specialist will partner with the administration to help make informed hiring decisions for new personnel. CLSA targets 100% highly qualified lead teachers and support teachers, including those who serve AIG scholars. Personnel data regarding licensure and qualifications will be systematically used to support the goals and strategies outlined in the Local AIG Plan.

*** 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.

The parent/guardian surveys disseminated across the school feature questions to solicit feedback regarding the AIG program and implementation. Each standard is represented by at least one question in the survey to ensure consistency and fidelity of the program. Responses are reviewed by the AIG Advisory Board at least once a year.

Parents/Guardians and students are asked for their feedback during DEP meetings. Students fill out surveys such as interest-a-lyzers, which help the AIG Coordinator/Gifted Specialist design programs for the students throughout the year. Student feedback is also obtained anecdotally and through informal conversations regarding their interests and opinions on units of study. All informal and formal data will be analyzed by the AIG Coordinator/Gifted Specialist to make changes to the programming offered to students.

The AIG Advisory Board consists of building administrators, teachers, parents/guardians, program staff, CSUSA state team members, and interested community members. Open dialogue is maintained between the school's Board of Directors, program staff, teachers, parents/guardians, and community members.

The AIG Coordinator/Gifted Specialist will gather information from collaborative teams such as PLCs to gather informal feedback for constant reflections that are directly or indirectly involved with AIG programming. Additionally, the district will use existing collaborative team structures (PLCs, MTSS, Teacher Council) to gather feedback throughout the year.

Meeting notes are maintained during leadership meetings to help document feedback, as well as a Google form given to staff, parents/guardians, and students to collect feedback from those stakeholders. The district will also conduct various stakeholder focus groups or interviews to ensure all stakeholders have opportunities to provide feedback.

*** Practice H**

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

Program data, including evaluation data and overview, is shared by the administrator with the board annually. Concord Lake STEAM Academy's data is included in the formulation of school goals, a process that includes faculty, administration, Board, and community members. The goals are shared with the school community in a letter. Board meetings are open to the public, and minutes are available to the public following the conclusion of the meeting. Student performance data is public via school report card. Student program data will be shared with the AIG Advisory Board throughout the year when identification has occurred to analyze our program and identification process.

Parents/Guardians will have survey data from the parent/guardian survey shared with them upon request and/or at AIG Advisory Board Meetings. School personnel will have all survey data shared with them once it has been collected during their PLC/planning, staff meetings, etc.

Program evaluation data will be shared with various groups, including the AIG Advisory group, the leadership team, school administrators, and the PTA.

The confidentiality of all stakeholders who have provided feedback will be protected by Concord Lake STEAM Academy. CLSA will adhere to the rules of FERPA when sharing scholar data with the public.

*** 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.

At Concord Lake STEAM Academy (CLSA), we are committed to ensuring that our Academically or Intellectually Gifted (AIG) program is transparent, inclusive, and supportive of all students and their families. To achieve this, we have established clear procedures for informed consent, transfer, reassessment, and resolution of disagreements. These procedures are designed to maintain the integrity of our identification process and provide comprehensive support for our gifted students.

Click here to remove the table and use only the narrative field.

Process	Procedure
Informed consent for identification	* Parents/Guardians will be notified of the Universal Screener through electronic means such as the school's website, an emailed letter from their teacher, and/or a letter sent home with their scholar informing parents/guardians of the screening. If the parent/guardian does not want their child to be tested, they must send the letter back signed, indicating they do not give permission for the child to be tested.
Informed consent for placement	* The AIG Coordinator/Gifted Specialist will discuss consent for services at the results meeting when the DEP is being developed. If parents/guardians decide to move forward with identification, a DEP will be created. The AIG Coordinator/Gifted Specialist will also discuss the DEP and the services the student will be receiving annually at their meeting.
Transfer procedures	* When students come in from other districts in North Carolina with an identification, the AIG Coordinator/Gifted Specialist will begin services with the student using information from a program like Infinite Campus and their DEP. A meeting will then be held with the parents/guardians to determine what services the scholar will receive at CLSA after the AIG Coordinator/Gifted Specialist has sufficient data to provide a recommendation based on the student's performance. At that time, a new DEP will be created for CLSA. Identification will not be changed unless explicitly requested by the parents/guardians. CLSA will honor the interstate compact on educational opportunities for military children.
Reassessment procedures	* EOG test scores will be reviewed each year by the AIG Coordinator/Gifted Specialist. Students who meet the requirements will have the ability to be reassessed. The reassessment will take place no sooner than one year after their last assessment. Scholars who are requested and approved to be reassessed will be assessed a year after their last assessment.

Procedures to resolve disagreement

*

In the event of a disagreement regarding AIG identification and/or services between parents/guardians and the district, parents/guardians have access to a step-by-step Resolution Disagreement Procedure as outlined below:

- Step 1: Parent/Guardian submits a written request for a conference with the AIG Coordinator/Gifted Specialist. The AIG Coordinator/Gifted Specialist and the AIG Advisory Board will meet with the parent/guardian to discuss the data and the AIG identification criteria. The AIG Coordinator/Gifted Specialist will communicate in writing the outline of the review. If no resolution occurs at this level, the parent/guardian may proceed to step 2.
- Step 2: Parent/Guardian may appeal in writing to the principal at Concord Lake STEAM Academy. The administrator and the AIG Coordinator/Gifted Specialist will review the findings and meet with the parent/guardian. The administrator will communicate in writing the outcome. If no resolution occurs at the school level, the parent/guardian may proceed to step 3.
- Step 3: Parent/Guardian may appeal in writing to the State Director of the Carolinas. The State Director will review the AIG Advisory Board findings, as well as the administrator's outcome, and will meet with the parent/guardian. The AIG Coordinator/Gifted Specialist and principal will also attend the meeting. If no resolution occurs at this level, the parent/guardian may proceed to step 4.
- Step 4: Parent/Guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B.

An outline of the AIG student and parent/guardian rights will be included in the AIG Parent and Staff Handbooks.

*** Ideas for Strengthening the Standard**

- Advocate for the utilization of diverse funding sources, including local funds, federal funds, grant funds, and business partnerships, to support the needs of the AIG program, students, and staff.
- Conduct quarterly reviews of the 034 budget report to ensure expenditures are aligned with the local AIG plan.
- Analyze the equitable identification of various demographic groups for intervention within the MTSS framework.
- Collect data to highlight students' access to advanced learning opportunities, such as honors classes and Math 1.
- Conduct stakeholder focus groups or interviews to gather comprehensive feedback.
- Publish program evaluation data in multiple formats and languages represented by the district/school stakeholder group.
- Ensure all documentation is available in the native languages of students and their families.
- Engage the community to increase involvement in the programs and the AIG Advisory Board.
- Research strategies to enhance staff engagement and improve feedback from surveys.

Planned Sources of Evidence

* Website with AIG Advisory Board Meeting Notes

* Surveys for parents/guardians, staff and students

* AIG implementation binder

Documents

Document/Link

Document Template

Type

AIG Standard 6 Additional Resources

N/A

 [AIG Advisory Board Notes](#)

 [example of a student survey.](#)

 [Example of parent/guardian survey.](#)

 [Example of staff survey.](#)

Concord Lake STEAM Academy (13D) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/28/2025 

AIG Related Documents

Concord Lake STEAM Academy (13D) 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](#)  [School Board Signed Document](#)

Optional Documents

Type Document Template Document/Link

AIG Standard 1 Additional Resources N/A

-  [Identification Rubric](#)
-  [Portfolio Process](#)
-  [Middle School Math Portfolio Example](#)
-  [Example of second grade testing letter](#)
-  [AIG Video About Identification Practices](#)
-  [CLSA DEP](#)
-  [AIG Parent/Guardian Handbook](#)
-  [AIG Staff Handbook](#)
-  [AIG Student Handbook 2025-2028](#)

AIG Standard 2 Additional Resources N/A

-  [AIG Meeting Notes](#)
-  [extra curricular offerings](#)
-  [AIG Presentation to staff 2024](#)

AIG Standard 3 Additional Resources N/A

-  [If I Ran the School](#)
-  [Interest-A-Lyzer Elementary.](#)
-  [Interest-A-Lyzer Primary.](#)

AIG Standard 4 Additional Resources N/A

-  [AIG RTO Survey After Presentation](#)
-  [AIG RTO Presentation](#)
-  [Differentiation PD](#)

AIG Standard 5 Additional Resources

N/A

-  [AIG Parent/Guardian Night Slides](#)
-  [Link to Monthly Newsletters](#)
-  [AIG Website with Plan listed](#)
-  [Gifted Guide Site for Genius Hour Activities](#)
-  [Monthly Newsletters](#)
-  [AIG Staff Handbook 2025-2028](#)
-  [AIG Student Handbook 2025-2028](#)
-  [AIG Parent/Guardian Handbook 2025-2028](#)

AIG Standard 6 Additional Resources

N/A

-  [AIG Advisory Board Notes](#)
-  [example of a student survey.](#)
-  [Example of parent/guardian survey.](#)
-  [Example of staff survey.](#)

Glossary

Concord Lake STEAM Academy (13D) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
Aptitude	The natural ability to learn
Composite Score	a single data point that combines information from multiple variables.
Cluster Group	involves placing 4 to 6 gifted or high-achieving students in a regular education classroom with other peers of mixed ability.
Curriculum Resource Teacher	The person in this role collaborates with teachers in reading and/or math to ensure that the curriculum is followed, and the student's needs are met.
Differentiated Education Plan	it is the plan that is created that explains how your child will be serviced, goals will be created and recorded for the year and historical and current data is recorded.